

<b>Title</b>	<b>Spiritual care in nursing</b>				
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<b>EPICC Standard Competency</b>	General Teaching & Learning	1 Intrapersonal Spirituality	2 Interpersonal Spirituality	3 Spiritual Care: Assessment and Planning	4 Spiritual Care: Intervention and Evaluation
<b>Teaching Group</b>	Nursing				
<b>Year of Teaching</b>	2				
<b>Learning Objectives</b>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand the concept of spirituality.</li> <li>• Can explain the impact of spirituality upon physical and mental health.</li> <li>• Understand your own values and beliefs, own strengths and limitations, and be aware of the impact of this on your own practice.</li> <li>• Has knowledge of main aspects of common religious world views and their dynamics.</li> <li>• Know assessment methods to signal spiritual needs.</li> <li>• Know signs of spiritual needs/distress and resources.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Listen and interact authentically recognising the unique spirituality of each patient.</li> <li>• The ability to reflect meaningfully upon your own values and beliefs.</li> <li>• Recognise that personal values and beliefs maybe different from others.</li> <li>• The ability to interact with patient/client about care related expectations in a meaningful dialogue.</li> <li>• Observation and communication (active listening).</li> <li>• Recognising and reflecting on spiritual needs and distress.</li> <li>• Identify resources that enable the nurse/midwife to established spiritual care.</li> </ul> <p><u>Attitudes</u></p> <ul style="list-style-type: none"> <li>• Be open and respectful to the diverse nature of spirituality.</li> <li>• Be open, approachable and respectful.</li> <li>• Shows courage to be vulnerable</li> <li>• Adopts openness, attentiveness and acceptance.</li> </ul>				
<b>Strategy Description</b>	<ul style="list-style-type: none"> <li>• Role play.</li> <li>• Students' voluntary work.</li> <li>• Use art (related to nursing, care, professionals values, love, etc.).</li> <li>• Case study and discussion.</li> </ul>				
<b>Educator's Role</b>	<ul style="list-style-type: none"> <li>• Facilitate the transfer of knowledge of spirituality.</li> <li>• Be a role model.</li> <li>• Facilitate awareness on own spirituality and patients' spirituality.</li> </ul>				
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentation.</li> <li>• Nurse care plan.</li> </ul>				
<b>Learner Assessment</b>	<p>Pre-post lesson:</p> <ul style="list-style-type: none"> <li>• Why spirituality is important for me?</li> </ul>				

	<ul style="list-style-type: none"> <li>• Spirituality and Spiritual Care Rating Scale (SSCRS).</li> <li>• Spirituality Wellbeing Scale (SWS).</li> <li>• Final Exam.</li> <li>• Presentation of case study.</li> <li>• Examine nursing care plan and students' voluntary work.</li> </ul>
<b>Additional Comments</b>	
<b>References</b>	<p>Dağhan, Ş. (2017). Nursing students' perceptions of spirituality and spiritual care: An example of Turkey. <i>Journal of Religion and Health, 57</i>, 420-430. doi: 10.1007/s10943-017-0416-y</p> <p>Ergül Ş, &amp; Bayık, A. (2004). Hemşirelik ve Manevi Bakım. C.Ü. Hemşirelik Yüksekokulu Dergisi, 8(1):37-45. (Turkish).</p> <p>Ergül, Ş., &amp; Bayık Temel, A. (2007). Maneviyat ve manevi bakım dereceleme ölçeği'nin Türkçe formunun geçerlilik ve güvenilirliği, Ege Üniversitesi Hemşirelik Yüksekokulu Dergisi, 23(1), 75-87. (Turkish).</p> <p>Kalkım A., Midilli T. S., &amp; Baysal, E. (2016). An investigation of the perceptions and practices of nursing students regarding spirituality and spiritual care. <i>Religions, 7</i>, 101;1-13. doi:10.3390/rel7080101</p> <p>Küçük L., Bakımda Spiritual Yaklaşım. Ed: Aştı T.A., Karadağ A. Hemşirelik Esasları Hemşirelik Bilimi ve Sanatı 2, Akademi Basın ve Yayıncılık, İstanbul, 2013. (Turkish book).</p> <p>McSherry, W. (2006). <i>Making sense of spirituality in nursing and health care practice: An interactive approach</i> (2nd Ed.). London: Jessica Kingsley Publishers.</p> <p>McSherry, W. &amp; Ross, L. (2002). Dilemmas of spiritual assessment considerations for nursing practice. <i>Journal of Advanced Nursing, 38</i>, 479-488. doi: 10.1046/j.1365-2648.2002.02209.x</p> <p>McSherry, W. &amp; Ross, L. (2010). <i>Spiritual assessment in healthcare practice</i>. Cumbria: M&amp;K Publishing.</p> <p>McSherry, W., Gretton, M., Draper, P., &amp; Watson, R. (2008). The ethical basis of teaching spirituality and spiritual care: A survey of student nurses perceptions. <i>Nurse Education Today, 28</i>, 1002-1008. doi: 10.1016/j.nedt.2008.05.013</p> <p>Midilli, T.S., Kalkım, A., &amp; Dağhan, Ş. (2017). Hemşirelik öğrencilerinin manevi bakıma ilişkin görüş ve uygulamaları, <i>International Journal of Human Sciences, 14</i>(1), 666-678. (Turkish).</p> <p>Ozbasaran, F., Ergul, S., Bayık Temel, A., Aslan, G. G., &amp; Coban, A. (2011). Turkish nurses' perceptions of spirituality and spiritual care. <i>Journal of Clinical Nursing, 20</i>, 3102-3110. doi: 10.1111/j.1365-2702.2011.03778.</p> <p>Pektikin Ç. (2013). Hemşirelik Felsefesi. İstanbul Tıp Kitabevi. 1.Baskı. İstanbul. (Turkish book).</p> <p>Pesut, B. (2008). Spirituality and spiritual care in nursing fundamentals textbooks. <i>Journal of Nursing Education, 47</i>, 167-173.</p> <p>Ramezani, M., Ahmadi, F., Mohammadi, E. &amp; Kazemnejad, A. (2014). Spiritual care in nursing: A concept analysis. <i>International Nursing Review, 61</i>, 211-219. doi: 10.1111/inr.12099</p> <p>Ross, L., Van Leeuwen, R., Baldacchino, D., Giske, T., McSherry, W., Narayanasamy, A., Downes, C., Jarvis, P., &amp; Schep-Akkerman, A. (2014). Student nurses perceptions of spirituality and competence in delivering spiritual care: a European pilot study. <i>Nurse Education Today, 34</i>, 697-702. doi: 10.1016/j.nedt.2013.09.014</p> <p>Tiew, L. H., Creedy, D. K., &amp; Chan, M. F. (2013). Student nurses' perspectives of spirituality and spiritual care. <i>Nurse Education Today, 33</i>, 574-579. doi: 10.1016/j.nedt.2012.06.007</p>

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