

<b>Title</b>	<b>Training/workshop in attention for spirituality of yourself and the other, and spiritual care</b>				
<b>Author(s)</b>	Aliza Damsma-Bakker				
<b>Affiliation</b>	Viaa Christian University of Applied Sciences, Zwolle, Netherlands.				
<b>Email</b>	<a href="mailto:a.damsma@viaa.nl">a.damsma@viaa.nl</a>				
<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, midwifery				
<b>Year of Teaching</b>	<p>Has been used as post-initial training, but can be converted to a workshop for undergraduate students.</p> <p>Can also be divided in three separate workshops:</p> <ul style="list-style-type: none"> <li>• First and last workshop: Year 1.</li> <li>• Second workshop: <b>Only</b> after a (first) internship.</li> </ul>				
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Introducing three perspectives of personal spirituality: ‘me’, ‘the other’ and ‘we’.</li> <li>• Exploring and sharing own spirituality in a practical manner (hand-method).</li> <li>• Learning from experiences of others to accumulate possibilities for spiritual care.</li> </ul>				
<b>Strategy Description</b>	<p><u>Exploring your own spirituality</u></p> <p>When you want to have attention for the spirituality of patients/clients and spiritual care, you will first be confronted with your <b>own</b> ideas of spirituality. Considering:</p> <ul style="list-style-type: none"> <li>• Where do your opinions and values come from?</li> <li>• Do you have any prejudice on the subject?</li> <li>• What is your own learning objective regarding spirituality and spiritual care?</li> </ul> <p>We start the workshop with a short introduction of the focus of this part of the workshop and introduce the <i>hand-method</i> (Broeckaert, 2016): 5 fingers for 5 ‘drives’ or values. In small groups of 4 persons, one person starts with one finger, but the listening and questioning is as important as the sharing part.</p> <ul style="list-style-type: none"> <li>• Thumb: ‘I am proud of...’.</li> <li>• Index finger: ‘I stand for...’.</li> <li>• Middle finger: ‘I don’t like... / I hate it when...’.</li> <li>• Ring finger: ‘I find it very important...’.</li> <li>• Little finger: ‘I find it hard to...’.</li> </ul> <p>Let all participants/students select an image (we used a standard set of picture cards with all sort of images of the sea, animals, people, activities etc.) to summarise the meaning of the conversation for them. This is the start of evaluation of this first part:</p> <ul style="list-style-type: none"> <li>• How did the conversation go?</li> <li>• Did you reach a certain depth?</li> <li>• How did the questioning go, did you notice any prejudice, values or thoughts while listening or sharing?</li> <li>• What did you learn about your own spirituality and drives?</li> <li>• What motivates you in life?</li> </ul> <p><u>Exploring the spirituality of the other</u></p> <p><i>Exercise 1</i></p> <p>This part starts with a ‘remember that patient/client...?’ exercise:</p>				

- Groups of 4 (let the groups stay the same if safety is an issue, if not, change it up because they also learn from different perspectives).
- Main assignment: Share a story of one patient/client who has stuck with you?
- Why?
- How did this contact or relationship develop?
- Did it change the overall care to have this contact with someone?
- Do you see any relation to spirituality or spiritual care?
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Reflect together (plenary):

- How can we facilitate and prioritise more moments and opportunities to connect with patients/clients on matters that really matter?
- Let participants/students note at least one personal goal for themselves to take away.

### *Exercise 2*

The second exercise is a patient/client case:

- The trainer/teacher re-enacts a situation where one nurse/midwife has to report a case to transfer care because they are suddenly called away.
- All participants/students, but one, leave the room and the trainer/teacher reports the case to the remaining participant/student.
- The case should have all sorts of interesting medical facts and details, with one spiritual element in the middle (for example: 'oh, the patient/client asked to talk to someone about her fear of dying...').
- Let participants/students one-by-one enter the room and receive the report from the last one.

Reflect with each other:

- What happened?
- What details got lost or altered?
- What happened to the one little spiritual element (often it is the first to disappear, or alter because of the other medical or social details)?
- What do professionals prioritise in their care?

### Exploring possibilities for spiritual care

*Set up a World café (Brown, 2010).*

- Depending of the size of the group choose a number of tables with a big sheet of paper with a statement written on it, participant/students visit all tables and discuss with each other the statement.
- They write their opinion on the sheet for the next round, the trainer/teacher lets students shuffle after a set period (e.g., 10 minutes).
- Possible statements:
  - 'Attention for spirituality is not for me, but for the chaplain'.
  - 'My attention for spirituality is shown by...'
  - 'Spirituality is private, that is none of my business'.
  - 'An example of a question that asks about the spirituality of someone is...'

Reflect together (plenary):

- What questions came up?
- What would you like to learn regarding spirituality or spiritual care?

	<p>If all three parts are done in one session (we did it in a session of 4 hours), close the session with an overall reflection:</p> <ul style="list-style-type: none"> <li>• What did you learn about your own spirituality?</li> <li>• What do you take away from this session as a new goal in your spiritual care?</li> </ul>
<b>Educator's Role</b>	See for a detailed description the teaching strategy, but the main role of the teacher is to organise, keep the time and lead the reflection exercises.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Patient/client case, accurate with a lot of medical (and social) details, with one spiritual element in the middle.</li> <li>• Big sheets of paper, as many as the tables that you want.</li> <li>• Set of picture cards or images.</li> <li>• If you like: colour cards to shuffle the group (give the tables in the world café a colour to match).</li> </ul>
<b>Learner Assessment</b>	Reflection is the main outcome, so any assessment should be focused on that. We did not assess this training as it was part of a bigger educational program, but a reflection assignment would be the preferred option.
<b>Additional Comments</b>	To make sure that students are prepared: you could include a preparation assignment in which they have to write their own life story, this could be included in the assessment.
<b>References</b>	<p>Broeckart, R. (2016). <i>Dienend leidinggeven: Zacht voor mensen hard voor resultaten</i>. Lannoo Meulenhoff-Belgium. (Title translation: Leaderships that serves: Soft on people, hard on results).</p> <p>Brown, J. (2010). <i>The world café: Shaping our futures through conversations that matter</i>. Retrieved from <a href="https://www.readhowyouwant.com">https://www.readhowyouwant.com</a></p>