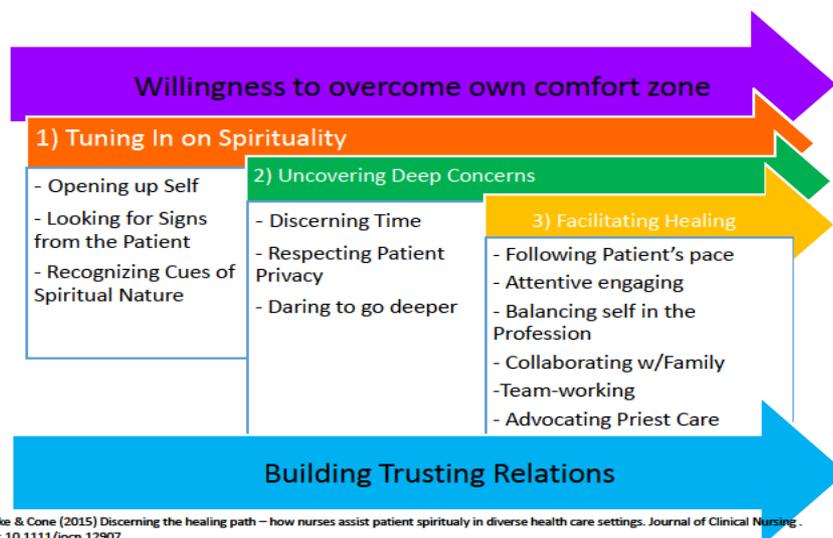


<b>Title</b>	<b>Case study of how to address and assess a patient</b>				
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<b>EPICC Standard Competency</b>	General Teaching & Learning	1 Intrapersonal Spirituality	2 Interpersonal Spirituality	3 Spiritual Care: Assessment and Planning	4 Spiritual Care: Intervention and Evaluation
<b>Teaching Group</b>	Nursing, midwifery.				
<b>Year of Teaching</b>	2, 3 (works best for undergraduate students with some clinical experience).				
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To become more aware of the process of assessing a patient spiritually.</li> <li>• To reflect on how to follow up spiritual needs of a patient.</li> <li>• To practice how to document spiritual nursing care.</li> </ul>				
<b>Strategy Description</b>	<ul style="list-style-type: none"> <li>• This teaching strategy can be used as an <b>assignment</b> before or after class. It will help introduce students to the model used in the exercise, or to read the article by Giske and Cone (2015).</li> <li>• It can also be used during class as a group activity after some introductory teaching.</li> <li>• Prepare 10-15 minutes for the activity where students work 2 &amp; 2 together.</li> </ul> <p><u>Patient narrative (“Anna”)</u>  Anna Olsen is an 83-year-old woman admitted to the hospital with pneumonia and worsening of her heart failure 12 days ago. Upon arrival in the hospital, Anna was in a bad condition and struggled to breathe. Anna lives in the countryside with her husband and she has home care nurses attending to her twice a week. At the hospital, she has been treated with antibiotics and lung physiotherapy and she is now able to care for herself with some assistance. Anna is now able to sit in a chair by her bed with oxygen therapy. She stays in a 3-bedded room and plans are to send her back home soon.</p> <p>On the morning of the twelfth day Anna is in the hospital, during her morning bath, the nurse notices that tears roll down Anna’s cheeks. At the same time, she smiles. This puzzles the nurse, as there seems to be two opposite expressions in Anna’s face.</p> <p>The nurse: <i>“Anna, I see you smile, but tears are rolling down your cheeks...”</i>  Anna replies: <i>“I’m always smiling - I’ve taught myself that. However, inside me I cry all the time.”</i>  The nurse takes her hand and Anna receives it and holds it tight: <i>“Anna, might I ask you some more about this?”</i>  Anna: <i>“Yes, it’s OK”</i>  The nurse continues: <i>“Would you share some more about how it is to be you right now?”</i>  Anna: <i>“I have a big lump inside me, which has become so heavy to carry. I grew up in a Christian family, but my father was so strict and treated us badly. Therefore, I have not had anything to do with since I was young. I married and had children, but we have little contact now. A decade ago, we moved from the town to the countryside where we now live. Because I’ve become so ill, I have no contact with people except the home care nurses twice a week. I haven’t told anybody about my upbringing, so my husband knows nothing. I have managed to keep this inner turmoil for myself for</i></p>				

	<p><i>years, but now the pain inside me has become so great that I cannot manage it anymore! In the ambulance on my way to the hospital, I prayed to God that I would arrive in this hospital as I hoped that somebody here could help me, because I cannot take this anymore!"</i></p> <p>The nurse replies: <i>"You tell that you were raised in a Christian home, but that you have distanced yourself from everything. Do you have a faith that is of help to you now?"</i></p> <p>Anna replies: <i>"Yes, I have distanced myself from everything, but more than once, I have experienced that God has been close to me and concretely helped me out. And I have a little hope that it can happen again..."</i></p> <p>The nurse is aware that the conversation has taken less than 10 minutes and that she has gained a pretty good understanding of the current situation for Anna. It is in the middle of the morning and the nurse has to round up the conversation and make the room ready for breakfast, which soon will arrive in the room.</p> <p>Nurse: <i>"Anna, I am affected by what you have told me and how you have shared with me what is so difficult for you. As you know, you will soon be discharged, so you'll have just a few days left here in the hospital. As time is limited, I would like to refer you to the hospital chaplain, could you see that as helpful for you? He has more competence and has more time for conversation than I have."</i></p> <p>Anna replies: <i>"Yes, that's probably fine"</i></p> <p>Nurse replies: <i>"Then I will contact him after breakfast and ask him to come and see you already this morning."</i></p>
<b>Educator's Role</b>	<ul style="list-style-type: none"> <li>• To prepare students for the assignment to what they are invited into.</li> <li>• To facilitate that students focus on their own process during drawing and self-reflection.</li> <li>• To encourage students to share discoveries and processes in this assignment.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• A room (classroom or auditorium) where students can turn to each other in small groups of 4 (2 &amp; 2) or 6 (3 &amp; 3). Do not use bigger groups as that makes it easier for some students not to engage in the sharing and discussions.</li> </ul>
<b>Learner Assessment</b>	<p><u>Assignment 1</u> (individually <b>or</b> small groups)</p> <ul style="list-style-type: none"> <li>• The figure below shows the process of recognising, uncovering and following-up spiritual concerns of patients. Please read Giske and Cone (2015) first.</li> </ul> <p><b>Assess and evaluate to what degree you recognise the process in the figure below in the narrative about Anna?</b></p>



Assignment 2 (individually **or** in small groups)

- Imagine that you were the nurse. How could you write a report for the nursing documentation that could ensure that the patient is followed-up?

Assignment 3 (individually **and** in small groups)

- Think through **individually** what you have discovered through this exercise.
- Reflect on the challenges you have faced with your own comfort zone, to what extent you dare to go deeper with a patient and how you balance yourself in the profession.
- Share your reflection with other students.
- How can you grow your spiritual competence in the coming months?

**Additional Comments**

**References**

Giske, T. & Cone P. (2015) Discerning the healing path – How nurses assist patients spiritually in diverse health care settings. *Journal of Clinical Nursing*, 24, 2926-2935. doi: 10.1111/jocn.12907