

630U Clinical Spiritual Care

This course is available to UC Irvine students only

Course Name Clinical Spiritual Care
Course Director Shiho Ito

Elective at a Glance		
Available to: <input checked="" type="checkbox"/> UCI MS3 students <input checked="" type="checkbox"/> UCI MS4 students <input type="checkbox"/> Extramural Students		
Duration: 2 weeks	Number of Students: 2 max	Grading: P / F
Periods available: Throughout the year		

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Course Director: Shiho Ito	City Tower Ste. 500	714-456-5834	itos@hs.uci.edu
Coordinator: Shaye Ricketts	333 City Tower, Ste 500, Orange, CA 92868	714-456-5726	srickett@hs.uci.edu

DESCRIPTION

This elective course addresses two important aspects of medical student training: first, improving patient care skills by addressing the spiritual care of patients and second, promoting medical student wellbeing and resilience. It provides an opportunity for students to develop the skills to process the emotions that arise in caring for acutely ill and dying patients, to explore how their own background, attitudes and beliefs inform their motivation for a career in medicine and how attending to meaning- and purpose-oriented aspects of themselves such as their spirituality can influence their approach to coping with the rigors of clinical training.

This rotation teaches students to develop patient care and interpersonal skills that can enable them to become a 'healing presence' for their patients and colleagues and to skillfully navigate interpersonal and family dynamics in a clinical setting. Students develop active listening skills and learn to critically reflect on patient interviews to understand how their interviewing technique can open or shut down communication and how to continually improve. By turning the focus on meaning and relationship-oriented questions that arise during patient care, students will be uniquely equipped to thrive personally and professionally despite the challenges of training and in the face of challenging patient encounters.

Note: During the training provided in this course, spirituality is approached broadly, from expressions spanning the continuum of strict religious observance to feelings of oneness in nature. The goal is to provide an inclusive environment so that all

students can meaningfully participate regardless of their own spiritual beliefs and can learn to serve patients of diverse spiritual perspectives.

PREREQUISITES

Fundamentals of Spirituality in Medicine. This course is intended for 3rd - and 4th - year students enrolled in the undergraduate medical education program at UCI School of Medicine who have completed Fundamentals of Spirituality in Medicine. If you have not completed the prerequisite, please contact the course director. You may complete the prerequisite concurrently throughout the year.

RESTRICTIONS

This course is intended for 3rd - and 4th -year students enrolled in the undergraduate medical education program at UCI School of Medicine.

COURSE DIRECTOR

Shiho Ito, MD is a board-certified UCI Health physician who specializes in hospital medicine and palliative care.

Faculty: Chalat Rajaram, MD

Shaye Ricketts is the course coordinator for 630U course.

INFORMATION FOR THE FIRST DAY

Who to Report to on First Day: Chaplain

Location to Report on First Day: Meditation room/chapel located between Douglas Hospital lobby and EDA

Time to Report on First Day: 8:55 AM

SITE: UCI Medical Center

DURATION: 2 weeks

Scheduling Coordinator: UCI students please email comsched@hs.uci.edu to make a scheduling appointment.

Periods Available: Throughout the year.

NUMBER OF STUDENTS ALLOWED: 2 Maximum

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

Contact Dr. Ito via email itos@hs.uci.edu for the course packet.

Optional: Reflect on how your spirituality and spiritual practices (if any) inform your coping mechanisms, patient care and interpersonal relationships.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course

Director. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email srickett@hs.uci.edu to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. 630U, Smith, Request for appointment)

2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the 630U course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
1. Take an appropriate spiritual and cultural history.	A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness D-2. A commitment to patient care and to the well-being of patients and colleagues	Basic Clinical Skills	Knowledgeable
		Medical Interview	Skillful
		Compassion	Altruistic
		Cultural and Social Awareness	Altruistic
		Patient Care	Altruistic

<p>2. Understand the impact of spirituality on patients' view on health and potential barriers to care, and to develop empathy for patients and their families.</p>	<p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness D-2. A commitment to patient care and to the well-being of patients and colleagues</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
<p>3. Develop techniques for communication when dealing with challenging conversations.</p>	<p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines B-6. The ability to function effectively within the context of complexity and uncertainty in medical care C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families, and professional organizations D-2. A commitment to coordinated patient care and to the wellbeing of patients and colleagues</p>	<p>Patient Management Patient Management Professionalism Patient Care</p>	<p>Skillful Skillful Altruistic Dutiful</p>
<p>4. Explain the role of the chaplaincy and palliative care teams, when to consult these services and how to incorporate their recommendations to enable patient-centered care.</p>	<p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families, and professional organizations</p>	<p>Patient Management Professionalism</p>	<p>Skillful Altruistic</p>

3. Course Resources

CANVAS COURSE ORGANIZATION

Links to required videos and podcasts will be available on the Canvas site. Journal entries, verbatim forms and case study completion can be submitted through Canvas.

TEXTS AND READINGS: SUGGESTED

- Frank, Arthur W. *The Wounded Storyteller: Body, Illness, and Ethics*. Chicago: University of Chicago Press, 1995

TEXTS AND READINGS: SUPPORTING AND REVIEW

- "Overview of Spirituality in Palliative Care." UpToDate. Web. <https://www.uptodate.com/contents/overview-of-spirituality-in-palliative-care>
- "Influence of spirituality and religiousness on outcomes in palliative care patients" UpToDate. Web. <https://www.uptodate.com/contents/influence-of-spiritualityandreligiousness-on-outcomes-in-palliative-care-patients>
- Fitzpatrick, S.J., Kerridge, I.H., Jordens, C.F.C. et al. Religious Perspectives on Human Suffering: Implications for Medicine and Bioethics. *J Relig Health* 55, 159–173 (2016). <https://doi.org/10.1007/s10943-015-0014-9>
- Saguil, Aaron, and Karen Phelps. "The Spiritual Assessment." *American Family Physician*. 15 Sept. 2012. <https://www.aafp.org/afp/2012/0915/p546.html>

ADDITIONAL RESOURCES (Websites)

Required:

- **Duke CME Videos:** "CME Videos - Spirituality, Theology and Health at Duke." Center for Spirituality, Theology and Health. Web. <https://spiritualityandhealth.duke.edu/index.php/cme-videos>
- **Palliative Care:** <https://www.youtube.com/watch?v=vS7ueV0ui5U>
Improving the quality of spiritual care as a dimension of palliative care: learning from the U.S. <https://www.youtube.com/watch?v=xQLpHWWhBIE8>
- **Wellness and Spirituality** (Zoom link will be emailed to the students at the start of the rotation)
- **GWish Spiritual Assessment in Clinical Practice Course**
<https://apps.smhs.gwu.edu/gwish/spiritualassessment/story.html>

You will discuss with the faculty, during the mid-rotation debrief and wrap-up reflection, how you incorporated the tools into your patient encounter.

Suggested:

- Zigmond, David. "Physician Heal Thyself: The Paradox of the Wounded Healer." *Physician Heal Thyself: The Paradox of the Wounded Healer* by David Zigmond. Web. 05 May 2021.

4. Major Exams, Assignments and Grading

MANDATORY SESSIONS

Session Title	Location
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Orientation, Duke CME videos (flipped classroom, role play)	UCIMC/Virtual
Verbatims (small groups, role play)	UCIMC/Virtual
Case Studies (individual or small group role play with attending)	UCIMC/Virtual
Medical Ethics (podcast)	UCIMC/Virtual
Spirituality Traditions (podcast)	UCIMC/Virtual
Palliative Care (podcast)	UCIMC/Virtual
Spiritual Wellness of the Physician (journaling)	UCIMC/Virtual
Student presentations (if applicable; conference)	UCIMC/Virtual
Wrap-Up Reflective Session (small groups, individual meetings)	UCIMC/Virtual

Clinical Components

1. Join the chaplain or the palliative care team for rounds each day and conduct spiritual interviews with patients, at least one of which should be observed.
2. Case Logs: at least 1 per each unit/specialty: Surgery, Gyn-Onc, Heme/Onc, NICU, PM&R, Psych, Neuro, ED, MICU. You may also substitute for patients in another specialty or area of the hospital; please see number 6.
3. Attend at least one ethics consult.
4. Participate in at least one family meeting.
5. (Optional) Arrange to visit a patient with Vitas (the hospice service contracted with UCI) and conduct a spiritual interview.
6. (Optional) Contact Bradley Giafaglione bgiafagl@hs.uci.edu in Patient Experience Services to be connected with patients in Tower who might benefit from additional attention to spiritual needs or other whole person needs (e.g. help with legacy work (transcribe life story, recipes, birthday messages to their children for the future, etc.)).

MAJOR ASSIGNMENTS

1. 4 Journal Entries: respond to prompts provided at orientation, after watching Duke CME videos (Part 1, 2, and 3), Palliative care, and Wellness and Spirituality.
2. Watch GWish Spiritual Assessment in Clinical Practice Course.
3. Verbatims: transcripts of conversations with patients. Review with chaplains
4. Personal spiritual wellness plan and log: each student will devise their own plan for maintaining their own spiritual wellness (e.g. daily meditations, nature walks, prayer, reading inspirational/spiritual material, journaling, etc.), track how well they are able to adhere to it especially during stress and revise the plan as needed. Discuss with the chaplain midway through the course.
5. Submit form for observed spiritual interview, case logs

THE GRADING SCALE

Medical Students are graded using the following scale: Pass (P), Fail (F), and Incomplete (I). For further information, please review the Grading Policy.

Requirements for Pass: Complete all Mandatory Sessions, Clinical Components and mandatory Major Assignments listed above. All assignments are graded on completion/no completion and do not have points associated with them. Makeup assignments may be arranged on a case by case basis.

GRADING

Medical Students are graded using the following scale: Pass (P), Fail (F) and Incomplete (I). For further information, please review the Grading Policy

Requirements for “Pass”:

To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Grounds for “Incomplete”: You will not be issued a grade until all elements of the course have been completed.

REMEDIATION

Remediation, if needed will be designed by the Course Director to suit the issue at hand.

Grounds for “Fail”: You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.