

**Framework of competencies in spiritual care :
A Modified Delphi study for nurses
and midwives**

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Background to the project

- Recognition of the importance of the spiritual dimension of a person in health.
- Policy initiatives
- Professional Legislation and codes of ethics
- Nursing and Midwifery education accreditation bodies
- Healthcare literature
- Nursing and Midwifery theory

Why is the project important to nurses and midwives and their clients ?

The Evidence shows that:

- **Spiritual care is integral to quality nursing/midwifery care**
- **Is within the role of nurses/midwives**
- The educational and professional bodies demand spiritual care competence at point of registration
- **When spiritual care was offered to patients it was valued.**

However, nurses/midwives reported lack competence to deliver spiritual care attributing it to poor educational preparedness.

The aim of the study

- Design and develop a framework of competencies (Knowledge, skills and attitudes) in spiritual care that is valid and reliable to guide pre-registration nursing/midwifery education.

Research Questions

- Which competencies are needed by nurses/midwives to meet clients' spiritual needs?
- How can these competencies be validated?
- Which competencies should essentially be acquired at point of registration by nursing/ midwifery students?

- The Medical Research Council (2008)
Complex Intervention Model.



METHODS: Eclectic Approach to a Four strategy Competency Framework Development

DEVELOPMENT of competency framework through
IDENTIFICATION and **FORMULATION** of competency
domains and competency items in spiritual care
utilizing:
LITERATURE REVIEW and **FOCUS GROUPS**

VALIDATION of competency
domains and competency items
utilising:
A MODIFIED DELPHI STUDY

EVALUATION
of competency framework:
CONSULTATION PROCESS

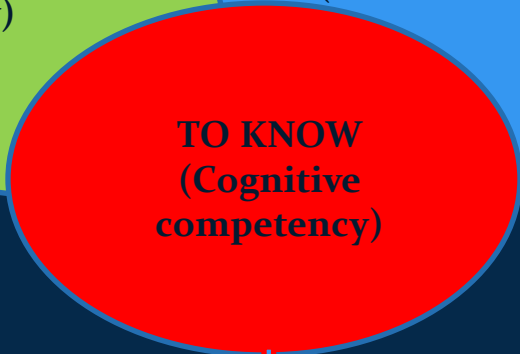
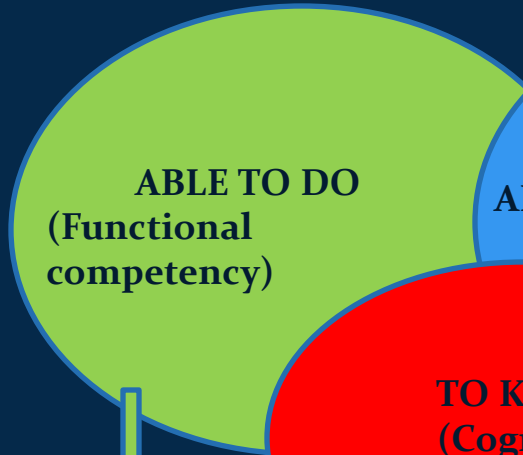
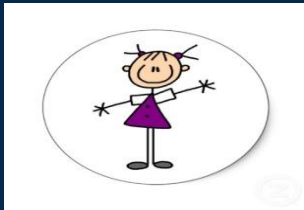
**FORMULATION AND
DISSEMINATION OF
COMPETENCY
FRAMEWORK**



COMPETENT

**PERSONAL
COMPETENCY
DEVELOPMENT**

NOVICE



PHASE ONE OF THE STUDY

- Identification and generation of domains and competency items



Development of research tool



**Nurses and
Midwives
9 participants**

**Educators in
Nursing and
Midwifery
11 participants**

**Chaplains and
Spiritual Leaders
10 participants**

**Parents and
Carers
9 participants**

**Clients
7 participants**

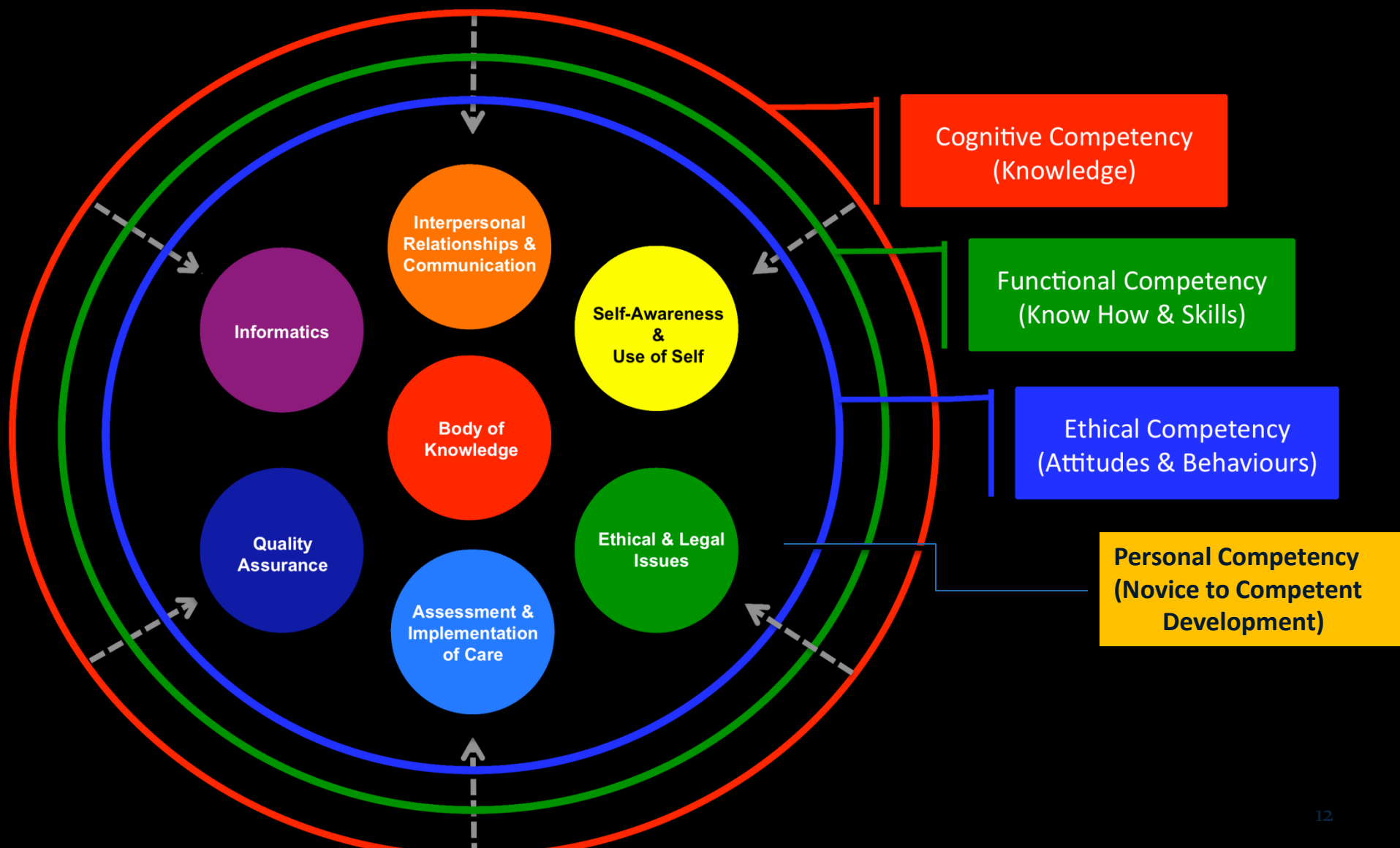


Analysis

(Trustworthiness of qualitative data proposed by Lincoln and Guba (1985) were applied).

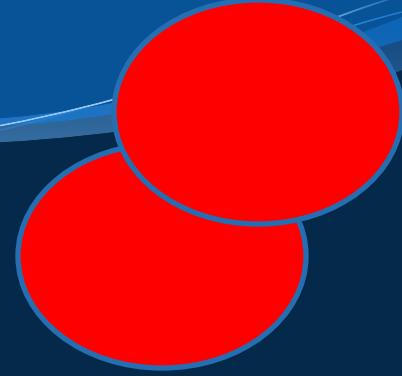
- Thematic analysis utilizing Krueger's (1994) and Burnard (1991) framework.
- Identification of codes, categories and themes
- Competencies were developed from categories and quotes.
- Competencies were then compared to the competencies generated through the literature review.
- New competencies not identified through the literature were added on to the list.

Interrelationship of Competency Domains in Spiritual Care for Nursing & Midwifery Practices

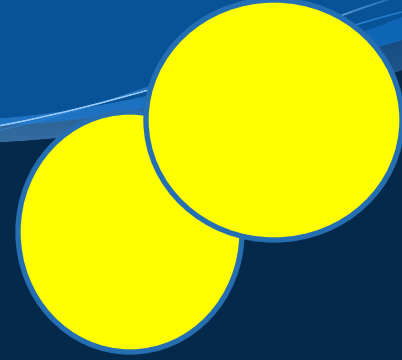


Body of knowledge in spiritual care

- World's major faiths /religions
- Grieving process
- The role chaplains
- Dealing with existential questions
- Support systems and agencies
- The concept of spirituality and Religion
- Individualized and holistic care
- Complimentary /Alternative therapies
- Basic spiritual needs
- Theories of spirituality
- Assessment tools of spirituality

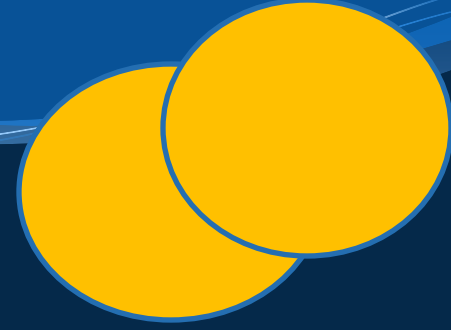


Self - awareness and Use of self



- **Acknowledging personal limitations**
- **Awareness of own spirituality and use of self**
- **Impact of nurse/midwife own spirituality**
- **Respect for diverse cultural worldviews**
- **Support for personal inner feelings and stressful situations**

Interpersonal relationships and Communication in spiritual care



- Assessing barriers to effective communication
- Therapeutic trustful nurse /midwife – client relationship
- Ministry of words
- Ministry of presence
- Maintaining boundaries

Ethical and legal issues in spiritual Care



- **Right to decline spiritual care**
- **Right for information and informed consent**
- **Facilitate decision making**
- **Privacy, dignity and integrity**
- **Autonomy, choice, confidentiality**
- **Disclosure of information to members of team**

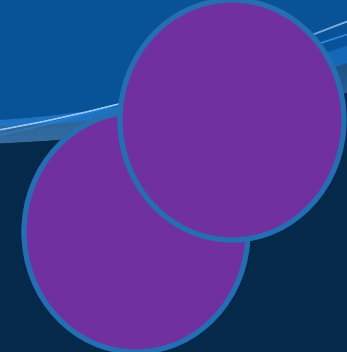


Quality Assurance in spiritual care

- Professional caring behavior
- Continuing professional education
- Supervision in the provision emotional support
- Participation in research, projects
- Create/ foster spiritual environment
- Incorporating spiritual care in all health care system

Assessment and Implementation of Spiritual care

- **The Ministry of action**
- **Assess, Plan, Implement and Evaluate spiritual care**
- **Elicit a spiritual history**
- **Identify spiritual distress**
- **Providing compassionate care and instilling hope**
- **Timely referral of clients and family**
- **Monitor and evaluate spiritual care**
- **Follow up**



Informatics and spiritual care

- **IT as a resource for learning about spiritual care**
- **Communication network as a means of spiritual support**
- **Documentation of spiritual care**

Pilot work: validity and reliability of tool

Reliability of tool:

- **Stability --- Test- Retest**

Correlational – coefficient- Spearman's
rho

- **Internal Consistency--- Cronbach's
alpha**

N=30	Spearman's rho	P (value) **correlation is significant at the 0.01 Level (2 tailed)
Test a-test b(Total 55 items)	0.814**	0.000
Test a-test b Domain 1	0.949**	0.000
Test a- test b Domain 2	0.905**	0.000
Test a- test b Domain 3	0.842**	0.000
Test a- test b Domain 4	0.777**	0.000
Test a- test b Domain 5	0.947**	0.000
Test a- test b Domain 6	0.776**	0.000
Test a- test b Domain 7	0.983**	0.000

(N=30)	Cronbach's Alpha
Test a (Total 55 items)	0.701
Test b (Total 55 items)	0.967
Test a Domain 1	0.924
Test b Domain 1	0.934
Test a Domain 2	0.860
Test b Domain 2	0.831
Test a Domain 3	0.774
Test b Domain 3	0.725
Test a Domain 4	0.584
Test b Domain 4	0.670
Test a Domain 5	0.901
Test b Domain 5	0.894
Test a Domain 6	0.924
Test b Domain 6	0.908
Test a Domain 7	0.890
Test b Domain 7	0.866

Following rules of thumb: “_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable (George & Mallery 2003(p.231) .

PHASE TWO OF THE STUDY

- **VALIDATION OF COMPETENCY DOMAINS AND ITEMS**
- **2 ROUND MODIFIED DELPHI STUDY**



Defining Consensus

Selection of Expert panel

- **Consensus in this study is determined as having the proportion of experts who rated the item within the highest region of the scale on a 7-point Likert scale (5, 6, or 7) and equated to be greater than the 75% threshold.**
- **Selection of experts: based on Knowledge and experience in spiritual care guided by Carper's (1978), Benner's (1982) theory and the SCCS (Van leeween 2008)**

MODIFIED DELPHI 'EXPERTS'

<p>Group 1 Nurses</p> <p>R1: n=50 R2: n= 48</p>	<p>Group 2 Midwives</p> <p>R1: n=37 R2: n= 31</p>	<p>Group 3 Nurse Clinical Educators</p> <p>R1: n=25 R2: n= 21</p>	<p>Group 4 Midwife Clinical Educators</p> <p>R1: n=12 R2: n= 9</p>	<p>Group 5 Faculty Nurse Educators</p> <p>R1: n=20 R2:n= 17</p>
<p>Group 6 Faculty Midwife Educators</p> <p>R1: n=3 R2: n=3</p>	<p>Group 7 Spiritual Leaders</p> <p>R1: n=25 R2: n=18</p>	<p>Group 8 Policy Makers</p> <p>R1: n=30 R2: n=26</p>	<p>Group 9 Rep. of Pts' Org.</p> <p>R1: n=16 R2: n=15</p>	<p>Group 10 CLIENTS</p> <p>R1: n=23 R2: n=17</p>

**Total No. of experts: Round 1: N= 277 n=241 (85.76%)
Round 2: n=205 (85.06%)**

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 & R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 1	R1	5.888	1.124	5.74	6.03	86.7%
	R2	5.951	1.074	5.80	6.10	88.8%
Item 2	R1	5.336	1.337	5.16	5.51	76.6%
	R2	5.463	1.248	5.29	5.64	80.8%
Item 3	R1	5.824	1.124	5.68	5.97	88.6%
	R2	5.810	1.132	5.65	5.97	87.4%
Item 4	R1	5.979	1.047	5.85	6.11	90.8%
	R2	6.063	0.966	5.93	6.20	92.2%
Item 5	R1	5.795	1.147	5.65	5.94	85.0%
	R2	5.922	1.019	5.78	6.06	89.7%
Item 6	R1	5.979	1.029	5.85	6.11	92.5%
	R2	6.059	1.003	5.92	6.20	93.2%
Item 7	R1	5.521	1.197	5.37	5.67	80.7%
	R2	5.606	1.240	5.43	5.78	81.8%
Item 8	R1	6.477	0.748	6.38	6.57	98.4%
	R2	6.500	0.600	6.50	6.60	98.6%

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 & R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 9	R1	5.278	1.292	5.11	5.44	74.3%
	R2	5.368	1.250	5.20	5.54	77.4%
Item 10	R1	5.548	1.262	5.39	5.71	83.7%
	R2	5.632	1.143	5.47	5.79	85.3%
Item 11	R1	6.017	1.043	5.88	6.15	92.1%
	R2	6.098	0.918	5.97	6.22	93.1%
Item 12	R1	6.220	1.040	6.09	6.35	92.9%
	R2	6.249	1.011	6.11	6.39	93.2%
Item 13	R1	6.108	0.979	5.98	6.23	93.0%
	R2	6.185	0.894	6.06	6.31	94.6%
Item 14	R1	5.656	1.173	5.51	5.80	83.0%
	R2	5.824	1.033	5.68	5.97	89.7%
Item 15	R1	6.054	1.126	5.91	6.20	91.7%
	R2	6.200	0.957	6.07	6.33	94.1%
Item 16	R1	6.109	1.097	5.97	6.25	90.1%
	R2	6.202	0.972	6.07	6.34	93.7%

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 &R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 17	R1	6.092	1.012	5.96	6.22	88.8%
	R2	6.176	0.901	6.05	6.30	93.2%
Item 18	R1	6.358	0.936	6.24	6.48	95.5%
	R2	6.420	0.810	5.69	6.53	96.9%
Item 19	R1	5.720	1.240	5.56	5.88	84.4%
	R2	5.847	1.135	5.69	6.00	86.2%
Item 20	R1	5.882	1.162	5.73	6.03	87.3%
	R2	5.966	1.094	5.81	6.12	89.7%
Item 21	R1	5.464	1.297	5.30	5.63	80.6%
	R2	5.510	1.214	5.34	5.68	82.9%
Item 22	R1	6.191	0.960	6.07	6.31	93.0%
	R2	6.293	0.881	6.17	6.41	94.6%
Item 23	R1	6.129	0.942	6.01	6.25	93.0%
	R2	6.239	0.872	6.12	6.36	94.6%
Item 24	R1	6.097	1.037	5.96	6.23	91.7%
	R2	6.210	0.918	6.08	6.34	93.6%

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 &R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 33	R1	5.764	1.397	5.70	6.04	84.8%
	R2	5.873	1.241	5.58	5.94	89.2%
Item 34	R1	6.063	1.090	6.07	6.32	91.3%
	R2	6.195	0.919	5.92	6.24	93.7%
Item 35	R1	5.611	1.235	5.57	5.90	85.8%
	R2	5.735	1.165	5.45	5.77	89.7%
Item 36	R1	5.439	1.256	5.34	5.68	78.1%
	R2	5.512	1.216	5.28	5.60	80.8%
Item 37	R1	5.534	1.168	5.43	5.74	82.4%
	R2	5.583	1.122	5.38	5.68	84.8%
Item 38	R1	5.443	1.286	5.38	5.71	82.3%
	R2	5.545	1.159	5.28	5.61	86.7%
Item 39	R1	5.571	1.209	5.48	5.78	81.1%
	R2	5.632	1.095	5.42	5.73	83.8%
Item 40	R1	6.025	1.008	6.06	6.29	91.2%
	R2	6.176	0.851	5.90	6.15	96.6%

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 &R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 41	R1	5.513	1.221	5.43	5.73	78.5%
	R2	5.578	1.096	5.36	5.67	81.8%
Item 42	R1	5.380	1.367	5.30	5.63	79.1%
	R2	5.468	1.195	5.20	5.56	82.8%
Item 43	R1	5.895	1.149	5.81	6.10	90.0%
	R2	5.956	1.028	5.75	6.04	91.7%
Item 44	R1	5.626	1.189	5.56	5.86	86.0%
	R2	5.709	1.057	5.47	5.78	88.2%
Item 45	R1	5.707	1.118	5.64	5.91	86.2%
	R2	5.776	1.009	5.56	5.85	87.8%
Item 46	R1	6.017	1.049	6.02	6.25	91.7%
	R2	6.137	0.852	5.88	6.15	96.1%
Item 47	R1	5.946	1.049	5.93	6.19	88.4%
	R2	6.063	0.935	5.81	6.08	93.7%
Item 48	R1	6.120	1.040	6.05	6.43	92.6%
	R2	6.185	0.997	5.99	6.25	93.2%

R1&R2: Mean: SD: Confidence interval: Level of agreement

Competency Item	R1 &R2	Mean	Standard Deviation	95% confidence interval		% Agreement
				LOWER	UPPER	
Item 49	R1 R2	6.257 6.307	0.927 0.879	6.19 6.14	6.43 6.37	93.8% 94.2%
Item 50	R1 R2	5.618 5.711	1.303 1.170	5.55 5.45	5.87 5.78	84.1% 86.3%
Item 51	R1 R2	5.513 5.663	1.337 1.141	5.51 5.34	5.82 5.61	80.7% 84.3%
Item 52	R1 R2	5.531 5.652	1.259 1.051	5.51 5.37	5.80 5.69	82.8% 87.8%
Item 53	R1 R2	5.273 5.368	1.383 1.297	5.19 5.10	5.55 5.45	76.1% 78.4%
Item 54	R1 R2	5.242 5.240	1.345 1.334	5.06 5.07	5.42 5.41	72.8% 74.5%
Item 55	R1 R2	4.515 4.609	1.691 1.552	4.39 4.30	4.82 4.73	55.4% 57.4% ₃₁

Exploratory Factor analysis: Results

- Good fit of five factor model in domains:
- Assessment and Implementation of spiritual care
- Ethical and legal issues
- Body of knowledge in spiritual care
- Informatics

- Self-awareness and use of self
- Communication and interpersonal skills were not defined as these factor loaded on other factors
- Referral to chaplains and spiritual leaders emerged as a separate factor

Phase three of the study

Consultation process



- Identify which competencies in spiritual care should *essentially* be acquired by a student at pre-registration nursing/midwifery education and which competencies should be left at post-registration level
- Identify factors that **FACILITATE** or **HINDER** the integration of the proposed framework.

Phase 3 Results

- *Thirty eight competency items were chosen by participants essentially be acquired by a student at pre-registration nursing/midwifery education*
- *Fifteen competency items were scored as essential at post-registration nursing/midwifery education level*
- One competency item was scored as being essential at both levels.

Factors that may hinder implementation of the framework

- *concept of spirituality*
- *lack of pre and post education in spiritual care teaching methods*
- *assessment of competencies*
- *students' own spirituality*

Factors that may hinder implementation of the framework

- *concept of spirituality*
- *nurses/midwives in clinical practice*
- *resistance to the provision of spiritual care*
- *the clinical environment*
- *view of self and person*
- *resistance to change*
- *access to research findings*

Factors that enhance implementation of the framework

- *information and education*
- *nurses'/midwives' own spirituality*
- *changing attitudes towards spirituality*
- *client-centered care,*
- *adapting the framework to various clinical settings*
- *support for nurses and midwives organizational and management issues in the practice arena.*

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THANK YOU FOR YOUR ATTENTION

