

# **Exploring of Action Reflection Teaching to Nursing Students' Spiritual Status and Reflection in the Course of Spiritual Nursing for Elders**

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**G 02 Undergraduate Nursing Students' Perceptions**

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# Outlines

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# Background

- ▶ Nursing is the professional of holistic care, including physical, psychological, social, and spiritual care.
- ▶ However, nurses often lack of spiritual care abilities and training (Colin Jones, 2010; Ku, Yao, Fan, Kuo, Kuo, & Kuo, 2006; Swift, Calcutawalla, & Elliot, 2007).
- ▶ Pesut (2008) proposed spiritual care training for nurses should start from nursing education.
- ▶ Nevertheless, Meyer (2003) reported less than 6% nursing classroom teaching having spiritual care.
- ▶ Again, Graham (2008) identified few nursing programs included spiritual care.

# Background

- ▶ Although the literature has indicated the needs of spiritual nursing education (Ku, 2009), it is difficult for nursing students to conduct spiritual care for the elders.
- ▶ McSherry(2001) proposed three common spiritual characters for human beings as life purpose and meaning, value–attention, and transcend.
- ▶ The elders could achieve three common spiritual characters using life review and reminiscence activities (Chou, Lan, & Chao, 2008; Ku, et al, 2009; Wu, 2001)

# Purpose

**The purpose of this study was to explore action reflection teaching to nursing students' spiritual status and reflection in the course of spiritual nursing for elders.**



# Methods–first stage

- ▶ **The first stage was preparation period for the researcher and two faculties in the long–term care for the elders and three two– years nursing students to construct the process of life–review and reminiscence activities for the elders.**

# Methods–first stage

Time	Training Topics
1	Physical, Psychological, Social, and Spiritual Health of the Elders
2	Life–Review Skills for the elders
3	Reminiscence Activities for the Elders
4	Conducting the Life–Review and Reminiscence Activities for the Elders
references	<p>1. Ya–Lie Ku · Chao–Kuang Ku* · Ju–Li Ku** (2009). Exploration of Life Experiences of an Aged Woman in a Military Housing Community Through Reminiscing on Photos. <i>Journal of Nursing</i>, 56(1), 52–62. (Life–Review)</p> <p>2. Yu–Chun Chou · Yii– Hai Lan* · Shu–Yuan Chao** (2008). Application of Individual Reminiscence Therapy to Decrease Anxiety in an Elderly Woman With Dementia. <i>Journal of Nursing</i>, 55(4), 105–110. (Reminiscence Activities)</p>

# Methods–second stage

- ▶ **The second stage was conducting period for the researcher to inspire nursing students reflecting and experiencing the meaning of each unit in the course of spiritual nursing for the elders. Additionally, a group of nursing students should conduct the method of reflection action in the first stage of the process of life–review and reminiscence activities for the elders.**

# Methods–second stage (reflection)

**Table 1: Teaching Topics with Principles and Probing Questions (Ku, & Shen, 2011)**

Topic	Teaching Principles	Probing Questions
Definitions of Spirituality	<ul style="list-style-type: none"> <li>-Clarify values</li> <li>-Origins of life</li> <li>-Definitions of spirituality from literature and experts</li> </ul>	<ul style="list-style-type: none"> <li>-Write down your own definition of spirituality</li> <li>-Ask another person (your family member or friend) to write down his/her definition of spirituality</li> <li>-Compare the similarities and differences between your definition of spirituality, that of your family member or friend, and from literature and experts.</li> </ul>
Developing Process of Spirituality	<ul style="list-style-type: none"> <li>-Human beings development stages/inner healing /spiritual duties</li> <li>-James Fowler – faith development stages</li> <li>-Erik Erickson – human beings development stages and duties</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on your own life development process. Which duties have you accomplished? Which duties do you perform best? Which duties do you perform worse?</li> <li>-What kind of hurtful experiences have you encountered and how did you heal yourself?</li> </ul>
Spiritual Assessment Skills	<ul style="list-style-type: none"> <li>-Sensitivity</li> <li>-Listening</li> <li>-Empathy</li> <li>-Mediation</li> <li>-Accompany</li> </ul>	<ul style="list-style-type: none"> <li>-Accompany your family member or friend without saying anything and write down how you felt during this exercise.</li> <li>-Try to talk with a family member or friend and analyze the words he/she used, what was communicated without using words, and any spiritual words</li> </ul>

# Methods–second stage (reflection)

## Your Spirituality

- Life philosophy
- Meaning and purpose of life
- Submission/acceptance
- Forgiveness/love
- Hope/joy/peace
- Encouragement/coping

- What do you think are the most important and valuable things?
- What is the purpose of your life?
- What are your feelings when you hear about criticism or negative rumors said about you behind your back?
- What characteristics do you dislike about yourself?
- What are some faults you cannot forgive yourself for?
- What ways do you use to make yourself feel peaceful and stable?
- What ways do you use to help you love yourself and be happy?
- What are your wishes for yourself?
- What things do you fear the most and how do you overcome them?
- Which coping mechanisms should you focus on and enhance? How can you improve them?

# Methods–second stage (reflection)

## Spirituality and Others

- Relationships with family members
- Relationships with friends
- Relationships with neighbors (strangers)
- Relationship with your spiritual mentor

- Who is the closest and nicest to you among your family members?
- Who do you have the most difficult relationship with among your family members? Do you want to repair your relationship with him/her? How could you repair it?
- Who is the closest and nicest to you among your friends?
- Who do you have the most difficult relationship with among your friends? Do you want to repair your relationship with him/her? How could you repair it?
- Who is your neighbor (stranger)? How is your relationship with him/her?
- Who is your spiritual mentor? How is your relationship with him/her?
- Write down the things you did to hurt others or others did to hurt you on a piece of paper. Tear it up, and at the same time decide to forgive him/her.

# Methods–second stage (reflection)

<b>Spirituality and Faith</b>	<ul style="list-style-type: none"><li>-The God of your faith</li><li>-Your relationship with God</li><li>-Rituals of faith</li><li>-Experiencing God and obtaining help from Him</li></ul>	<ul style="list-style-type: none"><li>-Who is the God of your faith?</li><li>-What is your relationship with God?</li><li>-What are the rituals of your faith, such as praying, reading religious verses, worship that your religious leader leads?</li><li>-What is the process for experiencing God and obtaining power and help from Him?</li></ul>
<b>Spirituality and Grief</b>	<ul style="list-style-type: none"><li>-Definitions and assessment of grief</li><li>-Caring and services for the bereaved</li><li>-Individual and group grief counseling</li></ul>	<ul style="list-style-type: none"><li>-What are your experiences of having a family member or friend die?</li><li>-What was your grief process?</li><li>-Make your own living will.</li></ul>

# Methods–second stage (action)

## ▶ Life–Review for the Elders

Interview following the vertical life

Describe the most memorable experiences or stories during

- (1) your childhood (6–12 years)
- (2).your adolescence (13–22 years)
- (3).your young adult (23–40 years)
- (4).your middle age (41–60 years)
- (5).your aged (60 years)

Interview following the horizontal life

- (1).listen carefully during the elderly talks
- (2).lead the elders describe the experiences or stories deeply according to their talking contents
- (3).something else the elders would like to share with

# Methods–second stage (action)

## ▶ Reminiscence Activities for the Elders

Day	Life Stage/Themes	Reminiscence Activities
	Childhood (6–12 years)/	
	Adolescence (13–22 years)/	
	Young adult (23–40 years)/	
	Middle age (41–60 years)/	
	Aged (60 years)/	

# Methods–third stage

- ▶ The third stage was evaluation period for nursing students to self-evaluate their own spiritual status and spiritual care abilities for the elders, evaluate the reflection levels of nursing students by Boud(1985) reflection model, and analyze their reflection journals.
- ▶ This study was approved by Study Grant Program to Improve Teaching (FYU2400–100–13 ) and conducted on nursing students who elected the course of spiritual nursing in the long-term care program from November, 2010 to June, 2011.

# Methods–third stage

- ▶ Nursing students self-evaluate own spiritual status and spiritual care abilities for the elders by 1–10 point Visual Analogue Scale (VAS).



Low

High

# Methods– Boud(1985) reflection model

Levels	Definitions of Reflection
Level 1–3	<ul style="list-style-type: none"><li>–Understand spiritual knowledge, feelings, and attitudes</li><li>–Able to face the negative emotion using positive feelings</li></ul>
Level 4–6	<ul style="list-style-type: none"><li>–generate new spiritual knowledge, feeling, and attitudes</li><li>–promotion of self spiritual status</li><li>–remodeling own bad habits/characters</li><li>–merging spirituality into daily life</li><li>–actual changing behaviors</li></ul>

# Personal reflection Questions

**After Life-Review for the Elders- after listening the most memorable experiences or stories from the elders**

- ▶ **What are your thoughts?**
- ▶ **What are your helps? What have you learned?**
- ▶ **What should you pay attention on during the elderly care in the future?**
- ▶ **What the most important nursing profession do you consider?**

**After conducting Reminiscence Activities for the Elders**

- ▶ **What are your thoughts?**
  - ▶ **What are the helps and benefits for the elders?**
  - ▶ **What the limitations and suggestions do you consider?**
  - ▶ **What the most important nursing profession do you consider?**
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# Results–self perception

- ▶ Forty–one nursing students participating in the course of spiritual nursing for the elders self–perceived own spiritual status and the abilities of spiritual nursing care for the elders as significantly improved ( $p < .001$ ).

	Paired t test			t	df	sig
	Mean	SD	SE			
spiritual status	1.59 (7.37–5.78)	1.12	.18	9.08	40	.000
spiritual care abilities for the elders	1.42 (6.88–5.46)	1.61	.25	5.62	40	.000

# Results–reflection levels

Levels	Reflection during pretest	Reflection during posttest
Level 1–3	Achieved <u>28</u> (54.9%) Non-achieved <u>23</u> (45.1%)	Achieved <u>40</u> (95.2%) Non-achieved <u>2</u> (4.8%)
Level 4–6	Achieved <u>15</u> (30%) Non-achieved <u>35</u> (70%)	Achieved <u>34</u> (80.9%) Non-achieved <u>8</u> (19.1%)

## Reflection levels 1-3 (pre-post test)

	values	df	sig	sig (two-tail)	sig (one-tail)
Pearson Chi-Square	4.200(b)	1	.040		
Yates correction (a)	1.641	1	.200		
Likelihood ratio	4.598	1	.032		
Fisher's exact test				.106	.106

## Reflection levels 4-6 (pre-post test)

	values	df	sig	sig (two-tail)	sig (one-tail)
Pearson Chi-Square	5.490(b)	1	.019		
Yates correction (a)	3.737	1	.053		
Likelihood ratio	8.085	1	.004		
Fisher's exact test				.035	.019

# Results–reflection journals

Content analysis of reflection journals from nursing students identified that they have applied the spiritual component and assessment skills into the process of life–review and reminiscence activities for the elders.

## After Life–Review for the Elders

### Characters of the elders

- ▶ Negative characters included three themes of solitary, loneliness, and emptiness
- ▶ Positive characters included four themes of adjusting themselves, positivism, inheritance, and harmony life

### Students' feelings

- ▶ Eight themes are review, enjoy, make up, reflection, identify reminiscence, positivism, dealing with people, and appreciate the value and meaning of life

# Results–reflection journals

After conducting Reminiscence Activities for the Elders

- ▶ Attitudes of serving the elders–intention, accompany, trust, patients, caring, empathy, treating elders as own family
- ▶ Factors influencing serving the elders–physical, psychological, social and environment aspects
- ▶ Skills of reminiscence activities –background information on the elderly, build trust, interview skills, activities for the elderly principles and methods
- ▶ Function of reminiscence activities –build relationship, problems presented, training physical and memory function · narrative inner voices, boot positive thinking, healing negative emotion, life integration, self–actualization

# Conclusion

- ▶ Forty-one nursing students participating in the course of spiritual nursing for the elders self-perceived own spiritual status and the abilities of spiritual nursing care for the elders as significantly improved ( $p < .001$ ).
- ▶ Additionally, the 4th to 6th level of reflection by Boud, Keogh, & Walker (1985) also was significantly improved ( $p < .05$ ).
- ▶ Through the reflection process, nursing students were found to be better able to help elders feel affirmed and fulfilled in sharing their life stories, as well as to cherish their own lives more, accomplishing the win-win goal of spiritual well-being both for the elders and for the nursing students.

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