

Title	How to conduct a conversation about spiritual needs				
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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	Nursing, midwifery				
Year of Teaching	Year 1 (works well), but can be used in all years.				
Learning Objectives	<ul style="list-style-type: none"> To discover more deeply how to have a conversation about spiritual issues. To reflect on how it is to speak about this theme, and what barriers might present to speak about spiritual care. 				
Strategy Description	<ul style="list-style-type: none"> 15 minutes in classroom. Prepare the group to open-up for a conversation with another person about spirituality, and introduce students to an assignment: To make a conversation with another person about spiritual questions. The conversation will take between one and two hours. <p><u>Ruth Stoll's (1979) spiritual assessment guide</u></p> <ul style="list-style-type: none"> Sources of hope and strength: <ul style="list-style-type: none"> Who is the most important person to you? To whom do you turn when you need help? Are they available? In what way do they help? What is your source of strength and hope? What helps you most when you feel afraid or need special help? Relations between spiritual beliefs and health: <ul style="list-style-type: none"> What has bothered you most about being sick (or what has happened to you)? What do you think is going to happen to you? Has being sick (or what has happened to you) made any difference in your feeling about God or the practice of your faith? Is there anything that is especially frightening or meaningful to you now? Religious practices: <ul style="list-style-type: none"> Do you feel your faith (or religion) is helpful to you? If yes, would you tell me how? Are there any religious practices that is important to you? Has being sick made any difference in your practice of praying? Your religious practices? What religious books or symbols are helpful to you? Concept of God or deity: <ul style="list-style-type: none"> Is religion or God significant to you? If yes, can you describe how? Is prayer helpful to you? What happens when you pray? Does a God or deity function in your personal life? If yes, can you describe how? How would you describe your God or what you worship? 				
Educator's Role	<ul style="list-style-type: none"> To prepare the room and equipment. To prepare students for the assignment. Lead into the assignment. Read the reflection notes. 				

	<ul style="list-style-type: none"> • Educate for two hours after the assignment is delivered.
Resources	<ul style="list-style-type: none"> • A classroom or auditorium. • E-learning platform or mail. • Pen and paper.
Learner Assessment	<ul style="list-style-type: none"> • To develop more awareness of spiritual needs. • To find a language for how to chart a person's spiritual/existential resources and needs. • To reflect on how it is for [the learner] to work with such topics. <p>Specifically, learners are required to:</p> <ul style="list-style-type: none"> • Read through the data collection guide (4 themes) and the article by Kuven and Bjorvatn (2015) (https://sykepleien.no/forskning/2015/09/andelig-omsorg). • Find a person to converse with (and ask for permission). • Conduct conversation based on the questions in Ruth Stoll's spiritual assessment guide. • Use judgment for how to ask <p>After having the conversation the students wrote reflection notes comprising 700-1000 words, containing:</p> <ul style="list-style-type: none"> • Brief summary of the anonymised conversation. • Reflection (minimum 50% of the assignment), including: <ul style="list-style-type: none"> ○ How was it for you to do this? ○ What do you discover? ○ What have you learned that you can carry on with your education? <p>The educator/teacher reviews the reflections, and a further two hours of teaching on the subject of spiritual care in the full class follows, comprising themes such as:</p> <ul style="list-style-type: none"> • What words should we use to communicate? • How to ask? • How could that be expressed? • What does it mean to me to talk with others about these types of question? • Spiritual care: when, where, what, who, why? • Barriers.
Additional Comments	
References	<p>Giske, T., & Cone, P. (2012). Opening up to learning spiritual care of patients: A grounded theory study of nursing students. <i>Journal of Clinical Nursing, 21</i>, 2006-2015. doi: 10.1111/j.1365-2702.1011.04054.x</p> <p>Kuven, B. M., & Bjorvatn, L. (2015). Spiritual care – part of nursing? <i>Christian Nurse International, 5</i>, 4-8.</p> <p>Kuven, B. M., & Giske, T. (2019). Talking about spiritual matters: First year nursing students' experiences of an assignment on spiritual care conversation. <i>Nurse Education Today, 75</i>, 53-57. doi: 10.1016/j.nedt.2019.01.012</p> <p>Stoll, R. (1979). Guidelines for Spiritual Assessment. <i>American Journal of Nursing, 79</i>, 1575-1577.</p>