



North American Association of Christians in Social Work
A Vital Christian Presence in Social Work

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TEACHING SPIRITUAL CARE: RESOURCES AND RESULTS

By: Ann Callahan, Ph.D.

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“Teaching Spiritual Care: Resources and Results”

By Ann M. Callahan PhD, LCSW

Lincoln Memorial University

Two styles of teaching spiritual care are compared to inspire related course delivery by other educators. The first style is a cross-disciplinary course and the second style is an online course. Each course was offered as an undergraduate elective at a private university. The experience of faculty and students is reviewed. The workshop concludes with ideas for course development and plans to share new teaching resources through the nascsw-educators listserv.

The cross-disciplinary, land-based course was taught by three professors: one in religious studies, one in psychology and one in social work. Each professor assumed responsibility for 5 weeks of the semester by taking the lead in the class discussion, assignments and grading. Content varied somewhat relative to the professor's area of expertise as it related to the topic of spiritual care. Assigned readings were provided as photocopies and books during class or through reserve at the University's library. The course attracted majors from four disciplines including nursing, religious studies, psychology and social work. The majority of students were nursing majors.

The single-discipline, online course was taught by one professor in social work. Student instruction was delivered through Blackboard over the Internet. PowerPoint slides, journal articles, discussion board postings and paper assignments were the resources used. Additional resources were placed on reserve at the University's library. These resources included one required textbook (with audio book on CD), workbook (with instructional DVD) and reference book. This course attracted majors from four disciplines including nursing, criminal justice, athletic training and education. The majority of students were nursing majors.

A variety of strengths and weaknesses emerged relative to each style of delivery (see Table 1). The cross-disciplinary class allowed for faculty and students to learn from faculty in other disciplines who collaborated on the course. However, weaknesses involved the risk for poor continuity in teaching style, overload on assignments, and variation in evaluation of student performance. This required faculty collaboration throughout the course.

The online class had strengths and weaknesses as well (see Table 1). This mode

of course delivery allowed for faculty autonomy in designing the course and flexibility in student access to course material as well as group discussion. Weaknesses involved the need for students to have technology access and expertise as well as motivation and discipline to sustain self-directed coursework. There was also a delay in feedback, which reduced the potential for interpersonal synergy to develop through direct interaction.

The types of resources used varied slightly across courses; however, most of the resources used were the same including PowerPoint slides, books (with audio book on CD and instructional DVD), class discussion, journal articles and web resources (with hyperlinks and downloads) (see Table 2). Students consistently reported that the spiritual assessment assignment was the most effective resource. In addition, students expressed appreciation for the opportunity to take this type of course (see Table 3).

A PowerPoint template is provided including course syllabus and grading rubric for each assignment to assist others in course development. Attribution is requested with resources available on the reference page. If educators are willing to share information to enhance this course, they are encouraged to join the nacsw-educators listserv. To find out more about and/or to subscribe to the nacsw-educators listerv (Christian social work educators' topics), visit: <http://mail.cedarville.edu/mailman/listinfo/nacsw-educators>

Table 1. Comparing Course Modalities

Strengths	
Cross-Discipline, Land-Based Course	Single-Discipline, Online Course
Cross-discipline collaboration with some autonomy	Complete autonomy in designing the course which allowed for teaching continuity and regulation of student assignments
Information about topic presented from cross-disciplinary perspective	Required individual faculty to determine how to generalize material beyond own discipline for students outside major*

Attracted majors across disciplines	Attracted majors across disciplines
Cross-disciplinary discourse – relative to diversity of students and faculty who volunteered to participate in the discussion	Cross-disciplinary discourse – relative to diversity of students enrolled in the class all required to participate in the discussion
Opportunity for student to learn more about related disciplines relative to representation	Opportunity for student to learn more about related disciplines relative to representation
Provided students the structure to adhere to course requirements	Allowed student access to course material and participation from home
Weaknesses	
Cross-Discipline, Land-Based Course	Single-Discipline, Online Course
Risk for poor teaching continuity and overload in student assignments	Risk for limited perspective of material presented by single teacher
Required collaboration of faculty throughout the course	Required individual faculty to determine how to generalize material beyond own discipline for students outside major*
Variation in faculty evaluation of student performance	Risk for incompatibility between faculty teaching style and student needs
Student access to course material limited to onsite location in class and library	Reliance on student technology access and expertise with University support as well as discipline to adhere to online requirements
*Considered both a strength and a weakness	

Table 2. Comparing Course Modalities

Teaching Tools	
Cross-Discipline, Land-Based Course	Single-Discipline, Online Course
Phone and Email	Phone, Email and Text Message*
Syllabus	Syllabus
PowerPoints	PowerPoints
Journal – write during and after class	Reflection Papers

Class Discussion	Discussion Board
Experiential Exercises – guided meditation*, eulogy exercise* and spiritual assessment	Experiential Exercises – workbook exercises* and spiritual assessment
Workbook DVD and other videos*	Workbook DVD
Textbooks – audio books available in Library	Textbook – audio book available in Library
Books*, articles and handouts – provided	Articles and handouts – provided
* Unique to that course.	

Table 3. Comparing Course Modalities

Student Support for Class	
Cross-Discipline, Land-Based Course*	Single-Discipline, Online Course
“The class in itself has been the most memorable. It has really given me the tools I need to really connect with myself as a spiritual being. I have also learned that my own well-being makes a difference in the care I can provide for others.”	“This course has taught me to stop and consider other's needs and beliefs. Although mine seem right to me, someone else may not see things they same way as I do. I have definitely learned to be more considerate and understanding of the other beliefs that surround me.”
“I believe this class brings out a whole new	“Throughout nursing school we hear a lot

<p>outlook on life and helps bring a lot of things to your attention that you most likely weren't aware of before. It's a change of pace from regular classes and is really enjoyable."</p>	<p>about spiritual competence and the importance of knowing who we are and what your life means but I was never quite sure how to assess that in one of my patients. I guess I secretly hoped I would never have to. The fact that there is a guide of questions to use while assessing someone's spirituality reduces a lot of that anxiety."</p>
<p>"The most memorable part of the class for me was the open discussions. I liked learning about the other people in the course and their spirituality and getting to know them on a different level than any other normal class."</p>	<p>"Since I am majoring in education, after graduating, I plan to use the spiritual assessment and coping with grief methods with my students. In schools today there are so many students who come to school that have been through a hard life situation. Many students don't understand how to cope with things that are going on in their lives. I plan to help my students overcome the things that they don't understand and help them to be a stronger generation."</p>
<p>* Negative feedback involved the volume of reading, difficulty for shy students to engage in class discussion and lack of clarity in assignment requirements.</p>	



SOCW 395B
Spirituality and Health Care
Fall 2011

Course Section: 00
Meeting Time and Place: online
Course Credit Hours: 2 credit hours

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I. COURSE DESCRIPTION: This is an interdisciplinary course, designed for students from e.g., medicine, nursing, psychology, counseling, religious studies, and social work. The course is focused on how to address spiritual needs through the professional helping relationship.

II. COURSE OBJECTIVES: Students will critically examine the impact of religion and spirituality on human behavior. Students will explore how spirituality influences their own worldview and professional use of self. The ultimate goal is to gain an understanding of the impact of spiritual factors on individual functioning and how to support the provision of spiritual care.

III. TEXTS/MATERIALS FOR THE COURSE:

A. REQUIRED TEXTS:

Koenig, H. G. (2005). *Spirituality in patient care: Why, how, when, and what*. West Conshohocken, PA: Templeton Press Foundation. (on reserve at the library)

Taylor, E. J. (2007). *What do I say? Talking with patients about spirituality*. West Conshohocken, PA: Templeton Press Foundation. (on reserve at the library)

B. REFERENCE TEXTS:

Hodge, D. R. (2003). *Spiritual assessment: Handbook for helping professionals*. Bodsford, CT: North American Association of Christians in Social Work. (on reserve at the library)

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

A. LEARNING OUTCOMES: By the end of this class, students will be able to

- i. Understand the difference between "religion" and "spirituality";
- ii. Identify how religious and/or spiritual beliefs can affect human behavior;
- iii. Recognize how religious and/or spiritual beliefs influence the helping relationship;
- iv. Appreciate the value of religious and/or spiritual diversity;
- v. Identify a variety of spiritual assessment tools;
- vi. Apply at least one spiritual assessment tool;
- vii. Explain ways patient spiritual needs can be addressed;
- viii. Use basic interpersonal skills to address patient spiritual needs;
- ix. Identify means of evaluating the success of spiritual care; and
- x. Reference a personal framework for spiritually-sensitive care.

B. EVALUATION METHOD: Grades will be based on discussion board postings, workbook exercises and reflection papers.

- i. Discussion Board/Workbook/Reflection Papers (500 points): The completion of **weekly discussion board postings, all workbook exercises and 3 reflection papers** will be required as part of this course. You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. Additional criteria for these assignments are at the end of the syllabus.

- C. **GRADING SYSTEM:** A+, A, A-, B+, B, B-, C+, C. Students will be evaluated by total points earned in this course as follows:

500 – 485 A+	399 – 390 C+
484 – 461 A	389 – 370 C
460 – 450 A-	369 – 350 C-
449 – 435 B+	349 – 300 D
434 – 420 B	299 – 0 F
419 – 400 B-	

The Baccalaureate Social Work Program does not recognize C- or below as satisfactory completion of work for this course. Students will be required to repeat a course with a final semester grade of C- or below. *To avoid a failing grade, it is your responsibility to withdraw from/drop the class according to University guidelines.*

- D. **CLASS ATTENDANCE POLICY:** Students are required to post on blackboard by midnight the day the assignment is due.
- E. **LATE ASSIGNMENTS:** All assignments are due by midnight the day the assignment is due. No late assignments are accepted.
- F. **INCOMPLETE POLICY:** Students who are unable to complete the assignments/examinations for a course before the end of the semester due to circumstances beyond their control (illness, family emergency, etc.) may request a temporary incomplete from the instructor. The instructor and student will develop a written and signed agreement for completion of the remaining work before the end of **6** weeks into the next semester. In accordance with University policy, the incomplete grade automatically converts to an “F” at the end of **6** weeks.
- V. **METHODS OF INSTRUCTION:** The adult education model of instruction, which places the responsibility for learning directly on the student, will be used in this course. The methods of instruction will include audio-visual presentation, case examples, experiential exercises and group discussion via blackboard.
- VI. **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:** DVDs/Videotapes and Computer for PowerPoint, Blackboard, Word Processing and Research. Technical assistance is available at the Tagge Center. You may also download PowerPoint slides for class from Blackboard at <http://lmunet.centertech.com>. Students may use personal computers available at Carnegie-Vincent Library.
- VII. **UNIVERSITY POLICIES:**
- STUDENTS WITH DISABILITIES POLICY:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU Catalogue. Any student needing assistance in accordance with the Americans with Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, Donna Treece-Paul, in order to make appropriate arrangements. Contact information: donna.treece-paul@lmunet.edu and/or 423-869-6251 (800-325-0900 ext. 6251). Office is located on the third floor of the Student Center.

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: <http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf>

LMU’S INCLEMENT WEATHER POLICY: <http://www.lmunet.edu/curstudents/weather.html>.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT:

<http://www.lmunet.edu/about/mission.html>.

DEPARTMENT MISSION STATEMENT: The Department of Social Work is committed to providing quality educational opportunities that incorporate professional values and evidence-based theory and practice with emphasis on social justice, community service, social justice, and continuing professional and personal growth for a diverse population of students and community practitioners.

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

QUIZ/WRITTEN ASSIGNMENT/PRESENTATION DIRECTIONS:

- A. Discussion Board (100 pts): Please post a comment about the PowerPoint slides, readings and/or progress on your assignments per class schedule (10 pts per posting). You must offer a 3 – 5 line response to one classmate's posting (10 pts per posting). Your discussion board posting and response must be completed by midnight of the due date on the class schedule.
- B. Workbook (100 pts): You are required to complete the workbook called *What Do I Say?* by Taylor (2007). The purpose of this assignment is to provide you the opportunity to apply basic interpersonal skills to address spiritual needs in the professional helping relationship. You may submit the completed assignments via email or through Blackboard. Due on Nov. 15th.
- C. Reflection Papers (300 pts): There will be three reflection papers due during the course of the semester. Each paper must be formatted (e.g., MLA or APA) and be at least 4 – 5 pages in length with 3 references. Your paper will also be graded based on grammar (clarity in expression of thought), thoroughness (breadth and depth of discussion), and organization (formatted with logical flow). Please see below for the topics and due dates.

Due Sep. 20th - Reflection Paper I: Religious /Spiritual Diversity (100 pts): The purpose of this assignment is to help you enhance your awareness of religious/spiritual diversity. Your paper should address the following:

- i. Introduction (purpose of paper with review of topics)
- ii. Define what religion is and how religion is different from spirituality
- iii. Describe your own religious faith or spiritual beliefs
- iv. Summarize three religious faiths (e.g., Baptist, Catholic, Pentecostalism, Buddhism, Islam, Judaism) different from your own religious faith (if you have one)
- v. Predict how your religious or spiritual beliefs might influence your work with others (give an example)
- vi. Summary (review material covered and new insights)

Due Oct. 18th - Reflection Paper II: Spiritual Assessment (100 pts): The purpose of this assignment is to enhance your ability to identify spiritual resources and needs. Select a spiritual assessment tool (e.g., spiritual ecomap, spiritual lifemap, spiritual genogram or spiritual history) from *Spiritual Assessment* by Hodge (2003) (on reserve at the library) to complete a spiritual assessment on yourself or someone you know. Your paper should address the following:

- i. Introduction (purpose of paper with review of topics)

- ii. Identify which assessment tool you selected and why.
- iii. Summarize the assessment outcomes in your paper.
- iv. Assess the strengths of this tool as a resource.
- v. Assess the weakness of this tool as a resource.
- vi. Summary (review material covered and new insights)

Due Dec. 13th - Reflection Paper III: Implications for Personal and Professional Growth

(100 pts): The purpose of this assignment is to help you develop a conceptual framework for spiritually-sensitive and competent practice. Your paper should address the following:

- i. Introduction (purpose of paper with review of topics)
- ii. Discuss two new insights gained through this course.
- iii. How can you provide care that communicates spiritual sensitivity?
- iv. How can you determine your level of spiritual competence?
- v. How will you continue your personal and professional development in this area?
- vi. Summary (review material covered and new insights)

- X. PROFESSIONAL BEHAVIOR:** This classroom is a public place, not a private domain. It is expected that students will conduct themselves in a reasonable, polite, and considerate manner. Examples of unacceptable behavior include talking to classmates during lecture, passing notes, inappropriate physical contact, sleeping, reading a newspaper, studying for another course, leaving the classroom at will, and disrupting the class by talking on a cell phone. All students are expected to attend class fully prepared with appropriate materials and have electronic devices turned off. Any student behavior deemed disruptive by the instructor will result in expulsion of the student from the classroom, with an absence for the day and possibly disciplinary action including termination from the course. Please make arrangements for child care; children may disrupt student learning and are prohibited from attending class by LMU policy.
- XI. ACADEMIC INTEGRITY:** Students enrolled in this course are expected to maintain high standards of academic integrity. Any incidents of cheating in any form (including, but not limited to cyber cheating; plagiarism; falsification of journals, records, or assignments; or unauthorized collaboration with other students) and collusion in these incidents will result in an automatic “F” on the work in question and/or an “F” in the course. All incidents will be reported to the Office of Student Services, the department chair, and the program director, as appropriate. Social Work majors risk termination of admission or non-admission to the Baccalaureate Social Work Program (see Social Work Program *Student Handbook*).
- XII. CLASS CANCELLATION:** Every attempt will be made to notify students as soon as possible if it is necessary to cancel a class. Check Blackboard, email, voice mail, and classroom door as appropriate. University snow/weather cancellations are posted on the LMU website and announced on local radio/TV channels. The readings and assignments scheduled for a cancelled class session will be due at the next class session unless otherwise discussed by the professor.
- XIII. DEPARTMENT NONDISCRIMINATION STATEMENT:** The Baccalaureate Social Work Program does not discriminate on the basis of age, class, color, creed, culture, disability, ethnicity, family structure, gender, gender identity and expression, immigration status, marital status, military status, national origin, political ideology, race, religious or spiritual beliefs, sex, sexual orientation, or socioeconomic status.
- XIV. STUDENT COURSE EVALUATION:** Evaluation of courses and instructors by students constitutes an important aspect of the Department of Social Work’s quality review process. Therefore, students enrolled in this course will have an opportunity to communicate their assessment of the course and the instructor through a formal evaluation conducted at the end of the semester. In addition, students will be encouraged to provide verbal feedback throughout the course. Students also reserve the right to arrange an appointment to discuss any concerns about the course with the instructor in private or to contact Dr. Kay Paris, Department Chairperson.

XV. FIELD EXPERIENCES: None

XVI. PORTFOLIO ENTRIES: None

XVII. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2011:

First Day of Classes	August 23, 2011
Last Day to Add Classes	August 31, 2011
Labor Day (no classes)	September 5, 2011
Convocation (9:30 a.m.)	September 13, 2011
Last Day to Drop Course without "WD"	October 12, 2011
Mid-term Exams	October 17-21, 2011
Fall Break (no classes)	October 27-28, 2011
Last Day to Drop Course without "F"	October 31, 2011
Thanksgiving Holiday (no classes)	November 24-25, 2011
Last Day of Classes	December 9, 2011
Final Exams	December 12-16, 2011

XVIII. THE PROFESSOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

CLASS SCHEDULE AND READING ASSIGNMENTS
SOCW 395B – Spirituality and Health Care

1	Aug. 23 – Bb post	Topic: Course Overview – Read: Syllabus
2	Aug. 30	Topic: Differentiating Religion from Spirituality – Read: Koenig, Ch. 1-3
3	Sep. 6 – Bb post	Topic: Why Religion and Spirituality Matters – Read: Koenig, Ch. 4, 5

4	Sep. 13	Topic: Spiritual Needs – Read: Koenig, Ch. 6, 7
5	Sep. 20	Reflection Paper I Due
6	Sep. 27	Topic: Spiritual Pain – Read: Koenig, Ch. 8, 9
7	Oct. 4 – Bb post	Topic: Introduction to Spiritual Assessment – Read: Koenig, Ch. 10, 11
8	Oct. 11	Topic: Spiritual Assessment and Referral – Read: Koenig, Ch. 13, 14
9	Oct. 18	Reflection Paper II Due
10	Oct. 25	<i>No Class Happy Spring Break!</i>
11	Nov. 1 – Bb post	Topic: Treatment Planning – Read: Taylor, Ch. 1-3
12	Nov. 8	Topic: Spiritual Care and Collaboration – Read: Taylor, Ch. 4-6, 8
13	Nov. 15	Workbook Due
14	Nov. 22	Topic: Spiritual Well-being and Treatment Evaluation – Read: Articles Provided
15	Nov. 29 – Bb post	Topic: Threats to Spiritual Care and Spiritual Competence– Read: Articles Provided
16	Dec. 6	Topic: Plan for Lifelong Learning – Read: Articles Provided
17	Dec. 13	Reflection Paper III Due

* PowerPoint slides may be accessed through Blackboard at <http://lmunet.centertech.com>
PowerPoint Template References

Bratton, D. (2005). *Spirituality: Faith and healthcare* [PowerPoint slides]. Retrieved from <http://www.wdbydana.com/Spirituality.ppt>

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- Jones, B. (2008). *Honoring your spiritual beliefs while respecting others*. Retrieved from http://www.hpcai.org/documents/filelibrary/documents/pdf/2008_iho_fall_conference/1D_Honoring_Your_Spiritual_Beliefs_While_Respect.pdf
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Staudé, J. (2005). Autobiography as a spiritual practice. *Journal of Gerontological Social Work*, 45(3), 249-269.

Stephenson, P., Draucker, C. B., and Martsof, D. S. (2003). The experience of spirituality in the lives of hospice patients. *Journal of Hospice and Palliative Nursing*, 5(1), 51-58.

Tan, H. M., Grief, M., Couns, P. C., Braunack-Mayer, A., Beilby, J. (2005). The impact of the hospice environment on patient spiritual expression. *Oncology Nursing Forum*, 32(5), 1049-1055.

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**SOCW 395B – Reflection Paper 1
Religious/Spiritual Diversity**

Grade Sheet (100 points)

	<u>Possible</u>	<u>Earned</u>
1. Introduction (5 pts.)		
a. Purpose of paper with review of topics	5	
2. Different Traditions (65 pts.)		
a. How religion is different from spirituality	10	
b. Your Own Religious Faith/Spiritual Beliefs	10	
c. Three Different Faiths From Your Own Faith	30	

d. Potential Impact on Work Performance	15	
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3. Summary (5 pts.)

a. Review of what was covered and insights gained	5	
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4. Technical Criteria (25 pts.)

a. 3-5 Pages	5	
b. 2 References	5	
c. Grammar (clarity in expression of thought)	5	
d. Thoroughness (breadth and depth of discussion)	5	
e. Organization (formatted with logical flow)	5	

Final Total: /100

Grade:

Additional Comments:

**SOCW 395B – Reflection Paper 2
Spiritual Assessment**

Grade Sheet (100 points)

	<u>Possible</u>	<u>Earned</u>
1. Introduction (5 pts.)		
a. Purpose of paper with review of topics	5	
2. Different Traditions (65 pts.)		
a. Type of Assessment Tool/Reason for Selection	15	
b. Summary of the Assessment Outcomes	30	
c. Strengths of the Assessment Tool	10	

d. Weaknesses of the Assessment Tool	10	
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3. Summary (5 pts.)

a. Review of what was covered and insights gained	5	
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4. Technical Criteria (25 pts.)

a. 3-5 Pages	5	
b. 2 References	5	
c. Grammar (clarity in expression of thought)	5	
d. Thoroughness (breadth and depth of discussion)	5	
e. Organization (formatted with logical flow)	5	

Final Total: /100

Grade:

Additional Comments:

**SOCW 395B – Reflection Paper 3
Spiritual Assessment**

Grade Sheet (100 points)

	<u>Possible</u>	<u>Earned</u>
1. Introduction (5 pts.)		
a. Purpose of paper with review of topics	5	
2. Different Traditions (65 pts.)		
a. Two new insights	15	
b. How you can provide spiritually-sensitive care	20	
c. How you can determine spiritual competence	15	

d. How you will continue to grow	15	
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3. Summary (5 pts.)

a. Review of what was covered and insights gained	5	
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4. Technical Criteria (25 pts.)

a. 3-5 Pages	5	
b. 2 References	5	
c. Grammar (clarity in expression of thought)	5	
d. Thoroughness (breadth and depth of discussion)	5	
e. Organization (formatted with logical flow)	5	

Final Total: /100

Grade:

Additional Comments:

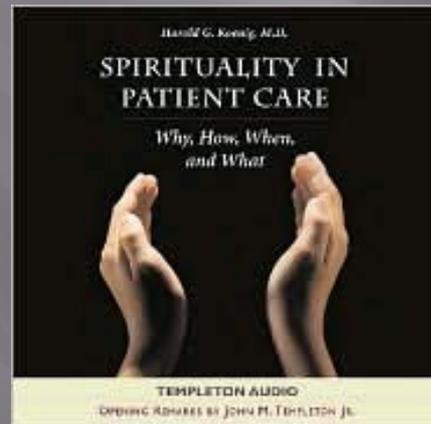
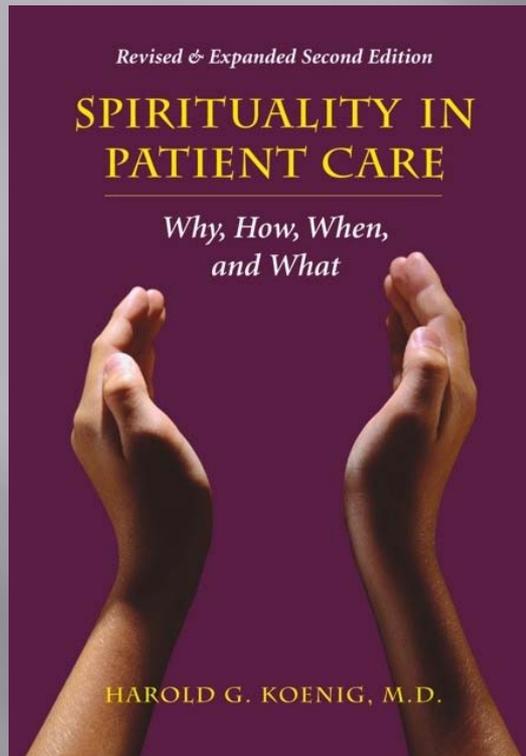
SPIRITUAL CARE

[Insert Your Name and
Contact Information]

Course Overview

- ▣ The following material is a synopsis of the material I use to teach the Spiritual Caregiving and Spirituality and Health Care courses.
- ▣ You are free to use this PowerPoint presentation as a starting point for developing your own class pending citation of references.
- ▣ Please consider how the presentation of this material may be improved and share your insights with me. *Thanks!*

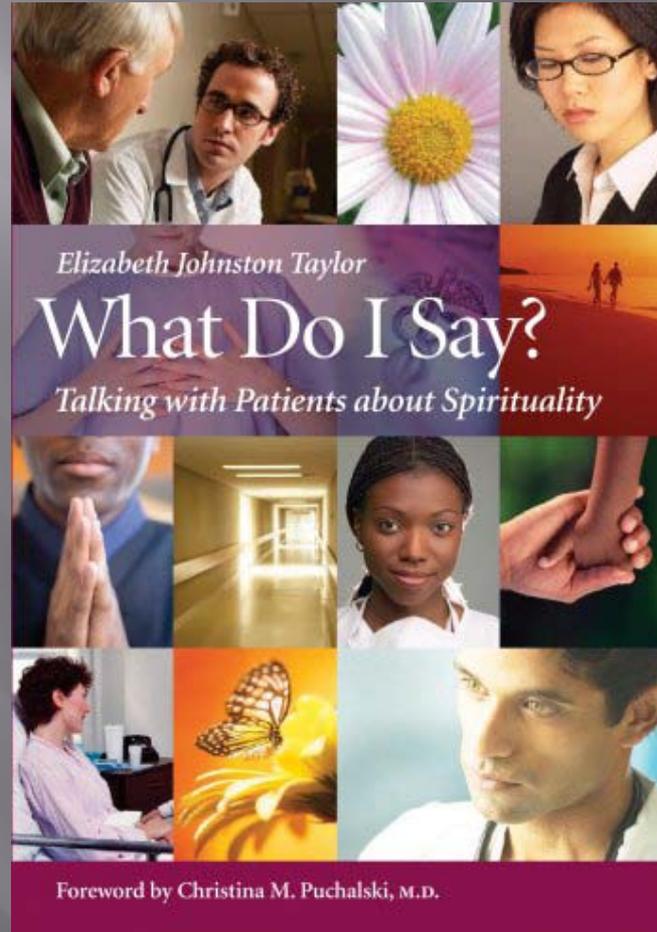
Required Books – Koenig (2005)



Koenig, H. G. (2005). *Spirituality in patient care: Why, how, when, and what*. West Conshohocken, PA: Templeton Press Foundation.

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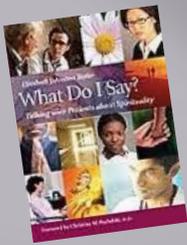
Required Books – Taylor (2007)



Get the book
with the DVD.



Taylor, E. J. (2007). *What do I say? Talking with patients about spirituality*.
West Conshohocken, PA: Templeton Press Foundation.



Taylor (2007)

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Taylor, E. J. (2007). *What do I say? Talking with patients about spirituality*. West Conshohocken, PA: Templeton Press Foundation.

Course Overview

- ▣ Religion vs. Spirituality
- ▣ Spiritual Needs
- ▣ Spiritual Pain
- ▣ Spiritual Assessment and Referral
- ▣ Treatment Planning
- ▣ Spiritual Care and Collaboration
- ▣ Spiritual Well-being and Treatment Evaluation
- ▣ Threats to Care and Spiritual Competence
- ▣ Plan for Lifelong Learning

Religion versus Spirituality

- ▣ Why do you need to understand the difference between religion and spirituality?
 - Helps you identify the nature of patient need.
 - ▣ Enables respect for patient diversity
 - ▣ Highlights when to seek new knowledge
 - Helps you determine to approach that need.
 - ▣ Type of dialogue to facilitate
 - ▣ Kind of referral to make
 - ▣ When advocacy might be needed

Religion

- ▣ Religion is an institutionalized system of beliefs, worship, and practices that generally focus on a god or higher power that is often transmitted over time (Bratton, 2005; Canda, 1999; Canda and Furman, 1999; Koenig, 2008).



Spirituality

- ▣ Spirituality refers to an individual's sense of life purpose, meaning, connectedness, and morally fulfilling relationships (Canda, 1999; Canda and Furman, 1999).



Different Constructs

Religion	Spirituality
Community focused	Individualistic focused
Observable, measurable, objective	Less visible, measurable, subjective
Formal, orthodox organized	Less formal, orthodox, systematic
Behavior-oriented, outward practices	Emotionally-oriented, inward directed
“Good/evil” doctrine	Non-doctrine oriented
Authority-directed	Self-directed

(Jones, 2008)

Different Constructs

- ▣ People may be spiritual *and* religious.
 - Religious practices such as prayer, reading the bible, and attending church can facilitate life meaning
 - A particular religion is one road to spiritual awareness and growth (Stanworth, 2006; McCormick, 2007).

Different Constructs

- ▣ Other people may be spiritual *and not religious*.
 - Spiritual practices such as meditating, listening to music, and hiking can facilitate life meaning

Same Outcome

- ▣ *But, all people are spiritual.*
 - The experience of life meaning and purpose is a basic spiritual need shared by all people. We just have different ways of getting that need met.
 - Religious and spiritual beliefs and practices give people the opportunity to cultivate, sustain and enhance their own sense of life meaning and purpose.

Reflection Paper I

- ▣ The purpose of this assignment is to help you enhance your awareness of religious/spiritual diversity. Please address the following:
 - ▣ Introduction (purpose of paper with review of topics)
 - ▣ Define what religion is and how religion is different from spirituality
 - ▣ Describe your own religious faith or spiritual beliefs
 - ▣ Summarize three religious faiths different from your own religious faith (if you have one)
 - ▣ Predict how your religious or spiritual beliefs might influence your work with others (give an example)
 - ▣ Summary (review of material covered and new insights)
 - [CLICK HERE](#) to reference the grade sheet.

Spiritual Needs

- ▣ Spiritual needs may become more pronounced during times of illness and death (Miller, Chibnall, Videen, and Duckro, 2005).
- ▣ People seek meaning in situations that cause suffering to make sense of that situation and transcend hardship (Kellehear, 2000).

Spiritual Pain

- ▣ Failure to find this meaning may result in deep spiritual pain (Millison, 1988).



Signs of Spiritual Pain

- ▣ Your Patient Might Ask
 - Why is this happening to me?
 - Why is God doing this to me?
 - Who am I, now that I am dying?
 - What is the meaning of my life?
 - What's the point of living like this?
 - I just wish I were dead.
 - How can I stay connected with others?

(McCormick, 2007; Bratton, 2005 ; Knight and von Gunten, 2004)

Case Example

- ▣ *Mr. J's daughters reported to the hospice nurse that their father was having extreme difficulty sleeping at night. He insisted on sitting up rather than lying down, would call out to them if they left the room, and refused to take either the Roxynol or Ativan that was prescribed to ease his respiratory distress and help him sleep. The nurse explored the patient's resistance to the medications and possible reasons for his sleeplessness but received no clear explanation.*

(Knight and von Gunten, 2004)

What Would You Do?



Case Example

- ▣ *Knowing Mr. J was a life-long Baptist, the nurse asked the patient if he would be willing to talk with the hospital chaplain. Mr. J agreed and a referral to the chaplain was made. The chaplain met with Mr. J. He discovered that Mr J feared he would die if he closed his eyes. He did not think he would go to heaven after having committed an unforgivable sin. The chaplain was able to help Mr J seek forgiveness and resolve his fears, which allowed him to rest peacefully from that point on.*

(Knight and von Gunten, 2004)

Case Example

- ▣ In this example, the nurse knew that her patient had a particular reason for treatment noncompliance but needed more information.
- ▣ The nurse determined another professional could more fully address the situation *and asked her patient's permission to make a referral.*
- ▣ A chaplain was consulted with the training and authorization to process the patient's spiritual concerns and facilitate healing.

Spiritual Assessment

- ▣ What You Can Do
 - Do your homework ahead of time – access basic understanding of patient religious beliefs
 - Express interest, ask specific questions as well as open ended questions to encourage sharing
 - Avoid judgment of religious/spiritual practices and beliefs
 - Listen for broader meanings rather than focus on specific religious doctrines and dogma

(Knight and von Gunten, 2004)

Spiritual Assessment

- ▣ What You Can Do (Knight and von Gunten, 2004)
 - Be aware of your own framework, biases, and comfort zone in this area
 - Respect patient/family/cultural privacy
 - Offer a referral (or consult with others) if patient has spiritual needs beyond your capacity and/or comfort level to address
 - Plan to follow-up at a later time with the patient and family
- ▣ Taylor's (2007) DVD has great examples.

Example

- ▣ *Mrs. T has just been informed by her oncologist that her breast cancer is no longer responding to chemotherapy and has spread aggressively to other parts of her system. Her doctor recommends hospice care to control the pain and to help her family care for her in the comfort of her own home. Mrs. T expresses concerns about how her adult children will take the news, "I just know this will devastate them." The doctor explains that the hospice team will help her family adjust and communicate about the news. She then asks, "Where do your children usually turn to during difficult times for support? Do your children have any spiritual beliefs or practices that might give them strength or hope?"*

(Knight and von Gunten, 2004)

Spiritual Assessment

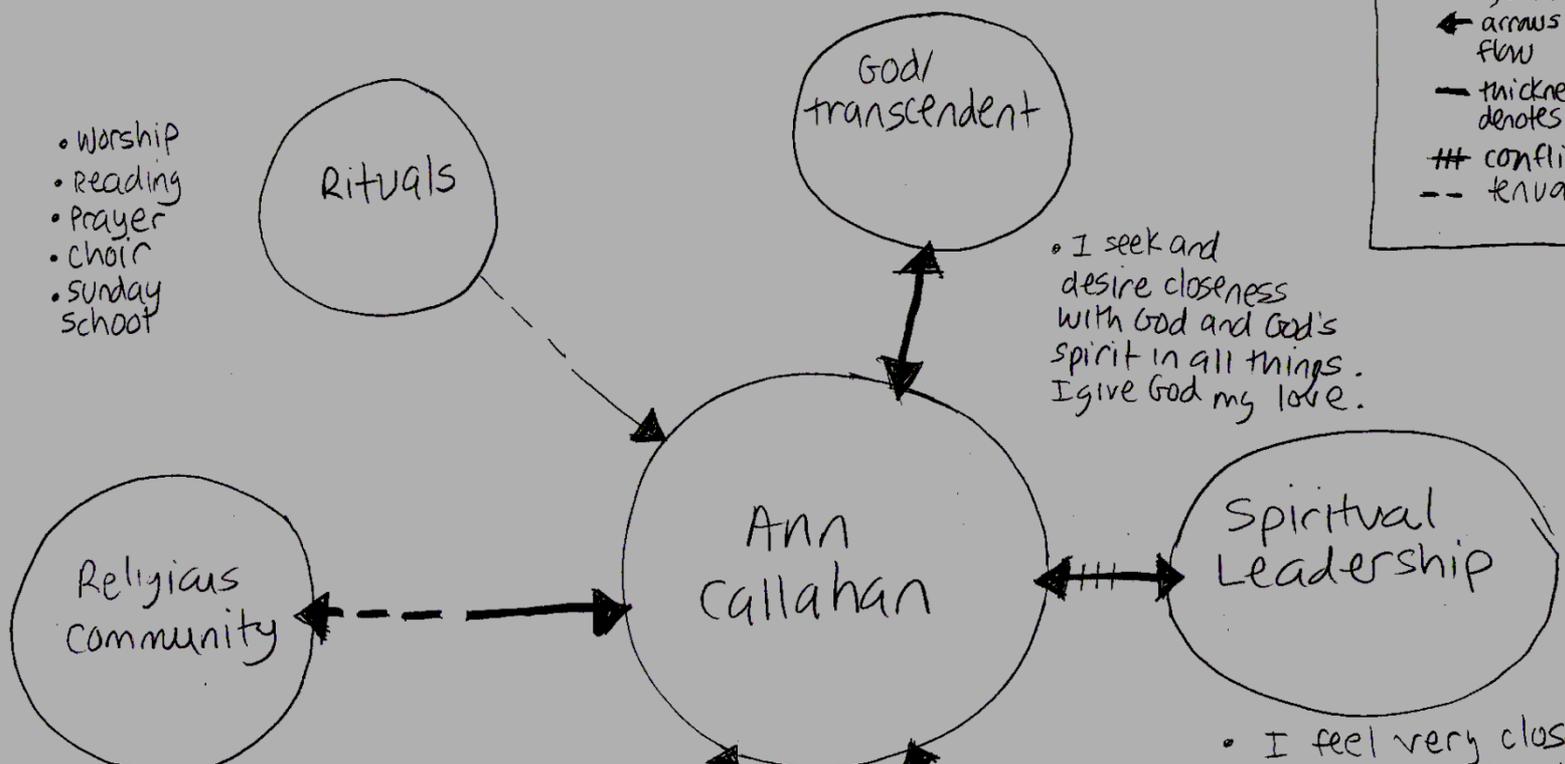
- ▣ There are a variety of tools used to assess patient spirituality, often introduced at the beginning of treatment.
 - MD Approach
 - Nursing Approach
 - Social Work Approach
 - Chaplain Approach
- ▣ Although each discipline has a particular approach to assess patient spirituality, the agency providing care may have its own.

Example

- ▣ Social Work Approach
 - Spiritual Ecomap – A pictorial instrument used to depict client spirituality relative to the following domains: rituals, God/transcendent, religious community, spiritual leadership, parents' spiritual tradition, and transpersonal beings (e.g., angels or deceased loved ones). Therefore, a spiritual ecomap can be used to depict how one's spirituality has been influenced by previous generations, evolved over one's lifetime and is currently being influenced.

(Hodge, 2001; 2003)

Legend:
 ← arrows denote energy flow
 — thickness of line denotes strength
 ## conflictual
 - - - - - tensions



- worship
- Reading
- Prayer
- choir
- Sunday school

• I seek and desire closeness with God and God's spirit in all things. I give God my love.

• I am very comfortable in my faith tradition and love my church family, although get frustrated with church politics. I try to contribute to meet church needs as much as I can. Sometimes I miss church, but return and still feel very close to everyone.

• I think a lot about life after death and believe my grandmother can communicate with me should I need her support.

• I feel very close to the leadership, but feel upset when leadership does something I do not agree with. Largely, not too much conflict though.

• I no longer ascribe to my parent's faith tradition but still feel a deep connection & attend a church closely related in beliefs.

Spiritual Assessment

- ▣ Spiritual assessment should, at a minimum, determine the patient's denomination, beliefs, and what spiritual practices are important to the patient.
- ▣ This information can help one determine the impact of spirituality on care and services being provided, viability as a resource for coping, and if further assessment or services are needed.

(Bratton, 2005; Puchalski, 2001)

When to Refer

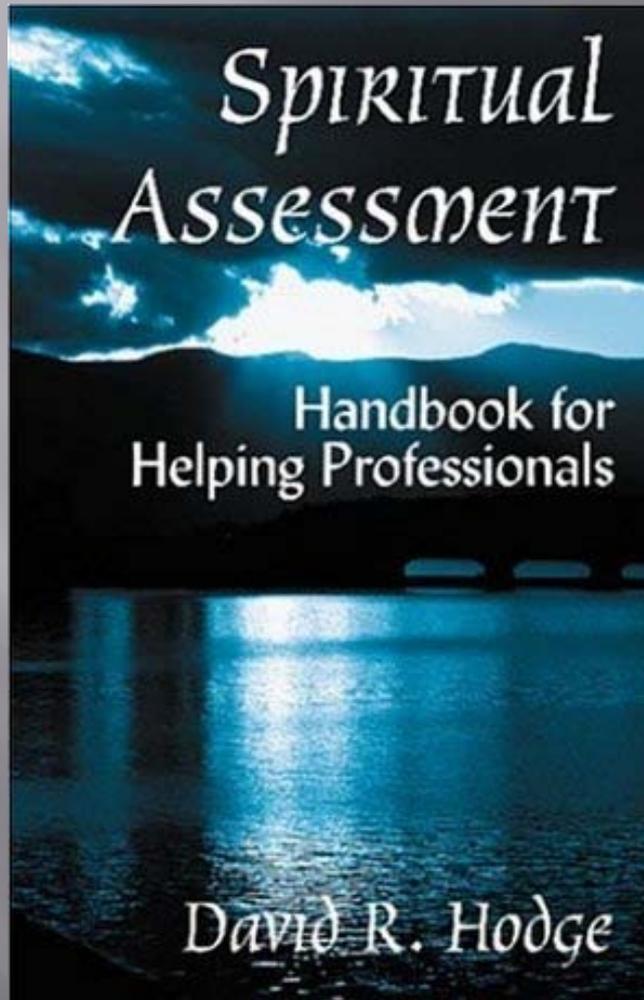
- ▣ Ask yourself...
 - Am I likely to impose my own set of values or beliefs upon them in the process of assessing their needs?
 - Will I be comfortable in the face of strong emotions that may arise in the process of a more in-depth assessment of spiritual suffering?
 - Will I have the time and skills to provide comfort if my questions evoke great sadness or distress?
 - Who could best meet the needs of this patient and family at this time?

(Knight and von Gunten, 2004)

Reflection Paper II

- ▣ The purpose of this assignment is to enhance your ability to identify spiritual resources and needs. Select a [spiritual assessment tool](#) to complete an assessment on yourself or someone you know. Please address the following:
 - Introduction (purpose of paper with review of topics)
 - Identify which assessment tool you selected and why.
 - Summarize the assessment outcomes in your paper.
 - Assess the strengths of this tool as a resource.
 - Assess the weakness of this tool as a resource.
 - Summary (review of material covered and new insights)
 - ▣ [CLICK HERE](#) to reference the grade sheet.

Reference Book



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Spiritual Care

- ▣ Spiritual care providers respond to a patient's religious and non-religious spiritual needs by meeting both the requirements of faith and the humanistic desire for another person to 'be there', to listen, and to love...up to the point of death (McWright, 2002).
- ▣ Spiritual care is about helping people whose sense of meaning, purpose and worth is challenged by illness (Murray, Kendall, Boyd, Worth and Benton, 2004).

Providers

- ▣ The type of spiritual care provided depends on the patient and professional caregiver.
 - Each patient has different strengths and weaknesses that influence spiritual needs and capacity for spiritual well-being.
 - Each professional has different roles, expertise, and comfort in addressing spiritual needs.

Informal Providers

- ▣ A social worker may conduct a spiritual assessment and provide limited spiritual care in the context of addressing mental health issues.
- ▣ The social worker may refer the patient to a formal spiritual care provider, especially if the patient has unmet spiritual and/or religious needs.

Informal Providers

- ▣ A nurse may also conduct a spiritual assessment and provide general support, but the nurse will primarily address medical needs and refer the patient to a formal spiritual care provider if there are unmet spiritual and/or religious needs.

Formal Providers

- ▣ A chaplain, clergy or spiritual leader is usually the primary provider of spiritual care. This provider may be employed by the agency serving the patient or a community volunteer.
- ▣ Formal spiritual caregivers have the authority to provide pastoral counseling, conduct religious rituals and provide limited mental health care in the context of addressing spiritual issues.

Interventions

- ▣ There are a variety of generalist and clinical interventions used to provide spiritual care.



Generalist Interventions

- ▣ Physical Presence
- ▣ Therapeutic Touch
- ▣ Effective Communication
- ▣ Emotional Connection
- ▣ Creating a Supportive Environment
- ▣ Referral to a Formal Spiritual Caregiver

(Kaeton, 1998; Byock, 1996; Eilberg, 2006; Sheldon, 2000; Puchalski, 2001, 2006; Heyse-Moore, 1996; McCormick and Conley, 1995; Kubler-Ross, 1997; Mako, Galek, and Poppito, 2006; Cooper, 2005; Sandage and Shults, 2007; Stephenson, Draucker, and Martsolf, 2003; Watson, 2006; Eisenhandler, 2005; Tan, Grief, Couns, Braunack-Mayer, and Beilby, 2005; Miller, Chibnall, Videen, and Duckro, 2005)

Clinical Interventions

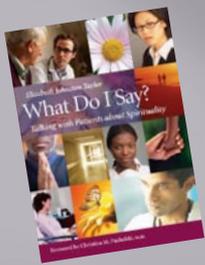
- ▣ Spiritual history
- ▣ Visualization
- ▣ Bibliotherapy
- ▣ Journaling
- ▣ Reminiscence
- ▣ Support groups
- ▣ Music Therapy
- ▣ Relaxation Response
- ▣ Autobiographical work



Clinical Interventions

- ▣ Guided Imagery
- ▣ Focusing
- ▣ Client-assisted faith sharing
 - Verbal support and encouragement of spiritual beliefs
 - Reading scripture or religious material
 - Sharing faith-related affirmations
 - Prayer or other rituals

(Bratton, 2005; Staude, 2005; Miller, 2003; Kelly, 1995; Goldstein, 2007; Sheldon, 2000; Carson and Koenig, 2004; Puchalski, 2001, 2006; Hills, Paice, Cameron, and Shott, 2005; Miller, Chibnall, Videen, and Duckro, 2005)



Workbook Due

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Spiritual Well-being

- ▣ The goal of spiritual care is to prevent or address spiritual needs and/or reduce spiritual pain or distress.
- ▣ This state of inner harmony and wholeness has been most often identified as being considered “spiritual well-being.”

Spiritual Well-being

- ▣ Spiritual well-being is defined as having inner peace indicated by a sense of hope, personal value, and life meaning.
- ▣ The presence of indicators of spiritual well-being would suggest success in the delivery of spiritual care interventions.

Spiritual Well-being

- ▣ Spiritual Well-being Scale Indicators
 - Inner peace and harmony
 - Having hope, goals, and ambitions
 - Social life and place in community retained
 - Feeling of uniqueness and individuality, dignity
 - Feeling valued
 - Coping with and sharing emotions
 - Ability to communicate with truth and honesty
 - Being able to practice religion
 - Finding meaning

(Murray, Kendall, Boyd, Worth and Benton, 2004)

Treatment Evaluation

- ▣ Based on the “Handbook of Nursing Diagnosis” by Carpenito-Moyet (2006), spiritual well-being is the affirmation of life in a relationship with a higher power (as defined by the person), self, community, and environment that nurtures and celebrates wholeness.

Treatment Evaluation

- ▣ Treatment Goal:
 - The person will express enhanced spiritual harmony and wholeness.

- ▣ Indicators of Goal Achievement:
 - Maintain previous relationship with higher being.
 - Continue spiritual practices not detrimental to health.

Threats to Quality Care

- ▣ There are a variety of conditions that could potentially threaten the provision of quality spiritual care.
- ▣ Some of these conditions include the following:
 - Fragile health of patients
 - Unsupportive work environment
 - Time restraints
 - Unprepared staff
 - Limited research

Spiritual Competence

- ▣ Spiritual competence can be defined as an active, ongoing process characterized by the following three, interrelated dimensions:
 - A growing awareness of one's own value-informed, spiritual worldview and its associated assumptions, limitations, and biases,
 - A developing empathic understanding of the client's spiritual worldview that is devoid of negative judgment, and
 - An increasing ability to design and implement intervention strategies that are appropriate, relevant, and sensitive to the client's spiritual worldview.

Lifelong Learning

- ▣ It is important to understand your patient's spiritual needs, implications of your own beliefs, and spiritual care interventions.
- ▣ The key to improving your recognition of spiritual needs and provision of spiritual care is to solicit specialized training and supervision.

Lifelong Learning

- ▣ Training opportunities can be solicited through colleges/universities, employers, professional organizations, and private companies.
- ▣ On-going engagement in self-reflection and the solicitation of supervision are also required to promote spiritual care competence.

Reflection Paper III

- ▣ The purpose of this assignment is to help you develop a conceptual framework for spiritually-sensitive and competent practice. Please address the following:
 - Introduction (purpose of paper with review of topics)
 - Discuss two new insights gained through this course.
 - How can you provide care that communicates spiritual sensitivity?
 - How can you determine your level of spiritual competence?
 - How will you continue your personal and professional development in this area?
 - Summary (review of material covered and new insights)
 - ▣ [CLICK HERE](#) to reference the grade sheet.

Thank you!

Please contact me for more information:

[Insert Your Name and
Contact Information]

