

<b>Title</b>	<b>Personal belief life view/faith history training in nursing education</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				
<b>Year of Teaching</b>	Year 1: Introduction and initial steps Years 2 and 3: Developed steps in relation to increased knowledge and practical experience				
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To discover own values in life.</li> <li>• To bring about awareness of the patient's spiritual/existential needs.</li> <li>• To create personal growth and professional development.</li> </ul>				
<b>Strategy Description</b>	<ul style="list-style-type: none"> <li>• Introduction with discussions about the importance for nurses/health professionals to develop an awareness of a patient's spiritual/existential needs.</li> <li>• Presentation of what life view/faith history is and how it can be used.</li> <li>• Exemplify how to do your own life-line and reflect on your own life view/faith history.</li> <li>• Invite students to engage and work individually on their own life view/faith history by using the life-line and related questions (10 minutes). Do not talk with your fellow students; just have high awareness about how this is for you but reflect on what you are comfortable to share in the group assignment. <ul style="list-style-type: none"> <li>○ What has formed/influenced your history of personal, religious and/or spiritual beliefs up until today?</li> <li>○ What in your history of personal, religious and/or spiritual beliefs do you experience as a strength encountering the patient's personal, religious and/or spiritual needs?</li> <li>○ What do you need to work on regarding your own personal, religious and/or spiritual beliefs connected to challenges encountering patient's need of spiritual care?</li> </ul> </li> <li>• Invite students to flow with the assignment rather than think too much.</li> <li>• Instructions/invitation to the life view/faith history groups. Students are instructed to read and follow the outline for the group work. Teachers divide the students into groups with 5 students in each group.</li> <li>• Students are encouraged in the group session to focus on their own process in relation to their life view and faith history (45 minutes). <ul style="list-style-type: none"> <li>○ Start with a sharing round where each student use between 3-5 minutes to share from his or her own experiences.</li> <li>○ Share what has formed or influenced your life view or faith. Use the same questions you worked with individually and your own "life-line".</li> <li>○ Important in the group work to: <ul style="list-style-type: none"> <li>- Listen to the person sharing.</li> <li>- Not interrupt with questions at this moment.</li> <li>- After the sharing-round, the group can agree on what to focus on and discuss; things that have moved or impressed you.</li> <li>- Ask questions and explain further.</li> </ul> </li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>- Show respect for each other's life view/faith history and ensure confidentiality in relation to the information shared within the group.</li> <li>• All groups meet together and reflect on what they have learnt from the session.</li> </ul>
<b>Educator's Role</b>	<ul style="list-style-type: none"> <li>• To prepare the room: one classroom with a projector and several group rooms.</li> <li>• Introduce the assignment for the students.</li> <li>• Lead in the process by providing an example and inviting students to the individual part of the assignment.</li> <li>• To facilitate that students focus on their own process during both the individual work and the group work.</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 with a projector.</li> <li>• Classroom or auditorium.</li> <li>• Rooms for groups of 5 students per room.</li> </ul>
<b>Learner Assessment</b>	See strategy description.
<b>Additional Comments</b>	
<b>References</b>	<p>Baldacchino, D. (2008). Spiritual care: Is it the nurses role? <i>Spirituality and Health International</i>, 9, 270-284.</p> <p>Giske, T., &amp; Cone P. (2015). Discerning the healing path – How nurses assist patients spiritually in diverse health care settings. <i>Journal of Clinical Nursing</i>, 24, 2926-2935. doi: 10.1111/jocn.12907</p> <p>Leenderts, A. T. (2014). <i>Person og profesjon. Om menneskesyn og livsverdier i offentlig omsorg</i>. Oslo: Gyldendal akademisk. (Main book, title in English: <i>Person and profession. Humanity and life values in public care</i>).</p> <p>Torskenæs, B. K., Kalfoss, H. K., &amp; Sæteren, B. (2015). Meaning given to spirituality, religiousness and personal beliefs: Explored by a sample of an Norwegian population. <i>Journal of Clinical Nursing</i>, 24, 3355-3364. doi: 10.1111/jocn.12962</p>