

Title	Value clarification				
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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 own value-hierarchy. • Feel and acknowledge that values actually are important in our life. • To reflect on what it can mean to take patients' values into consideration in our care. 				
Strategy Description	<ul style="list-style-type: none"> • Prepare the group to open-up for a creative session of 10-15 minutes. • Invite students to engage in the activity working with own values. • Invite students to flow with the assignment rather than think too much. • Instructions/invitation when students are ready with paper and pen: <ul style="list-style-type: none"> ○ Write down five values: conditions, relations, experiences or others things that you consider as valuable for you. Write them under each other. It is not important that it is the five most important values for you, the most important is that you can say: 'this is a value for me'. Don't think too much, just write down what comes to mind. ○ Look at what you have written. Many of the patients we meet have experiences and situations where what is important in their lives have been taken away from them, such that they cannot choose how their lives have become. In this exercise, you can choose. ○ Then, cross out one of the values you have written. ○ Do not talk with your fellow students; just have high awareness about how this is for you. ○ Teacher: Make sure that everybody crosses out one value. ○ Then, cross out one more value: literally put a line over what you have written. Again, be aware of how this is for you and the inner dialogue. ○ Then, cross out one more, so if you wrote five values, you have two left. [I never challenge students to have just one value left as for some of them that can be to choose between God and their family and I do not want to take them there]. Again, be aware of how this is for you and the inner dialogue. • Focus on your inner work and dialogue during this exercise. • Instructions/invitation when students have finished crossing out values: <ul style="list-style-type: none"> ○ Look at what you have written and crossed out: How was it for you to do this exercise? ○ How was your inner dialogue? • To speak about the process and reflect afterwards can open-up for even deeper understanding of who you are and what processes you are a part of. Share with the student next to you (2 & 2) how it was for you to take part in this exercise and what you can learn from this about the importance of respecting patients' values in nursing care? 				
Educator's Role	<ul style="list-style-type: none"> • To prepare the room (students normally will have pens and paper). 				

	<ul style="list-style-type: none"> • Prepare students for the assignment. • Lead in the process by inviting students to write down values and encourage them to put lines across values according to the instruction. • To facilitate that students focus on their own process during writing and crossing out values. • To encourage students to share discoveries and processes in this assignment.
Resources	<ul style="list-style-type: none"> • A room (classroom or auditorium) with tables and some space for students. • White sheet of paper and pen/pencil.
Learner Assessment	See strategy description.
Additional Comments	
References	