


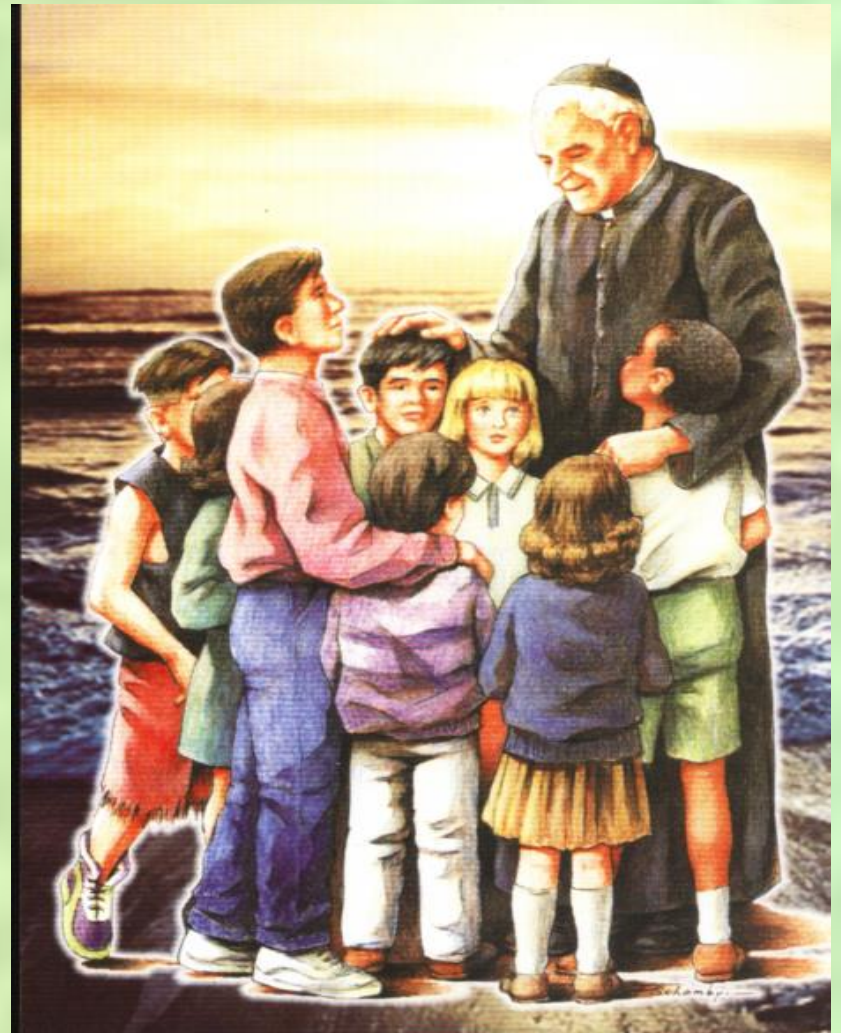
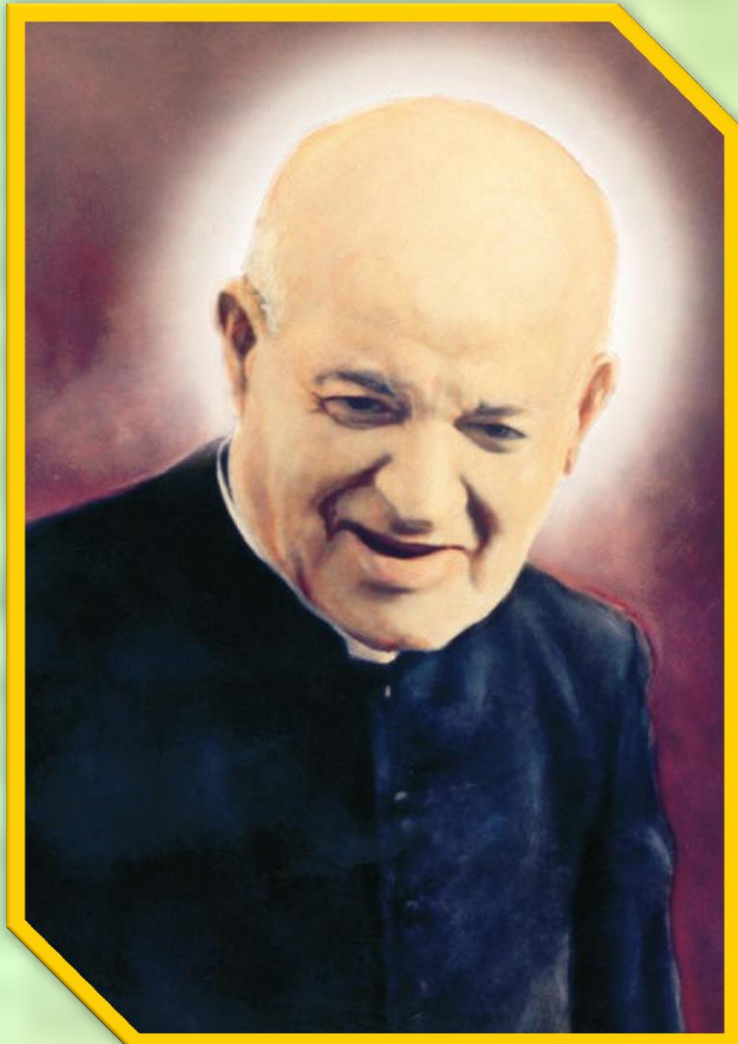
Spiritual Care education of health care professionals



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ECRSH Malta - 22nd May 2014
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Who am I?

A Member of the Society of Christian Education - Malta



Plan

- Introduction to education on spiritual care (SC)
- Definition of Spirituality in illness
- Definition of spiritual care
- Personal experiences of SC
- Theoretical Education on SC
- Integrating Theory into practice
- Spiritual Leadership to sustain SC
- Recommendations



(ICN) Code of Ethics (2000)

‘an environment in which the human rights, values, customs and spiritual beliefs of the individual, family and community are respected’ (p.5).

Malta code of Ethics (1997)

‘recognize and respect the uniqueness of every patient/client’s biological, psychological, social and spiritual status and needs’ (p.3).

Florence Nightingale

'Let the environment do no harm to patients'



Mary Seacole (1805-1881)



Mary mixed
medicine
with
kindness'

Elisabeth Cadaladyr



The small Welsh Bible remained her 'constant companion' which helped her overcome the disappointments of her distorted plans in life.

Problem

**Overlooking the spiritual
dimension in care**

Aim

- 1. present modes of theoretical and clinical education on spiritual care;**
- 2. outline the dimensions of spiritual leadership to sustain the learning process.**

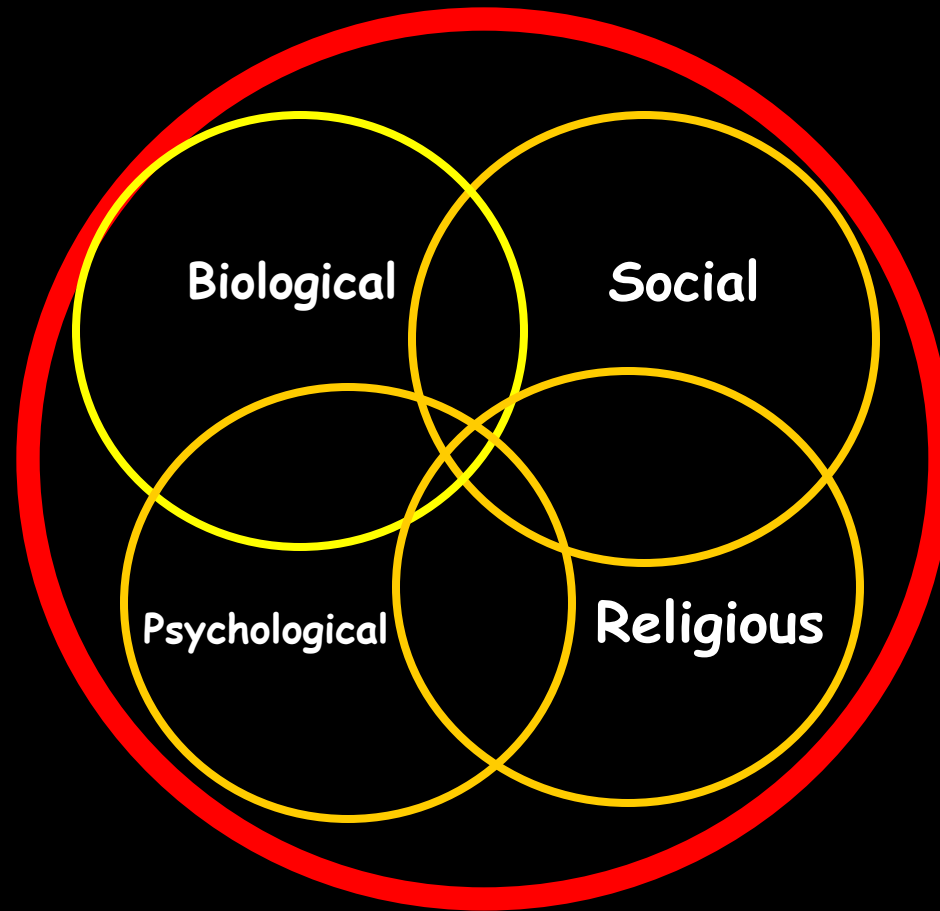
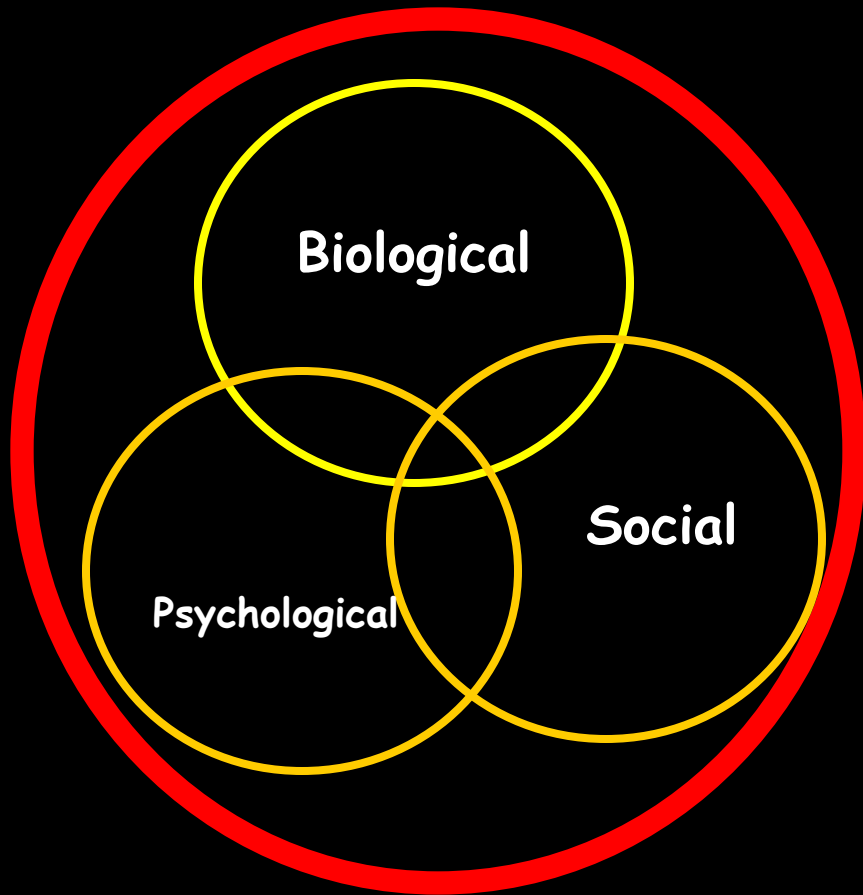
Definition of Spirituality

***Spiritus: spirit*, the essential part of the person (Piles 1990) which “controls the mind and the mind controls the body” (Neuman 2010).**

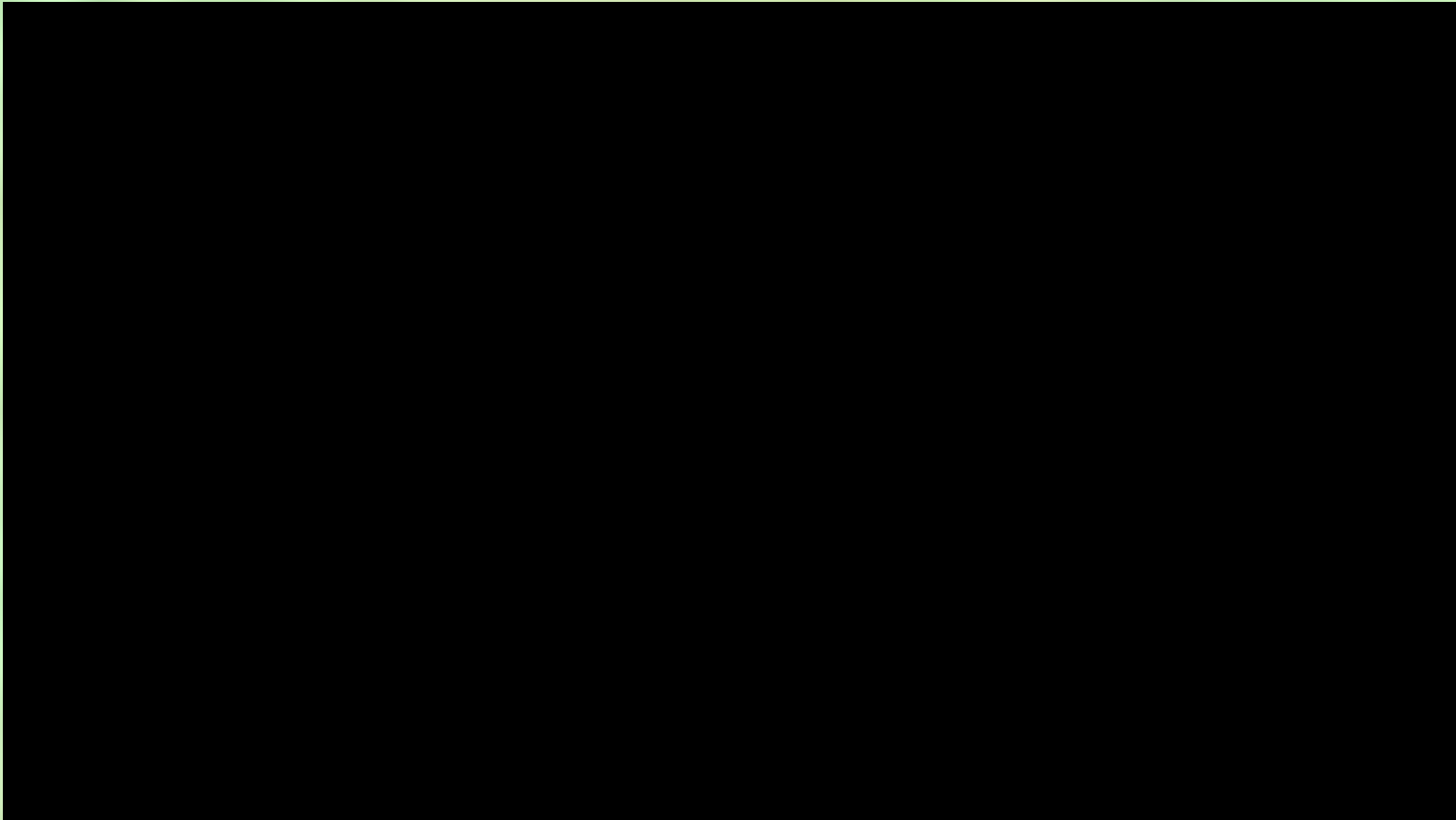


Spirituality applies to BOTH the believers and the non believers

(Baldacchino 2003)



Becoming a patient



Definition of Spiritual care

- Recognizing, respecting, meeting patients' spiritual needs, facilitating participation in religious rituals, communicating by listening and talking with clients, *being with* the patient by caring, supporting, showing empathy, promoting a sense of well-being by helping them to find meaning and purpose in their illness and overall life; and referring them to other professionals including the chaplain/pastors (Baldacchino 2006, Ross 1997, Taylor et al 1994, Piles 1991).

Outcome of spiritual care

count their blessings in life;
achieve inner peace;
explore coping strategies to overcome
obstacles during illness and crisis
situations;
find a new equilibrium in faith.

(Van Dover & Pfeiffer 2011, Baldacchino 2003, Kociszewski 2003)

Essence of spiritual care

Being in Doing;

Therapeutic use of self;

The heart and spirit **by**
which spiritual care is given.

Essence of spiritual care

1.

• **Information**

2.

• **Formation**

3.

• **Transformation**

Competence in spiritual care



Attitudes

Skills

Knowledge

Strongest predictor: Personal Spirituality

***No one can give from what
he/she does not possess.***



An active role in spiritual care

Safety & competence in spiritual care

The responsibility of the health care professionals is to acquire the necessary **skills** and **ability** to practise competently, safely and effectively.

(NMC 2002; EQF 2008).

Personal experiences



Virginia Henderson



*'Safe journey back home, keep a **low** profile, but give a **high** profile to the patient!!*

(personal:Virginia Henderson 1985)

Nancy Roper



‘See what they tell you, think about it and learn from it! You can make a difference in patient care! (personal:Nancy Roper 2000)

Critical Care Experience

***Negative meaning of illness:
‘God gave me a warning!
I deserved it!’***

Education on spiritual care



Intra/inter-professional education



Intra-professional education



When students from **different** levels of education in the **same** profession are taught together

Inter-professional education (IPE)



Students from different professions learning **FROM** each other, **WITH** each other and **ABOUT** each other.

WHO Framework for Action on IPE (2010)

Mechanisms that shape successful collaborative teamwork.

Strategies for implementation.

Effectiveness of IPE

Change of attitudes of interprofessional students and qualified staff e.g. social workers, physicians, chaplains;

Increased knowledge: basics of spiritual assessment;

Understanding and respect for the role of chaplains, social workers and physicians.

(Pollard & Miers 2008)

Modes of Teaching in IPE



online



interactive



Areas for Learning Spiritual Care (Giske 2012)

learning in *real-life* situations;

Use of pedagogical reflective methods;

Awareness of inhibitors to spiritual care;

Evaluation & Follow-up students' spiritual care learning (Giske 2012)

Asset Model (Narayanasamy 1991)

Narayanasamy, A. 1999. ASSET. A model for actioning spirituality and spiritual care education and training in Nursing.

Nurse Education Today 19, 274-285.

Culture in Brazil



‘What has motivated you to tackle spirituality and spiritual care?’

Culture in Czech Republic



*What has motivated you to tackle spirituality?
Who is God.....?*

Aim of Education on spiritual care

Recognize and act on spiritual cues;

Build a trusting relationship and communicate respectfully and sensitively to patients to discover what is important to patients.

(Giske & Cone 2012)

Involvement in Research

Baldacchino D., Torskenes K.B., Borg J., Kalfoss M. Tonna A., Debattista C., Decelis N., Mifsud R. (2013) Spiritual coping of clients on rehabilitation: A comparative study between Malta and Norway (**Part 1**) *British Journal of Nursing* 22 (4)16-20.

Baldacchino D., Torskenes K.B., Borg J., Kalfoss M. Tonna A., Debattista C., Decelis N., Mifsud R. (2013) Spiritual coping of clients on rehabilitation: A comparative study between Malta and Norway (**Part 2**) *British Journal of Nursing* 22 (7) 402-408.

Torskenes K.B., Baldacchino D., Baldacchino T, Borg J., Falzon M., Kalfoss M. (2013) Nurses' and informal caregivers' definition of spirituality from the Christian perspective: A comparative study between Malta and Norway. *Journal of Nursing Management* (on line 14th February 2013) DOI: 10.1111/jonm.12080.

Baldacchino D., Borg J., Muscat C., Sturgeon C. (2012) Psychology and Theology meet: Illness appraisal and spiritual coping. 34 (6), 818-847. *Western Journal of Nursing Research* 34 (6), 818-847.

Integrating Theory into Practice

Spiritual care may be *caught* rather than *taught*.
(Bradshaw 1997)

Role Modelling:

Practice facilitates students' discovery of professional beliefs, values and attitudes and it assists them in integrating relevant knowledge and theories (Giske 2012 p.2)

Experiential learning



Voluntary work in Lourdes France





Health Promotion Activity

Learning FORGIVENESS from a family



Community Outreach: Radio Maria



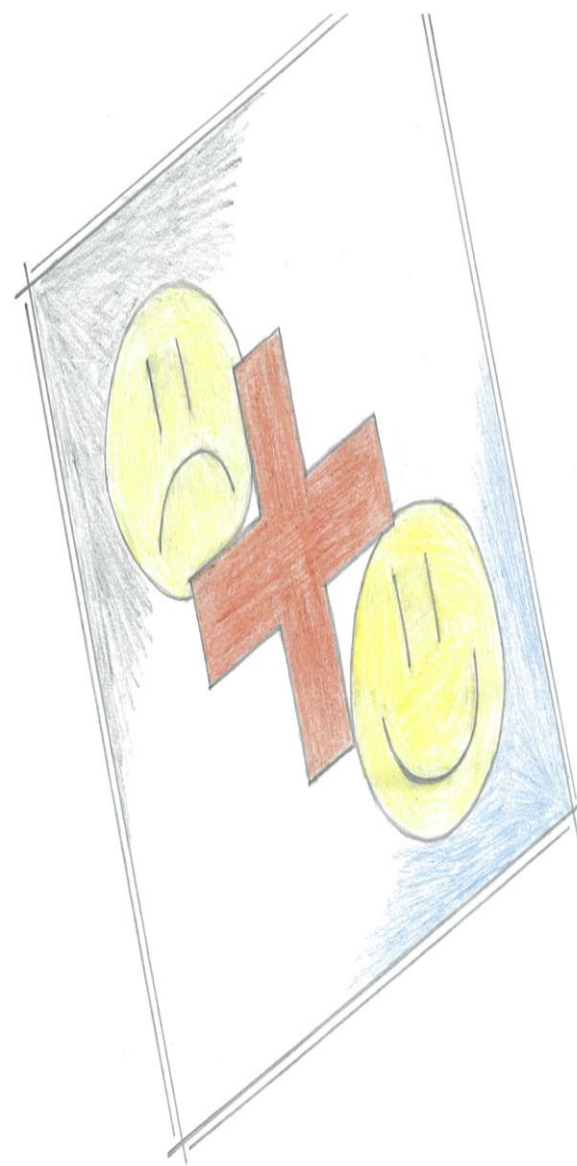
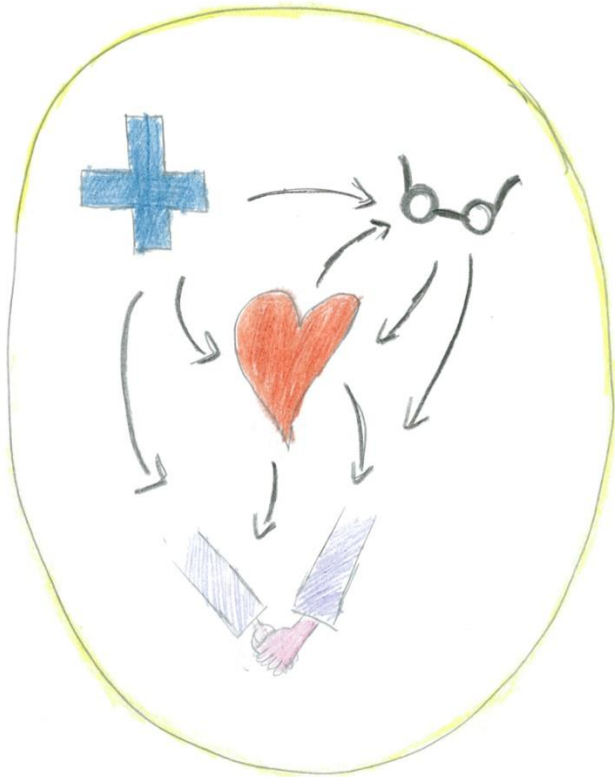
The spiritual dimension of the role of the nurse?



Care Love Dedication

Use of Arts

Use of Arts



DIPLOMA NURSING 2010

Experiential Learning

Away from the Nurses' station

A photograph of a hospital reception desk. The desk is made of light-colored wood with a blue countertop. On the desk, there is a computer monitor, a vase of yellow flowers, and some papers. In the background, there is a whiteboard, a potted plant, and a fan. The room has a drop ceiling and a grey carpet.

Deserted for an hour



Transfer of Knowledge

How boring!
Poor them!



Mentorship: Ability to be present



Personal Spirituality



Outcome of personal spirituality



When personal spirituality is acknowledged, team work will generate a peaceful environment with enhanced patient care, incorporating also the individual patients' spirituality in their care (Sadeghifar et al 2014).

Personal life values : Spiritual leadership



Spiritual Leadership (Fry 2003-iii)



Motivation-personal spirituality

20% of the factors of success depend on the staff members' **efforts**;

80% of success may depend on their **motivation** at work (Torabi, 2007).

Recommendations



Recommendations-1

1. **Facilitation of reflection in practice;**
2. **Role modelling;**
3. **Clinical studies;**
4. **assessment of clinical skills in spiritual care;**
5. **Dialogue: clinical & educational organizations;**
6. **Further research: Impact of personal spirituality;**
7. **Spiritual support to students and caregivers;**
8. **Spiritual leadership;**
9. **Addressing ethical issues;**
10. **Further action and evaluative research on intra/inter-professional education;**

Recommendations-2

11. Awareness of the sacredness of our profession and clinical environment;

‘When comparing the hospital to a sanctuary, the patient is the tabernacle’.

(Padre Pio of Pietralcina)



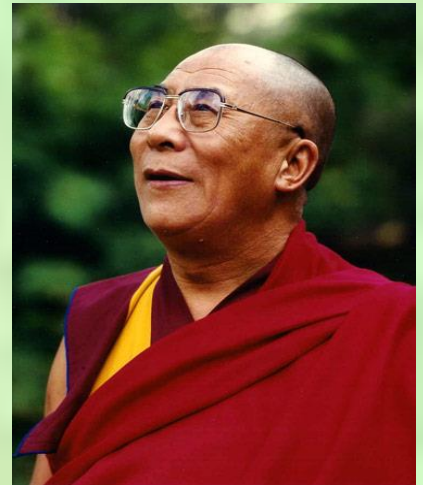
Change Agents

‘If you reform your *spiritual-self*, you will reform your *professional care*;

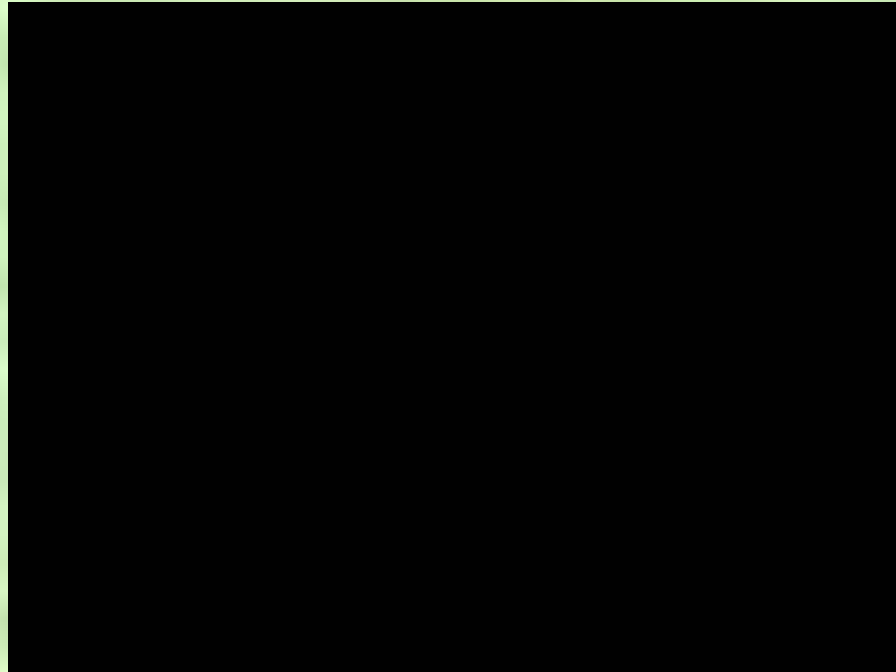
If you reform your *professional care*, you will reform your *holistic care*;

If you reform your *holistic care*, you will reform the *world spiritually*’.

(14th Dalai Lama: Adapted: 22nd May 2014)



If we all give a little!!!





Questions!



Thanks & Greetings from Malta & Gozo