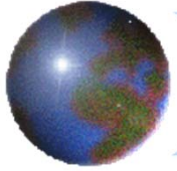


**SPIRITUAL CARE &
HEALTH PROFESSIONS:
CONTEXT AND
PRACTICE**

AMSTERDAM,
NETHERLANDS

NOVEMBER 3-4, 2011





How can scholarly research influence clinical practice?

Leslie Van Dover, PhD, RN, PN

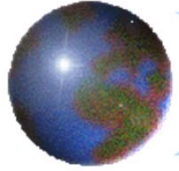
Shannon Fernando, BS, BSN, RN

School of Nursing

Azusa Pacific University

Azusa, California, USA





Azusa Pacific University's

4 Cornerstones

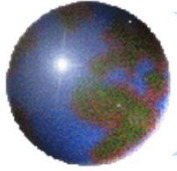
✦ Christ

✦ Community

✦ Scholarship

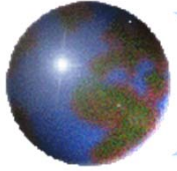
✦ Service





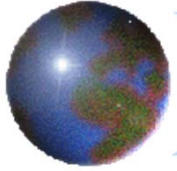
Overview of GNRS 506 Spiritual Care

- ✦ A Master's level "core" course
- ✦ Not a "how to" course on spiritual care. It is really about preparing the student Advanced Practice Nurse (APN), to provide spiritual care to patients.
- ✦ 3 hours per week X 14 weeks = 42 hrs.



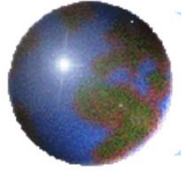
Elements of the Course

- ✦ Explore a nursing concept R/T spiritual care: scholarly process of discovery
- ✦ Required readings in Christian history, prayer, nursing, spiritual care-giving, religious perspectives on health, and personal spiritual disciplines.
- ✦ Class discussions of key questions re: readings
- ✦ Field work: visits to churches/temples services with report to classmates



Elements of the Course

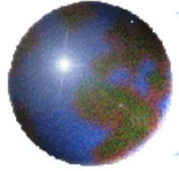
- ✦ Occasional devotional readings
- ✦ Group work: case studies in spiritual care
- ✦ Student spiritual self-assessment
- ✦ Report on nursing concept: weekly and at the end of the course



Explore a Nursing Concept R/T

Spiritual Care

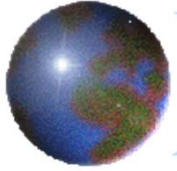
- ✦ Each student chooses one concept: mercy, forgiveness, pain, suffering, wholeness, compassion, despair, grief, etc.
- ✦ Reads historical overview of Christianity
- ✦ Begins inductive analytic approach to paper
- ✦ Analyzes Old Testament verses re: concept
- ✦ Analyzes New Testament verses re: concept



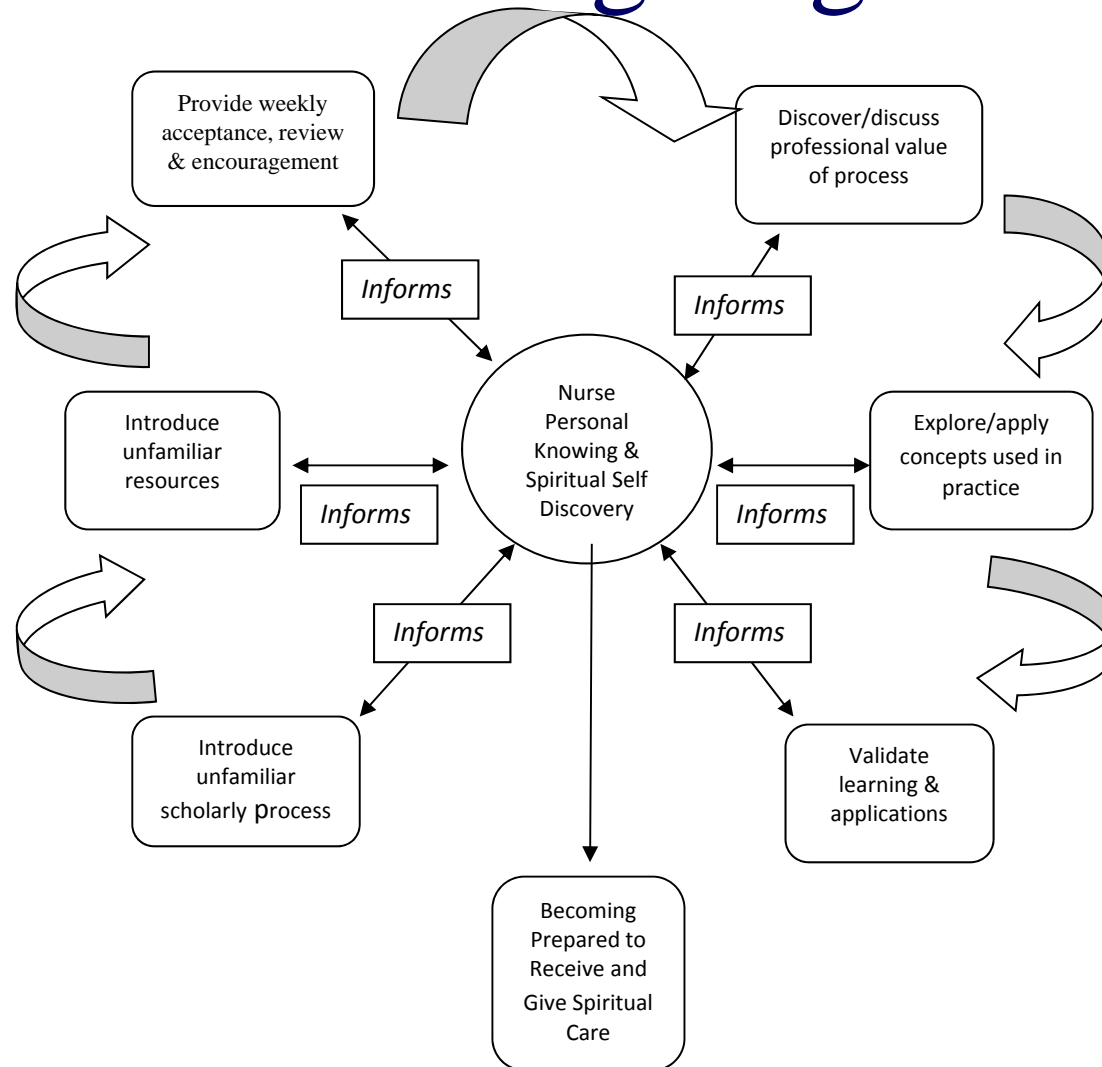
Explore a Nursing Concept R/T

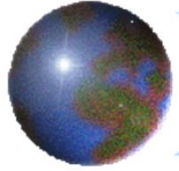
Spiritual Care

- ✦ Analyzes writings of Christian theologians re: concept – 100 CE to 1900 CE
- ✦ Reviews and summarizes modern nursing literature on concept
- ✦ Integrates findings from Christian writers & nursing literature with recommendations for spiritual care in current and future roles
- ✦ Completes 25 page paper and presents findings to classmates



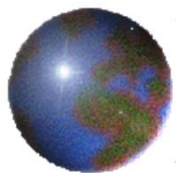
Faculty Supports Student Learning: Fig. 1





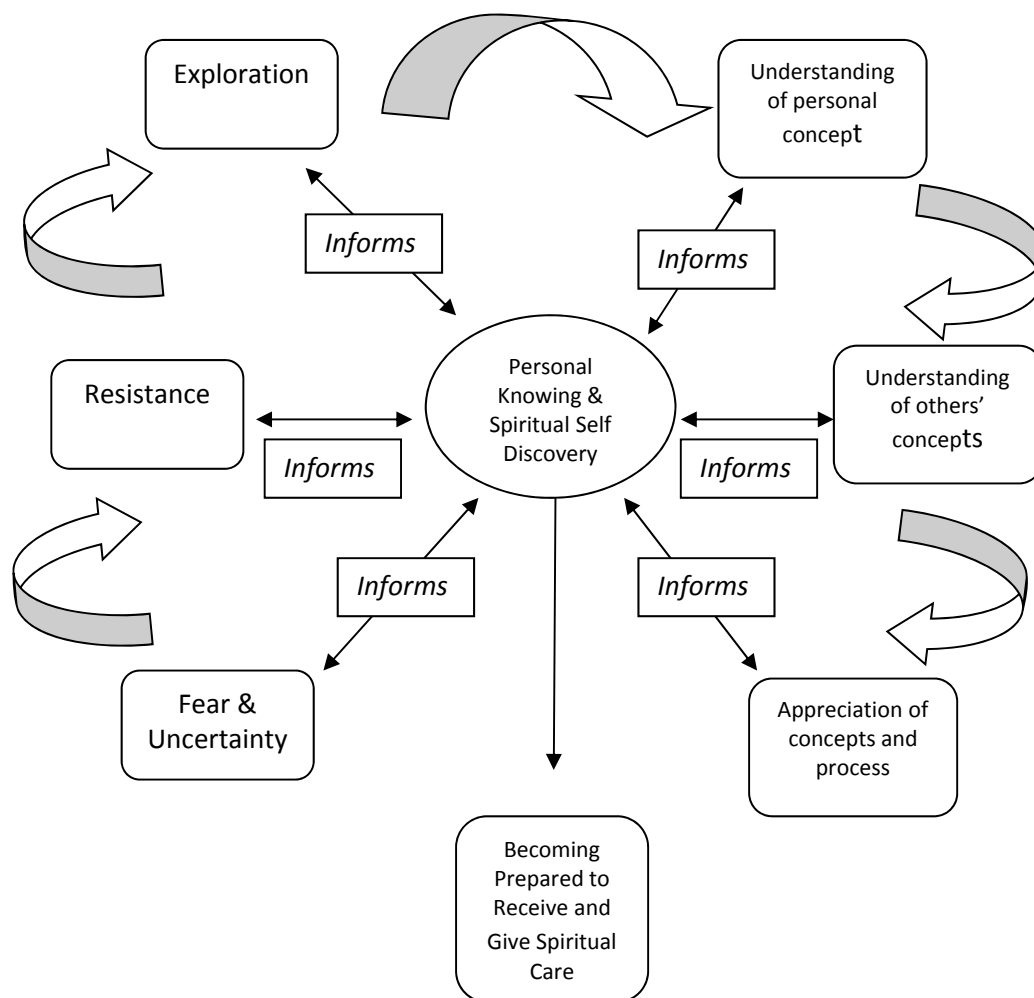
Faculty Supports Student Learning

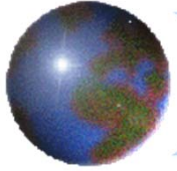
- ✦ Faculty walk closely alongside students in their process of exploring, creating, and evaluating.
- ✦ Requires faculty willingness to be humble, to learn new things from students.
- ✦ Requires an openness to human spiritual experience in all its forms.



Students Experience Scholarly

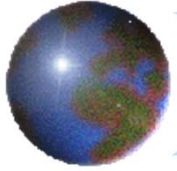
Process: Fig. 2





Weekly Seminars

- ✦ Faculty with 10-12 students: 1 hour
- ✦ Each student does scholarly research and reads aloud in class what she/he has discovered about the chosen concept.
- ✦ Faculty and students critique student's work for content and conformity to process.



The Paper: Example of “Homework”

1. Define Hebrew and Greek terms for the concept

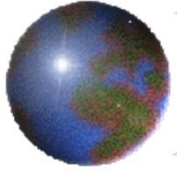
Look up in online lexicon:

<http://www.biblestudytools.com/lexicons/hebrew/>

or

<http://www.elijah.com/lexicon.html>

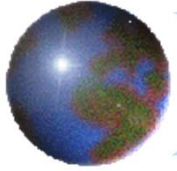
2. Identify verses from OT & NT that contain the concept



The Paper: Discover Hebrew Meanings

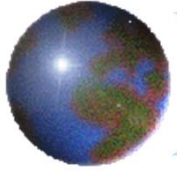
✦ Result of search for "mercy":

H2603 *chanan* - khaw-nan', a primitive root (Compare 2583); properly, to **bend or stoop in kindness to an inferior**; to favor, bestow; causatively to implore (i.e. move to favor by petition):--**beseech**, X fair, **(be, find, shew) favour(-able)**, **be** (deal, give, grant (gracious(-ly)), **intreat**, **(be) merciful**, **have (shew) mercy (on, upon)**, **have pity upon**, **pray**, **make supplication**, X very.



The Paper: Strong's #s and Concordance

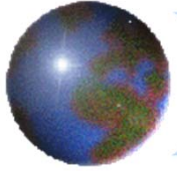
- ✦ <http://www.blueletterbible.org/>
- ✦ Strong's Number **H2603** matches the Hebrew (*chanan*), which occurs 78 times in **72** verses in the Hebrew concordance of the KJV
- ✦ **Gen. 43:29** And he lifted up [5375](#) his eyes [5869](#), and saw [7200](#) his brother [251](#) Benjamin [1144](#), his mother's [517](#) son [1121](#), and said [559](#), [Is] this your younger [6996](#) brother [251](#), of whom ye spake [559](#) unto me? And he said [559](#), God [430](#) **be gracious**[2603](#) unto thee, my son [1121](#).



The Paper: Writing from Homework

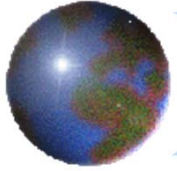
- ✦ "The most numerous Hebrew word describing mercy is *hesed*. *Hesed* is used 246 times in the Old Testament (Harris et al., 1980). *Hesed* describes fully the duality of mercy discussed earlier: behavior of humans toward one another, and more frequently the disposition and actions of a loving God toward humanity."

- Shannon Fernando, 2011



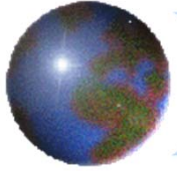
The Paper: Writing from Homework

- ✦ “In Joshua 2:12, when Rahab saves the spies from death, this act of kindness is called *hesed*. Rahab says, ‘Now then, since I have **dealt kindly** with you, swear to me by the Lord that you in turn will deal kindly with my family.’ Here the human-to-human nature of mercy is apparent. Furthermore, mercy in this example, is both an attitude *and* act of kindness amongst humans.” – Fernando, 2011



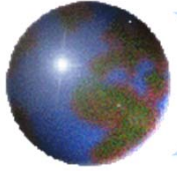
The Paper: Weekly Seminars

- ⊕ Each time period includes:
 - ❏ 3 quotes that contain the concept
 - ❏ Description of the context of each quote, using who, what, where, when, why, how.
 - ❏ Analysis of the usage of the concept
 - ❏ Conclusions about use of concept in that time period



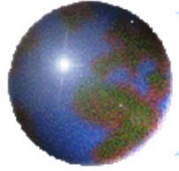
Paper: Quoting from Church Fathers

- ✦ Go to www.ccel.org
- ✦ Locate quote that includes "mercy."
- ✦ **Ambrose of Milan:** "Mercy also, is a good thing, for it makes men perfect, in that it imitates the perfect Father. Nothing graces the Christian soul so much as mercy; mercy as shown chiefly towards the poor, that thou mayest treat them as sharers in common with thee in the produce of nature, which brings forth the fruits of the earth for use to all."
(Schaff, 1885, Ch. 11, p. 1)



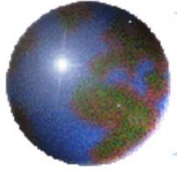
Paper: Scholarly Skill of Analysis

- ✦ “To Ambrose, mercy is an attribute of God and if men can strive for this, it will make them extraordinary. Mercy then is praised not only for its effects on the poor and its Godly nature, but also for its benefits on the individual soul. Ambrose claims that mercy “graces” the soul, implying that mercy makes the soul more receptive to freely receive Godly things. Mercy then, according to Ambrose, has three outcomes: the perfection of man, imitation of God, and benefit for the poor.” - Fernando, 2011



Back to the Model: Fear and Uncertainty

- ✦ We are faced with the challenge to choose a concept that we will “live and breathe” for 14 weeks
- ✦ Can I truly write 25 pages on one concept?
- ✦ I must look inside myself and ask: “What moves me?”
- ✦ Self-reflection can be uncomfortable
- ✦ I am standing in front of a steep hill and am asked to climb – Can I do this?



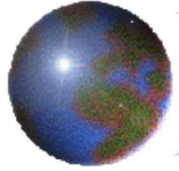
Model: Resistance

- ❖ Questioning the value of this work and the emphasis of the course
- ❖ What does this research have to do with me and nursing?
- ❖ How can early church writers and theologians possibly inform my current reality?
- ❖ Why is this important to my nursing career and even personal growth?



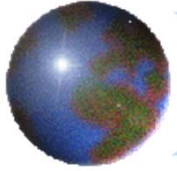
A Student Comment – Week 5

“I originally wanted to complete my paper on transformation/revelation, but found it too overwhelming to accomplish the needed research on two concepts rather than one. It was especially daunting because the two terms have completely different meanings. I felt so saddened that I could not encompass both words in my research, because I find inspiration and an affinity for both concepts. I began the research on revelation with a somewhat saddened heart and a prayer that I might glean some inspiration while continuing on with this assignment. I am happy to say that through my continued research on revelation I have discovered that I have also found transformation. All of these people in the Bible, the prophets of the Old Testament and the Apostles of the New Testament, were transformed through the revelations (and Grace) they received from God.



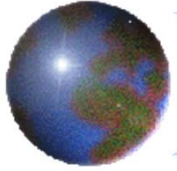
Student Comment contd.

I know I should have already understood this to be true, and on some level I suppose I did, but as I continue my research, the truth of it screams out to me. It's just so blatantly obvious, it's almost comical that I didn't notice this from the start. **Just about every time I look up the verses regarding my concept I see more and more clearly the transformation that only comes from the revelations received from God. It is a truly wonderful thing.** I am so happy that I chose this concept and I want to thank you for all the counsel you provide to us as we struggle with this assignment. Now my only hope is that I can do this assignment the justice it deserves."



Model: Exploration

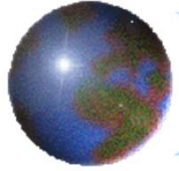
- ✦ Difference between mercy and compassion – Compassion is most often described as “feeling with,” denoting a parallel connection, whereas mercy is more often a vertical connection, perhaps seen as “feeling for.”
- ✦ OT – “At its core, mercy is a relational concept, unearthing a loyal love God has for His people & love humans should have for one another.”
- ✦ Through the process, I start realizing the relevancy of the concept.
- ✦ The concept of mercy started to examine *me* in some respects



Week 6 – Student Comment

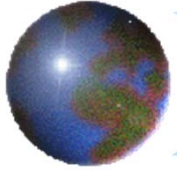
“Dr. V,

I had to email you because I am so excited as I finally got the hang of this paper (I think! haha)!!!! I'm really looking forward to your feedback next week. Hope hope hope and pray it is on the right track. Thank you for going over everything in class so thoroughly. **It put me in gear to tackle what seemed impossible at the time.** I feel so good I had to share!! (promise I wont bother you with babble like this in the future!).”



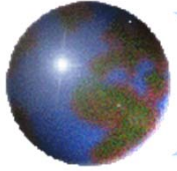
Model: Understanding Mercy

Quotes from Student Paper:
Please See Conference Handout.



Model: Understanding Other Concepts

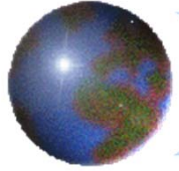
- ✦ Seminar papers – hearing other students' process – fears, struggles, and breakthroughs
- ✦ Learning about concepts like obedience, pain, suffering, joy.
- ✦ Seeing similarities and differences in concepts informed my own writing and spiritual self discovery



Model: Appreciation

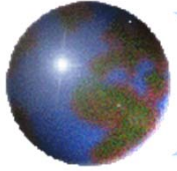
- ✦ Having a breakthrough – Realizing:
- ✦ “The concept chose me, I didn’t choose it.”
- ✦ Delight in process of continuing to explore

Quotes from Student Paper:
Please see Conference Handout



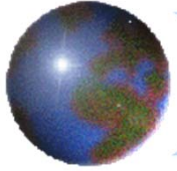
Model: Spiritual Self Discovery

- ✦ This process of scholarly exploring was a form of spiritual care for my own soul.
- ✦ Informed my personal knowing
- ✦ Showed me places where I need mercy and times when I must show mercy
- ✦ Challenged to live and breathe one concept for 14 weeks, I learned discipline, commitment, and persistence. - a forced “stopping”
- ✦ I experienced revelation; not only intellectually, but also spiritually
- ✦ Process required obedience, faith, and trust to bridge knowing what to do and actually doing it.



Implications

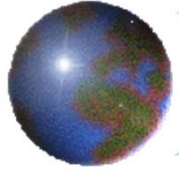
- ✦ This process ultimately influenced my identity as a nurse and human being
- ✦ Informed who I am and what I do as a giver and recipient of spiritual care
- ✦ Does this learning process mirror the actual process of and preparation for spiritual care giving?
- ✦ More generally, does this process mirror lifelong learning or even the journey of faith?



Modern Nursing Literature

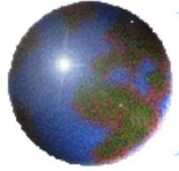
✦ Quote:

- ✦ “The helpers (nurses) in this investigation fulfill their mission of being human by serving and being there for the others, having a calling to **show mercy** and to love all human beings, as they say. This thoroughly moral attitude and demeanor is of the utmost importance in nursing care for the preservation of humanness, generally speaking, and human dignity in particular. It is not only important for those in need of help, but also for the helpers, because humiliating patients also results in humiliation of their own dignity (Naden & Eriksson, 2004, p. 90).”



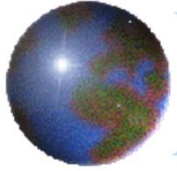
My New Identity: Nursing and Mercy

Quotes from Student Paper:
Please see Conference Handout



Other Learning: Exercise on Prayer

- ✦ Before students do any readings on prayer, we do an “in class” exercise.
- ✦ Students receive colored paper and are asked to “draw a picture of prayer.”
- ✦ Students share their drawings with each other, and each sees the variations in *perceptions* and *practices* of prayer of others.



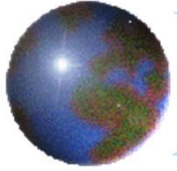
Other Learning: Quotations as Devotionals

St. Irenaeus (ca. 125-202), Bishop of Lyons – on Faith; from Philip Schaff's edited volume:

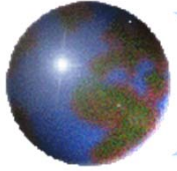
The Demonstration of the Apostolic Preaching

<http://www.ccel.org/>

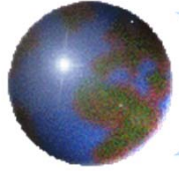
- ✦ "Now, that we may not suffer ought of this kind, we must needs hold the rule of the faith without deviation,



✦ and do the commandments of God, believing in God and fearing Him as Lord and loving Him as Father. Now this doing is produced by **faith**: for Isaiah says: *If ye believe not, neither shall ye understand.* And **faith** is produced by the truth; for **faith** rests on things that truly are. For in things that are, as they are, we believe; and believing in things that are, as they ever are, we keep firm our confidence in them.

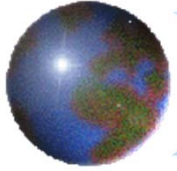


- ✦ Since then **faith** is the perpetuation of our salvation, we must needs bestow much pains on the maintenance thereof, in order that we may have a true comprehension of the things that are."



Fieldwork: Church, Temple, & Mosque

- ✦ Students do one visit to a place of worship within their own tradition and one that is unfamiliar to them.
- ✦ Example: A Protestant visits an Orthodox Christian church and a Mosque.
- ✦ Example: A Buddhist visits another Buddhist temple (Chinese visits Vietnamese) and a Synagogue.



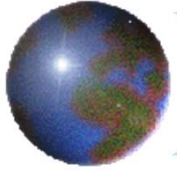
Visit to a Buddhist Temple





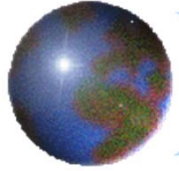
Student and her Mom





Donation to the Monks

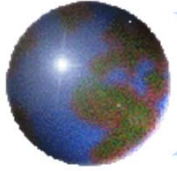




Readings on Spiritual Care

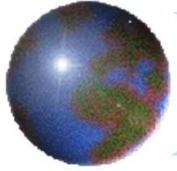
✦ See: Elizabeth J. Taylor's
"Spiritual Care: Nursing theory, research,
and practice." Chapters 1-7.

Give particular attention to Chapter 5, on
spiritual assessment.



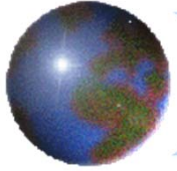
Assessing Spiritual Health

- ✦ View movie titled: "Dead Man Walking"
- ✦ Students examine several movie characters and identify spiritual needs/concerns.
- ✦ Discussion helps to clarify what each student saw and interpreted
- ✦ Students see the wide variety of perceptions and perspectives in the class. Helps to clarify "no one correct way."

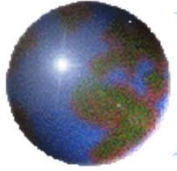


Case Study Exercise

- ⊕ Huang, a 2nd generation 45 yr old Korean American, has just suffered a serious myocardial infarction, with 40% decrease in left ventricular function. His wife is visiting often in the hospital, very attentive, alert, and open for instruction, but anxious. The Kims have 2 children at home, ages 7 and 9. Mr. Kim wants to return to work as soon as possible, and is afraid of losing his job.

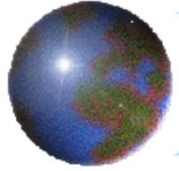


- ✦ He works as lead shipman at the pharmaceutical warehouse where he has worked the past 6 years. His cardiologist insists a 4-6 week period of rehabilitation and recovery is absolutely essential, secondary to extensive loss of heart function, and that Mr. Kim will no longer be able to lift the 30+ pound boxes involved in his job. The oldest child left a home-made card at the bedside which had a picture of praying hands, and a beautiful lily on the front which said, "Papa, don't forget who loves you."



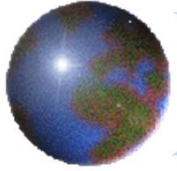
Planning Further Assessment

- ⊕ What do I know?
- ⊕ What do I not know?
- ⊕ What do I need to do?



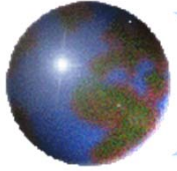
Sample Plan

✦ See handout, p. 4.



Summary & Conclusion

- ✦ Nurses need inner resources & a foundation of knowledge concerning spiritual care concepts.
- ✦ Scholarly research informs student cognitive process & helps link thinking with caring/doing.
- ✦ It prepares Advanced Practice Nurses to assess spiritual needs of patients & prepare a care plan.



Summary & Conclusion

- ✦ Scholarly process & personal sharing creates space for spiritual care in nursing practice & daily living.
- ✦ The course illuminates the importance of spiritual self-discovery & personal knowing in nursing care.
- ✦ Reveals that to heal & give spiritual care, one must accept healing & spiritual care.