

**Title:**

Preparation to Provide Spiritual Care: A Qualitative Study of Recent Baccalaureate Nursing Graduates

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**Session Title:**

Personal and Ethical Knowing

**Slot:**

3B: Friday, April 4, 2014: 1:45 PM-2:30 PM

**Scheduled Time:**

1:45 PM

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**Keywords:**

Qualitative Research, Spiritual Care and Undergraduate Nursing Education

**References:**

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D. & Jochemsen, H. (2006). Spiritual care: Implications for nurses' professional responsibility, Journal of Clinical Nursing, 15, 875-884.

**Learning Activity:**

<b>LEARNING OBJECTIVES</b>	<b>EXPANDED CONTENT OUTLINE</b>	<b>TIME ALLOTTED</b>	<b>FACULTY/SPEAKER</b>	<b>TEACHING/LEARNING METHOD</b>	<b>EVALUATION/FEEDBACK</b>
<b>Example</b>	<b>Example</b>	<b>Example</b>	<b>Example</b>	<b>Example</b>	<b>Example</b>
Critique selected definition of the term, "curriculum"	Definitions of "curriculum" <ul style="list-style-type: none"> <li>• Course of study</li> <li>• Arrangements of instructional materials</li> <li>• The subject matter that is taught</li> <li>• Cultural "training"</li> <li>• Planned engagement of learners</li> </ul>	20 minutes	Name, Credentials	Lecture PowerPoint presentation Participant feedback	Group discussion: What does cultural training mean to you?
1. Understand how nurses in clinical	Through qualitative interviews, recent graduates of a	5 minutes (depends on time allotted)	Cheryl Crotser PhD, RN	Report of qualitative research findings in PowerPoint presentation	Group discussion Question and Answers at end of presentation

practice define spiritual care	baccalaureate nursing program describe spiritual care assessment and care provided in inpatient, palliative care and outpatient settings. a) identifying patient needs b) connecting with patients c) being present d) barriers and facilitators to provision of care in the spiritual realm	for presentations)		Participant Feedback	
Identify teaching strategies for educating undergraduate nursing students on integration of spiritual care in the clinical setting.	Recent graduates described learning experiences that were important in developing their confidence in their role in the spiritual realm. Pre-college experience, classroom experiences, clinical experiences, and co-curricular experiences are described.	5-10 minutes	Cheryl Crotser PhD, RN	Report of Qualitative Findings in PowerPoint presentation Participant Feedback	Group Discussion, questions and answers at conclusion of presentation

Discuss practical advice for teaching care in the spiritual realm	Role Modeling Reflection Assessment Strategies	5 minutes	Cheryl Crotser PhD, RN	Report of Qualitative Findings in PowerPoint presentation Participant Feedback and group discussion	Questions at conclusion of presentation. If needed prompts could be used such as how do you integrate spiritual assessment and care in your nursing education program or orientation to clinical setting? As a student, what was meaningful for you in learning to provide whole person care?
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#### **Abstract Text:**

**Problem/Purpose:** Holistic assessment including the spiritual needs of patients is a standard of practice for RNs. There is a paucity of research on preparing nurses for their role in the spiritual realm. This study was conducted to understand experiences of recent graduates of a baccalaureate nursing program in learning to assess spiritual care needs, provide spiritual support and perceptions of their preparation for this role.

**Design:** Heideggerian hermeneutics guided in-depth interviews and team interpretation of data. Graduates from 2006-2010 of a Christian Liberal Arts College in New York were recruited with postal and email invitations. Telephone and in-person interviews of twelve RNs were audio-recorded and transcribed verbatim in 2011-2012 for analysis. The narratives were reviewed independently by the researchers who then met as a team to analyze the data and come to consensus on common meanings. This was followed by a member check to enhance rigor.

**Findings:** Four themes and one constitutive pattern emerged: Defining Spiritual Care, Learning Spiritual Care, Providing Spiritual Care, and Practical Advice for Faculty. A pattern of building relationships developed.

**Discussion/Conclusions:** Definitions of spiritual care interventions varied among study participants. Experiences pre-college, in the classroom, clinical and outside the classroom contributed to learning to assess spiritual care needs and provide for spiritual care in clinical practice. Participants discussed needing opportunities to grow spiritually and to make their faith their own during their college years.

**Implications for Education Practice:** Reflection, case studies and role modeling are important teaching strategies for preparing students to provide care in the spiritual realm. Intentionally integrating whole person assessment in the classroom and providing opportunities for students to discuss and reflect on spiritual care in nursing helps prepare students. Opportunities to make connections and build relationships using therapeutic communication and presence are important in developing comfort with spiritual assessment and care.