

Title	The patient interview				
Author(s)	Joanna Żołnierz				
Affiliation	Medical University of Lublin, Poland.				
Email	zolnierz.joanna@gmail.com				
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	2				
Learning Objectives	<ul style="list-style-type: none"> • Gains knowledge of situation and experience of the patient. <ul style="list-style-type: none"> ○ Notices that the disease affects many aspects of the patient's life and that it may be associated with pain, also other than only physical. ○ Learns how important and difficult is the experience of health loss and what difficulties are associated with it. • Acquires the ability to talk with the patient about topics other than just the physical consequences of the illness and treatment. <ul style="list-style-type: none"> ○ Acquires the skill of active listening, trains empathy. • Acquires an attitude of sincere interest in the patient's statement. <ul style="list-style-type: none"> ○ Understand and accept different ways of experiencing and coping with the disease. ○ Assumes an attitude of humility and compassion in a conversation with a suffering person and an attitude of readiness to help. 				
Strategy Description	<ul style="list-style-type: none"> • The student's work with the patient: <ul style="list-style-type: none"> ○ Interviewing the patient about their spiritual and existential experiences, including questions about: <ul style="list-style-type: none"> - Their current situation? - How they cope with the illness? - How they feel in new life circumstances? - What has changed in their life and how they assesses these changes? - Their source of spiritual strength, dreams and desires? ○ Making the notes or recording of patient's statements. • Presentation of the effects of the student's work (during class or as individual work with a student): <ul style="list-style-type: none"> ○ The teacher (or the teacher with whole group of students) listens to prepared recordings of the interview/the notes read by the student (recording of the entire interview or only fragments chosen by the student). ○ A teacher's conversation with a student about the student's experiences and thoughts resulting from a meeting with the patient. ○ The student talks about his thoughts referring to the patient's statements. • The assessment of student work: <ul style="list-style-type: none"> ○ The final decision on completion of the work. ○ If the work is presented during the class, other students may share their thoughts and give feedback to the student. 				
Educator's Role	<ul style="list-style-type: none"> • The teacher commissions the task and explains the detailed conditions regarding the student's work: <ul style="list-style-type: none"> ○ A student for conversation chooses a patient with a chronic or another severe illness. 				

	<ul style="list-style-type: none"> ○ The necessity of giving consent by the patient and medical staff to conduct an interview (the student receives a document prepared and signed by the teacher containing detailed information about the interview). ○ The necessity of ensuring patient confidentiality and protection of their personal data. ○ Accurate record of the conversation with the patient/ ○ Respect for the patient, not forcing him to speak about difficult or sad topics. ○ The need to conduct an interview, in such a way that at the end, the patient will be in a good mood. The conversation should end with a question about patient's good memories from the past, about interests, favourite places or beloved people. <ul style="list-style-type: none"> ● The teacher listens to prepared recordings of the interview/the notes read by the student. ● The teacher converses with a student about the effects of the patient interview, asking questions such as: <ul style="list-style-type: none"> ○ What are your impressions after a conversation with a patient? ○ Was the task easy or difficult for you? ○ What was the difficulty, the ease of the task? ○ What do you think about the experience of the disease? ○ How did the patient experience the illness? ○ Do you have any ideas that could help to improve the patient's situation? ○ What was the source of the patient's spiritual strength? ○ What awoke their greatest fear? ○ How do you rate this task done by you? ○ Now, would it be easier for you to talk to a patient about difficult topics? ○ Have you found any knowledge in the field of spiritual care useful in the interview? ○ What do you think you could improve to make this conversation even better? ● The teacher assesses if the task was carried out in a proper way? For example, did the student have the opportunity to rethink the patient's situation, or to realise the circumstances surrounding the illness and the possibility of holistic assistance to the patient? If not, the teacher orders the task to be carried out again.
Resources	<ul style="list-style-type: none"> ● Audio/voice recorder. ● Office supplied to record the patient interview.
Learner Assessment	<ul style="list-style-type: none"> ● The student's work is not assessed in the traditional way. ● The work can be assessed only as a completed or not. ● Failed work means re-interviewing the next patient. ● The basis for assessment work is the student's written elaboration. ● Patient's speech recordings cannot be stored.
Additional Comments	<p>Each interview should be preceded by:</p> <ul style="list-style-type: none"> ● Informing the patient about the purpose of the interview (the interview serves only teaching purposes). The information will not be used for other purposes. Patient's speech recordings cannot be stored. ● The consent of the patient to interview them (the interview is anonymous). The student can only get information about the age, diagnosis, and life situation of the patient. ● The consent of the medical staff of the centre where the patient is being treated (especially main doctor). ● The student should obtain a document signed by the teacher, containing information on the purpose of the interview, voluntary participation in the study,

	anonymity and confidentiality. This document should be presented to the patient for review.
References	<p>FACT Spiritual Assessment Tool. Retrieved from: click here.</p> <p>FICA Spiritual Assessment Tool. The George Washington Institute for Spirituality & Health. Retrieved from https://smhs.gwu.edu/gwish/clinical/fica/spiritual-history-tool</p>