

Title	How to introduce the Spiritual Health Programme (SHP) to my patients How I maintain my own Spiritual connection so that I am a more caring and compassionate nurse practitioner				
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EPICC Standard Competency	General Teaching & Learning	1 Intrapersonal Spirituality	2 Interpersonal Spirituality	3 Spiritual Care: Assessment and Planning	4 Spiritual Care: Intervention and Evaluation
Teaching Group	Adult patients: One-to-one or in groups (up to 20 patients).				
Year of Teaching	Non-applicable.				
Learning Objectives	<p>Patients are able to apply the three main principles of the SHP:</p> <ul style="list-style-type: none"> • Understand how they can connect to the wonder and energy of life. • Recognise moments of peace-of-mind. • Identify and apply self-care actions and compassion to others (which supports self-compassion). 				
Strategy Description	<ul style="list-style-type: none"> • Introduce main points of SHP (use page 3) (2-3 minutes). • Then discuss and read out the exercise (page 5). • Note: I too have to be fully present so I am the creative inspiration as I introduce sections, i.e., practice/model a calm, benevolent presence (3-4 minutes). • Briefly discuss one of the three crucial questions (page 6), e.g., ‘in what circumstances do you most easily connect with the wonder and energy of life?’ (4-5 minutes). • Encourage the patient to focus on how they ‘most easily connect’. • Reassure patient(s) that there is no failure (in many health care systems, patients often feel the need to ‘achieve’ rather than ‘be’) (4-5 minutes). • Listen in open, non-judgemental way to his/her preferences and be fully present as nurse presence. • Help him/her identify activities according to his/her stated preference and current functional capacity. If currently less mobile, then encourage the patient to consider modifying/adapting their preferred activity, e.g., bird-watching can be done whilst sitting inside looking out into green/garden space rather than outdoors, or listening to audio file/recordings of birdsongs if patient is housebound. • Then, discuss one of the practical tasks with the patient(s), e.g., Exercise 1.5, page 12, or exercise 1.8, page 15, and complete the blank areas with the patient(s) so the activity pages become a reference. • Advise the patient(s) to regularly undertake their chosen activity as forming a habit of activity stimulates positive biofeedback (pages 15 & 16). • Explain that the SHP programme allows/enhances a willingness to learn and grow (exercise 1.14, page 20, and exercise 2.5, page 29). • Encourage patient(s) to share their thoughts (if in small groups, first with one other, then with the wider group) (5-10 minutes). • If teaching is with one patient, then suggest that they also share/discuss their findings with friends or family member, partner or therapist.. 				
Educator’s Role	<ul style="list-style-type: none"> • To be fully present so I am the creative inspiration as I introduce sections. • To model a calm, benevolent presence. 				

	<ul style="list-style-type: none"> • To have copies of the SHP (hard or soft). • To check teaching strategy and gain feedback, e.g., ‘was this helpful’, ‘do you have any questions’? • To reflect on my own practice, e.g., was I calm and benevolent?
Resources	<ul style="list-style-type: none"> • Copy of the SHP (http://yourspiritualhealth.org/view-download/; http://yourspiritualhealth.org/wp-content/uploads/2018/06/Your-Spiritual-Health-Prog-editable.pdf).
Learner Assessment	
Additional Comments	<p><u>Positive feedback of this teaching strategy</u></p> <ul style="list-style-type: none"> • Encourage patient(s) to keep a log of activity levels and self-reflect: ‘how often am I connecting with life via my preferred activities’; ‘how often’; ‘how is my mood’; ‘how is my energy’? Or, use exercise 2.6 (page 30). • Arrange follow-up sessions with patient(s) to provide an opportunity to review his/her progress and provide further guidance as required.
References	<p>Oman, D. (2018). <i>Why religion and spirituality matter for public health: Evidence, implications and resources</i>. Berkeley, CA: Springer.</p> <p>Bloom, W. (2015). <i>The power of modern spirituality: How to live a life of compassion and personal fulfilment</i>. London: Piatkus.</p>