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Professor Julie Jomeen

FACULTY OF HEALTH SCIENCES

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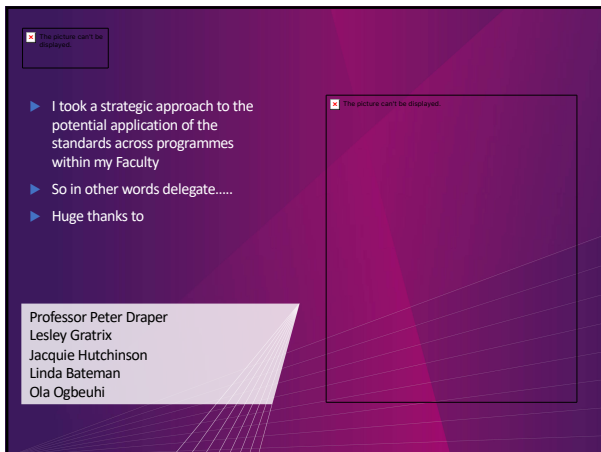
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The Allam Medical Building, where we deliver training to our nurses, midwives, ODP's paramedics and medical students

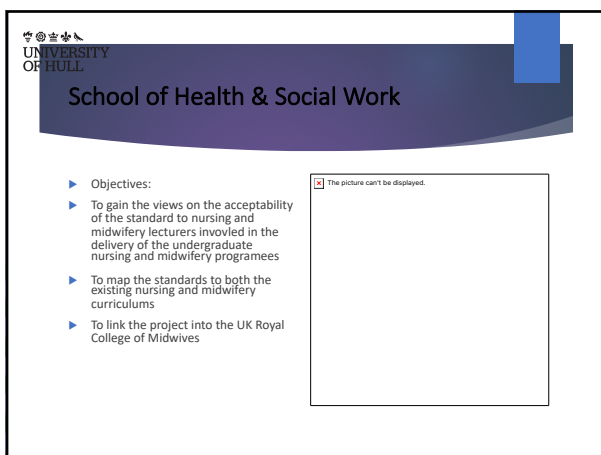


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- ▶ I took a strategic approach to the potential application of the standards across programmes within my Faculty
- ▶ So in other words delegate.....
- ▶ Huge thanks to

Professor Peter Draper
Lesley Gratrix
Jacquie Hutchinson
Linda Bateman
Ola Ogbeuhi

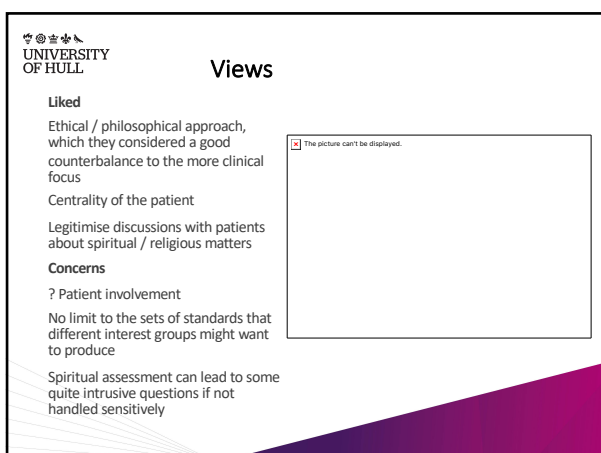
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- ▶ Objectives:
- ▶ To gain the views on the acceptability of the standard to nursing and midwifery lecturers involved in the delivery of the undergraduate nursing and midwifery programmes
- ▶ To map the standards to both the existing nursing and midwifery curriculums
- ▶ To link the project into the UK Royal College of Midwives

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Views

Liked


- Ethical / philosophical approach, which they considered a good counterbalance to the more clinical focus
- Centrality of the patient
- Legitimise discussions with patients about spiritual / religious matters

Concerns

- ? Patient involvement
- No limit to the sets of standards that different interest groups might want to produce

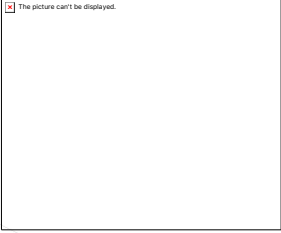
Spiritual assessment can lead to some quite intrusive questions if not handled sensitively

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Nursing Mapping




- ▶ The standards were mapped across the whole 3 years of the nursing curriculum
- ▶ Able to map to key elements in all years
- ▶ Knowledge competencies was easiest to map and most competencies were mapped
- ▶ Skills competencies also mapped well
- ▶ Attitudes were more challenging
- ▶ Competencies most difficult



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Nursing Mapping Example: Yr 1

Module Name	Module Number	Credits	Semester	Spirituality Standard relevant learning opportunities	Competence
Skills for Practice	92567	20	1	<ul style="list-style-type: none"> Communication lecture, ways to communicate, respect, dignity, individual beliefs and preferences Introduction to practice - Small group tutorial discussing nursing fields and experiences and expectations regarding patients and nursing care Assessing needs lecture - discussed with dietary requirements i.e. religion, bed bathing dignity and beliefs, customs Death dying lecture - spirituality in broader sense. Deceased person practical session - rituals, religion, beliefs and customs. Blood transfusion discussion - culture and religion. 	15, 25, 35, 85, 95 14, 26, 34, 40, 44, 76, 80 15, 25, 35, 90, 75 15, 25, 35, 90, 75 20, 24, 40, 64, 6A



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Mapping to Practice Outcomes

1 Recognise the importance of the spiritual dimension that sustains physical and mental well-being.	Understand the concept of spirituality. Can explain the impact of spirituality upon physical and mental health.	Listen and interact authentically recognising the unique spirituality of each patient	Be open and respectful to the diverse nature of spirituality	1a, 1b, 1d 2a 3a, 3b 4a 5a, 5c 6a, 6c
2 Value knowledge and experience as important elements in dealing with the patients/clients' and their families' existential questions.	Is familiar with and understands the ways that patients/clients and families use the specific set of indicators to express important life questions.	Recognise and respond sensitively and compassionately to important life questions	Appreciate what is important for that person	1a, 1d 2a 3a, 3b 4a 5b, 5c 6c
3 Be aware of own spirituality and use of self as a resource for spiritual care.	Understand your own values and beliefs, own strengths and limitations, and be aware of the impact of this on your own practice.	The ability to reflect meaningfully upon your own values and beliefs. Recognise that personal values and beliefs may be different from others.	Shows a willingness to explore beyond your personal comfort zone	1a, 1b, 1c, 1d 2a, 2b 4a 5b, 5c

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Midwifery Mapping

- ▶ One dedicated session specifically addressing spirituality
- ▶ Theme runs through the programme when teaching ethics
- ▶ Spirituality is also currently addressed in teaching on self-awareness, looking at how people in our care and with whom we work may draw their self-concept from a sense of their understanding of God's existence
- ▶ Recognised within present modules the impact of communication and language and to appreciate the reactions of service users and colleagues
- ▶ There are areas in which spirituality could be made more explicit – for examples in the modules where we define the family; where people draw their health beliefs, customs and practices, within families

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But overall that it is in there but not explicit – the new nursing and midwifery standards for 2020 in the UK give an opportunity for change

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