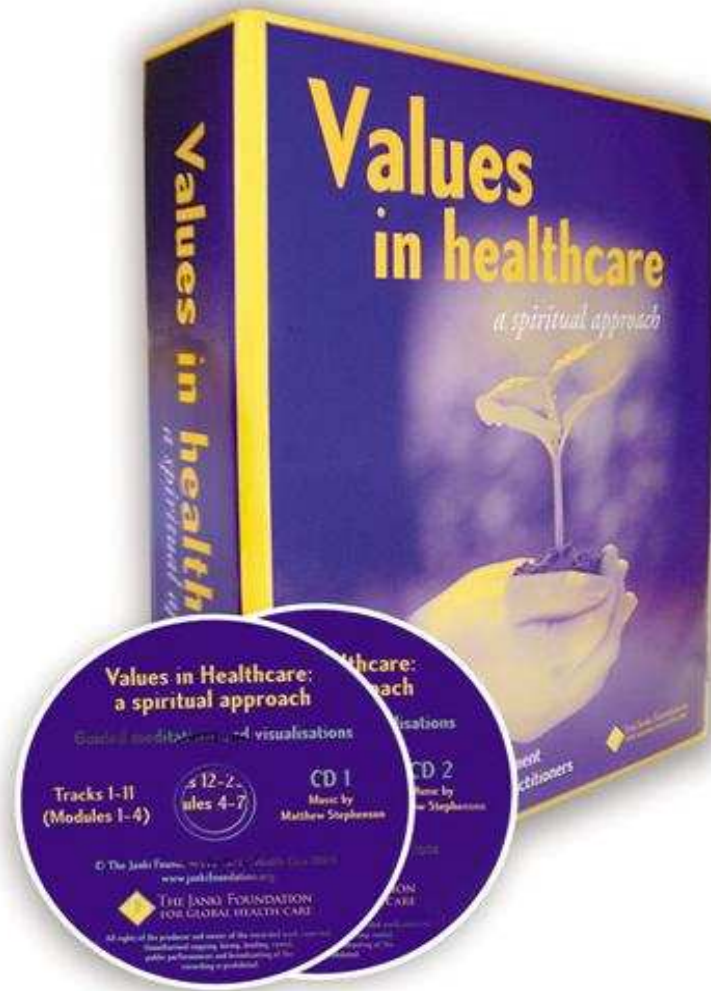


# Values in Healthcare: *a spiritual approach*

## Information Pack



**Developed & Published by  
The Janki Foundation for  
Global Health Care**

## **Values in Healthcare: *a spiritual approach***

Medical professional organisations consider values as the foundation of their codes of practice. An appreciation of values helps build self esteem and confidence in the individual, improve patient care and lifts morale in organisations.

*Values in Healthcare* is a modular training package that has been designed to help all those working in health care [hospitals, primary care and community health] to take a fresh, values-based approach to their learning and practice.

*Values in Healthcare* provides an educational resource based on small group facilitated experiential learning. It sets out to answer: ‘How can healthcare professionals deliver the best possible care to patients, and at the same time enable them to feel enriched and supported by their work.’ How can they thrive, rather than just survive?

---

## Contents

---

- 1 Background to *Values in Healthcare***
  - Current challenges in health care
  - Seeking solutions – the *Values in Healthcare* programme
- 2 A values-based approach**
  - Benefits
  - Key principles
  - Who can benefit from the *Values in Healthcare* programme?
  - The values
- 3 A spiritual approach**
  - The tools
- 4 *Values in Healthcare* programme**
  - Contents
  - Using the pack
  - The materials
- 5 More information on *Values in Healthcare***
- 6 Appendix I - Profile of *Values in Healthcare* Development Group**
- 7 Appendix II - Principles and Programme Aims**
- 8 Appendix III – Testimonials**
- 9 Appendix IV – Further Reading**
- 10 Appendix V – Latest News & Pilot Sites**

Updated Dec 2012

## **1 Background to Values in Healthcare**

### **Current challenges in healthcare**

Over recent years we have witnessed a decline in morale in healthcare and related professions, often expressed as a feeling of not being valued where once a sense of vocation flourished. All healthcare professionals may feel worn out by work at times, but when this becomes a chronic state they suffer from ‘burnout’. It has been defined more broadly: ‘Burnout is a form of deep human suffering at every level – physical, psychological, social, spiritual – which occurs when old ways of being in the world no longer work ...’ (Wright SG, 2005).

Coming into the 21st century, we are more aware of the existence of a growing consensus about the inseparable links between mind and body. Yet spirituality still remains at best a mystery, at worst a problem for many healthcare workers.

We know, though, that many of our patients (especially those who are older or terminally ill) responded appreciatively to certain kinds of questions we asked and the conversations that grew out of them. We sensed, as did our patients, that our words referred not to any religious affiliation, but rather to our shared sense of a belief in a transcendent relationship between ourselves and a ‘higher being’. Apart from our own experience in this area, we, the core team drew on relevant work from nursing care, hospice work, chaplaincy and mental health in order to create *Values in Healthcare*.

Today’s challenge is to address these key questions: How do we bring hope to beleaguered healthcare workers by means of rekindling their own early enthusiasm, self-respect and optimism about the future? How do we prevent burnout, raise morale, enjoy our work and feel good about ourselves? How do we not only survive, but thrive at work?

### **Seeking solutions – the *Values in Healthcare* programme**

The inspiration for the programme came from the President, Dadi Janki, of The Janki Foundation for Global Health Care charity. The Janki Foundation is a UK-based health care charity dedicated to positive human development, and working to research and promote a spiritual model of modern health care. It is committed to promoting holistic care and it already supports a hospital in Rajasthan, India called the J Wattumal Global Hospital and Research Centre. Dadi Janki wished the charity’s work to include supporting healthcare professionals in the UK and abroad. From her own contact with people in health care, she was aware of low morale and burnout amongst those caring for the sick and needy, and felt that a spiritual approach would enable health care workers to tackle these challenges and re-build self esteem.

Early in 2000, an invited group of healthcare professionals met with her to explore these issues. The group brought with them their experience of working and teaching in their own specialties, which included general practice, psychiatry, nursing, medical education, complementary therapy, occupational therapy, and organisational consulting. See Appendix I for group members’ profiles. They also drew on a wide variety of other sources for information, expertise and inspiration. The group considered the problems and the need for healthcare professionals to find meaning and purpose in their work, by reconnecting with their personal values. By doing this, they would be able to create an environment of healing and co-operation and build a positive vision of future health care. See Appendix II for the programme principles and aims.

The group decided to design an educational programme to facilitate the experience of values, using an innovative spiritual approach to address the issues on a personal level and its consequences at an organisational level. After much research, discussion and piloting of the material a modular educational package – *Values in Healthcare: a spiritual approach* - has been developed. The programme and materials have been revised and extended through a process of consultation and piloting across the UK, in a co-operative and collaborative venture between a wide range of medical, nursing and educational consultants, trainers and participants. The resulting package was ready for training of facilitators in early 2003. After further piloting and discussion, it was revised and published, and was launched in September 2004.

Information about the *Values in Healthcare* programme can also be found on the Foundation's website:  
[www.jankifoundation.org](http://www.jankifoundation.org)

The following pages specifically relate to the *Values in Healthcare* programme:

[http://www.jankifoundation.org/values\\_in\\_healthcare/index.jsp](http://www.jankifoundation.org/values_in_healthcare/index.jsp)

**Whole Programme**

<http://www.jankifoundation.org/news/newsletters.jsp>

**Latest News**

[http://www.jankifoundation.org/news/newsletter\\_archive.jsp](http://www.jankifoundation.org/news/newsletter_archive.jsp)

**News about the Launch**

(see newsletter 2004 11.pdf)

## 2 A Values-based approach

### Benefits

One of the keys to raising morale in health care today is to re-emphasise the importance of values in guiding practice at all levels. There are some excellent values statements produced by healthcare bodies in the field, but for values to be meaningful, they must be owned at a personal level, and then integrated into the workplace.

*Values in Healthcare* is a unique flexible training package. With its emphasis on self-care and support, the programme helps participants to identify their own values and discover how their insights can enhance their personal lives and revitalise their work. The programme includes and integrates:

- Experiential group exercises
- Opportunities for reflection and self-inquiry
- Creative methods, a light, playful approach
- Movement breaks
- An introduction to Appreciative Inquiry
- Solution-focussed processes
- Suggestions for further reading

The materials and activities introduce a number of core values and encourage participants to explore ways of expressing them in their personal lives and professional practice.

Achieving the learning outcomes will enable professionals in all settings to cope better with their work. This includes addressing the expectations of others as well as looking at personal responses to situations, so helping to prevent problems of burnout, sickness absence, and lack of staff retention.

In summary, *Values in Healthcare* helps healthcare organisations and practitioners at four levels: professional, personal, organisational and educational. Over the course of seven modules, the programme provides them with opportunities to:

### Professional

- Set professional standards and codes of practice
- Help resolve ethical issues
- Manage workload, expectations and change more effectively
- Work in teams with better co-operation
- Improve the quality of relationships and communication at all levels

### Personal

- Build self-esteem and sense of purpose
- Renew enthusiasm and vitality
- Consider self-care as essential to well-being and good patient care
- Cope better with stress and prevent burnout and ill health

### Organisational

- Improve staff recruitment and retention
- Provide better support to staff
- Boost morale in the workforce and reduce sickness absence
- Enhance performance and cost efficiency
- Introduce positive, values-based change into healthcare environments

## Educational

- Introduce a holistic educational programme
- Provide opportunities for learning new caring skills
- Enhance reflective practice and personal development plans
- Develop a spiritual approach to personal and professional development

## Key principles

Healthcare professional training has been predominantly about acquiring knowledge and learning practical skills, with less time spent on communication and interpersonal skills, and even less time on self-care. Given the current challenges faced by people working in the health care field today, the *Values in Healthcare* programme sets out to redress the balance by adopting three key principles in teaching values:

### 1) Physician heal thyself

The first is to put the professional care givers at the centre of health care delivery and give life to the ideal of ‘physician, heal thyself’. Nourishing and supporting the care giver, and paying attention to their personal development, will help to raise morale and restore the sense of purpose and altruism with which many set out in their careers.

### 2) Learning through experience

The second is that *Values in Healthcare* are best understood and explored through direct experience, so the programme should provide facilitated, experiential learning, rather than didactic instruction, with time for silence, reflection and sharing in a supportive environment.

### 3) Relevance to work

Third the learning experience should be relevant to participants’ work and lives, with an emphasis on personal and group reflection, action planning and evaluation, and a commitment to ongoing learning.

More information on the key principles, influences and inspirations that guided the development of *Values in Healthcare* is given in **Section 1 of the Pack ‘Introduction’**.

## Who can benefit from the *Values in Healthcare*?

The pack can be used with a wide range of professional groups at all levels, including

- Doctors in peer groups, clinical teams, medical departments
- Nurses, student nurses, ward teams, outpatient teams, theatre teams, auxiliary staff etc
- Psychologists, physiotherapists, Occupational Therapists, pathology staff, radiography staff etc
- Multidisciplinary groups including managerial, support and administrative staff
- Primary health care teams, community teams, outreach teams
- Specialist teams such as hospice nurses, midwives, intensive care, rehabilitation teams, support workers

Because of its emphasis on reflection and exploration of links between personal insights and healthcare practice, the pack will be of great value as part of

- **Continuing Professional Development**
- **Personal Learning Plans**

The materials offer flexible opportunities for evaluation of learning, application to everyday work, and dissemination to team members and colleagues.

The contents can be readily cross-mapped to units and modules of qualifying, post-qualifying and in-house development courses for a wide range of healthcare workers within faculties, schools and deaneries, and within primary care and other healthcare organisations. The materials and exercises will enhance existing training in the areas of core values, communication and relationships with patients, working with colleagues and team working.

The materials can be used by a broad range of educators and trainers in the field, and are sufficiently detailed to be run by practitioners who are interested in facilitating modules with colleagues and teams.

## The values

In addition to identifying and experiencing core values which guide their personal lives, the *Values in Healthcare* programme gives participants the opportunity of exploring in depth some values which are of particular importance in health care practice. These are briefly described below.

**Peace** is introduced as our natural state, that is to say within all of us there is an innate core of calm and tranquillity. The programme uses simple yet powerful ways to rediscover this inner peace. By practising peacefulness, participants can access their positive qualities, which help to build self-respect and contentment. Peacefulness is the medicine for ‘burnout’.

**Positivity** is about having the choice and power to change the way we think. Health care professionals can often think critically or even negatively out of habit, and this can affect their performance or mood. Positive thoughts make people feel good. The programme helps participants to recognise unhelpful patterns of thinking and change them to more positive ones by learning to observe their thoughts. Their resulting Positivity and optimism brings benefits not only to themselves, but to colleagues and patients.

**Compassion** brings humanity to health care. It is the expression of our innate qualities of patience, generosity and kindness, yet there are often personal barriers to its expression – anger, anxiety, guilt and attachments. The programme helps participants to acknowledge and tackle these barriers and to view compassion as a value they can consciously express throughout their practice.

**Co-operation** is about working together successfully, as individuals and teams. The programme helps participants to gain an understanding of the thoughts, attitudes, feelings and behaviour which enable successful co-operation. It enables them to build team spirit in non-competitive ways, so that tasks become enjoyable and creative.

**Valuing the self** requires that we recognise our own worth, and in doing so, can better acknowledge the intrinsic worth of others. Participants explore the question of ‘who am I?’ in the context of how they look after themselves. This can help them to bring mutual respect and harmony into their relationships, to the benefit of themselves, their patients and colleagues.

**Spirituality in health care** is a vital concept in furthering the ideals of holistic health and spiritual care. The programme involves participants in clarifying concepts of healing, spirit and spirituality, in order to further develop their values-based practice.

**The main premise of *Values in Healthcare* is that in developing a conscious, values-based approach, participants can rediscover their own peacefulness, think more positively, and act with compassion and co-operation, while putting their own self-care at the centre of their efforts. This provides the foundation for addressing how to provide better spiritual care for patients.**

More detailed information on values can be found in the pack in the background reading papers of the relevant modules in **Section 3 of the Pack ‘The Modules’**.



### 3 A spiritual approach

The *Values in Healthcare* programme has a distinctive style of training and approach. The materials are not designed to be *taught*, but rather to guide both participants and facilitator to *experience* core values. The exercises prompt an *internal* experience which can be surfaced, identified and subsequently expressed more consciously in personal and work situations.

This differs from the more common emphasis on external frames of reference or models of thinking, and their application to furthering understanding and developing practice. Instead, *Values in Healthcare* provides the parameters for a voyage of inner discovery, unique to each participant, but which, when shared within groups and teams, can lead to a common understanding and to enhanced clarity with regard to values-based practice. This is what we call ‘a spiritual approach’.

#### The tools

In the healthcare professions there are many different methods used to teach the skills and art of each discipline. Traditionally, formal lectures, personal study, tutorials, seminars and practical experience are used alongside apprenticeship learning. The *Values in Healthcare* approach requires facilitation of small groups with exercises and activities which are mainly experiential. In order to emphasise and explore the essential connection between people’s humanity and their experience of living and working, the *Values in Healthcare* programme introduces participants to seven tools for learning, called ‘spiritual tools’. These tools provide the means by which participants engage with inner exploration and apply their insights to a wide range of situations and problems. They are briefly described below.

Meditation in this programme involves participants in being silent and using the time to learn about their mind and their thoughts. By using positive and peaceful thoughts participants can experience quietening their minds, moving towards the silent centre of their consciousness, and bringing calm to their work.

Visualisation involves using the mind to create positive images which can help to address past negative experiences and associated feelings of failure or frustration. Visualisation exercises can help to build participants’ self-respect and positive attitudes.

Reflection is much used within healthcare training. ‘Reflective practice’ involves learning from past experience to review professional progress, evaluate concerns and improve clinical practice. The spiritual approach to reflection involves participants in taking a detached view - looking at themselves from outside, so that they can examine their own emotional reactions. From a place of calm and peacefulness, it enables them to understand and release feelings of anger, anxiety and attachment, learn from mistakes and build on positive experiences.

Listening is an essential skill in health care, and the quality of how we listen can bring benefit not only to those being listened to, but to the listener themselves. Listening as a spiritual tool involves participants in deep listening and requires that the listener finds inner peacefulness, so that they can give their full attention, focusing on what the person is saying with an open heart and without judgement.

Appreciation is an essential skill when dealing with many aspects of patient care, interaction with colleagues, and personal lives. As a spiritual skill, it looks at individuals and groups from the perspective of valuing what works best, drawing on existing skills and shared values to seek solutions, rather than focusing on the problem and apportioning blame.

In health care the emphasis is often on developing a critical attitude. While this is essential in the scientific and procedural side of medical care, practising appreciation can help participants to recognise the value of the human contribution and to encourage co-operation between colleagues and within teams.

Creativity encourages the discovery of new solutions. As a spiritual skill it emphasises the premise that ideas come to us when we give ourselves silent space and let go of our preconceptions. As part of the *Values in Healthcare* programme, participants are encouraged to experience the creativity which can flow through drawing, writing poetry, and visualisation. Facilitators are encouraged to experiment with activities which explore values in creative ways. For some, the sessions may involve taking risks by behaving outside our normal roles. However, the experience of heightened creativity and its application to problem solving will be a positive learning outcome.

Playfulness introduces the idea that it is legitimate to experience fun and laughter as part of the learning process. Being playful is being spontaneous and carefree, with a willingness to let go of barriers and overcome difficulties. While participants may feel inhibited at first, the playing of simple games can be a moving experience, connecting people at a deeper level and allowing everyone to 'just be themselves'. Having a sense of 'lightness' in our conduct encourages tolerance in our listening and softness in our judgements.

The seven tools are introduced and applied throughout the programme and can become valuable resources for participants to take into everyday living and healthcare. They are described in detail in **Section 4 'Spiritual Tools'**.

## 4 Values in Healthcare programme

### Main contents

*Values in Healthcare* comprises of an introductory module and seven day modules, each of which will help groups of healthcare professionals explore values in depth, as they relate to their personal lives and professional practice:

#### **Introductory module: Building Resilience, practical & positive response to stress and burnout**

- Module 1: Values – gain strength through motivation
- Module 2: Peace – benefit from being calm
- Module 3: Positivity – harness the power of thoughts
- Module 4: Compassion – release healing energy
- Module 5: Co-operation – appreciate the wisdom of teams
- Module 6: Valuing yourself – sustaining the Carer
- Module 7: Spirituality in healthcare – spiritual care in practice

Each module consists of two half-day sessions, containing a mix of group learning activities, guided by a facilitator/s. The modules and sessions can be run as stand-alone workshops, incorporated into wider development programmes, or run in sequence as a full *Values in Healthcare* programme. Shorter workshops from the materials can also be designed to meet specific needs of a group in any healthcare setting. The materials may also be used for self study.

### Module structure

Each module allows for a progression from personal exploration through to application of learning to work-based situations and issues. Each module begins with an introduction to the theme and optional warm-ups, followed by a structured programme of activities, some active, some reflective. Time is then spent on summarising, action planning, evaluation and closure. The half day sessions could be run independently as two sessions.

### The materials

The pack contains detailed guidance and all the necessary materials to run the short introductory module and the 7 day sessions, packaged into a ring binder with CD and including:

#### **Section 1: Introduction**

Introduction to the pack and the *Values in Healthcare* programme.

#### **Section 2: Guidelines for facilitators on preparing for and running the sessions**

Detailed guidelines on the structure of the programme, role of the facilitator, and preparing for and running the sessions.

### **Section 3: The *Values in Healthcare* modules**

The introductory module and the seven day training modules, each providing:

- background information on the module topic which can be given to participants as a handout
- a timed programme
- session overview, aims and learning outcomes, and step-by-step guidance on running the session
- exercises and feedback, session review, action planning and evaluation
- exercise sheets and handouts for exercises.

The reading and exercise handouts can be photocopied for group use within an educational programme and for individual self-study.

### **Section 4: The Spiritual Tools**

Detailed information about the seven tools of learning employed in the sessions.

### **Section 5 Additional resources**

- warm-up exercises, movement exercises and closure exercises
- learning logs, action planning and evaluation proformas
- references and resources for follow-up reading and exploration
- text transcription of meditations on CD

### **2 CDs of meditations**

CDs containing meditations and music to be used during the meditation and visualisation activities.

---

**5 More Information on *Values in Healthcare***

---

For further details about the *Values in Healthcare* programme, including information about purchasing a pack and facilitator training programmes please email or contact us at:

Email: [values@jankifoundation.org](mailto:values@jankifoundation.org)

The Janki Foundation for Global Health Care  
Administration Office  
449/451 High Road  
London NW10 2JJ  
United Kingdom

Tel ++44 (0) 20 8459 1400  
Fax ++44 (0) 20 8459 9091

Sample pages from the Pack, information on purchasing the pack, latest news about the *Values in Healthcare* programme and information on other events organised by the Janki Foundation are available on our website:

[www.jankifoundation.org](http://www.jankifoundation.org)

## 6 Appendix I - Profile of Values in Healthcare Development Group

### Core Group

#### Project co-ordinator:

**Sarah Egger** MBBS, FRCPsych

Dr Egger is Honorary Clinical Senior Lecturer, Department of Psychological Medicine, Imperial College London and consultant psychiatrist for Older Adults at the CNWL NHS Foundation Trust. She is on the executive and chair (2005-9) of the Spirituality and Psychiatry Special Interest Group of the Royal College of Psychiatrists. Former Trustee and Chair of the British Holistic Medical Association

#### Project administrator:

**Joy Rendell** Dip COT, SROT

Clinical specialist occupational therapist, Royal National Orthopaedic Hospital & Stanmore DSC, London; Trustee of The Janki Foundation

#### Core group members:

**Jan Alcoe** BSc (Hons), DHypPsych (UK), GQHP

Registered hypnotherapist and writer and trainer in health and social care; Publishing and Training Consultant to the Janki Foundation; Adviser to the British Holistic Medical Association; author of *Lifting Your Spirits: seven tools for coping with illness* (Janki Foundation, 2008)

**Astrid Bedomir** MD, MRCOG, CCST

Specialist Registrar in Occupational Medicine, Aberdeen and Dundee

**Craig Brown** MB, ChB

Retired General Practitioner, Sussex; Trustee and Scientific and Medical Advisor to The Janki Foundation; Author of *Optimum Healing*; Trustee of the British Holistic Medical Association

**Arnold Desser** BA(Hons), CAC(China), MBACC, FHEA

Senior lecturer, School of Biosciences and Integrated Health at the University of Westminster, London; practitioner of Traditional Chinese Medicine; Education Consultant to the London Deanery of Postgraduate Medical Education and course leader on the 'Training the Trainers' course for GP trainers and consultation skills course for GP registrars

**Maureen Goodman** LCST

Programme Director, Brahma Kumaris, UK

**Anne Kilcoyne** TQAP Tavistock Institute, Dip Clin Psych, BA(Hons), Cert Ed

Arts and health consultant; organisational development consultant (deceased July 2004, pre-publication)

**Linda Lee**

Meditation Practitioner

**Kala Mistry** BM BS, B Med Sci

Staff-grade psychiatrist; Editor of *The Janki Foundation Newsletter*

**Anne Radford** BSc, MSc

Thinking partner to leaders and consultants on strength-based organisational change, [www.aradford.co.uk](http://www.aradford.co.uk); publisher of AI (Appreciative Inquiry) Practitioner Journal where leading practitioners write about developments in the field of positive change [www.aipractitioner.com](http://www.aipractitioner.com)

## 7 Appendix II – Principles and Programme Aims

### PRINCIPLES

*Values in Healthcare* promotes:

- respect and dignity for every individual, whether practitioner, administrator or patient
- wellbeing for all individuals and healthcare environments
- the importance of a values-based healthcare environment – a positive, safe atmosphere in which people can thrive
- individual spiritual growth and its application to living and working.

### PROGRAMME AIMS

*Values in Healthcare* aims:

- to help individuals and teams to explore and reflect on different values and the possible implications of expressing them in relation to themselves, their patients, their colleagues and their healthcare communities
- to inspire individuals to choose their own personal spiritual values and to be aware of practical methods for developing and applying them
- to deepen understanding, motivation and responsibility with regard to making positive, personal and professional choices and decisions
- to improve the wellbeing of staff, healthcare teams, and ultimately of patients through encouraging positive self-care, communication and co-operation
- to encourage educators in healthcare to look at education and training as the means of providing students with a philosophy of living and working, thereby facilitating their overall growth, development and sense of purpose.

### **The National Health Service's (NHS, UK) Knowledge and Skills Framework (KSF)**

The KSF dimensions have been matched against the aims of the *Values in Healthcare: a spiritual approach* modules and the programme supports the two key dimensions, *Communication* and *Personal & People Development*.

## 8 Appendix III - TESTIMONIALS

### Values Module

- Out of all the sessions, the meditation practices were the most appreciated and most remembered.  
*David Crowley, Occupational Therapist, Vancouver, BC Canada*

### Peace Module

- I learnt how to appreciate myself and recognise my strengths and weaknesses and know how to act on them.
- I learnt how to listen to both my patients and colleagues more as well as recognise my abilities and limitations and be more realistic about the demands made on me.  
*Trainee psychiatrists, Sussex, UK*
- I would highlight the relaxation and meditation aspects of the training as being particularly effective and useful. In my opinion the training met its stated aims, greatly.  
*Dr T Raj-Manickam MBBS, FRC Psych, DPM, East Sussex, UK*

### Positivity Module

- I found the training intelligent and well thought out.  
*Jane Feinmann, Freelance Journalist, UK*
- Brilliant. Really enjoyed it and went away feeling very positive.  
*Dawn Akers, Chiropractor, UK*
- I know that the training will improve my skills, particularly with patients in mental health.  
*Vito Scarola, NHS Interpreter, UK*

### Compassion Modules

- The session relaxed me a lot. Gave me time to think instead of just listening as we normally do. Made me remember my compassionate side, and brought back the times when nurses were compassionate towards me when I was in hospital and how it helped me.
- The session presented this way really made me feel - not just words.
- I have enjoyed the session, but found some tasks easier to complete than others. It makes you think and identify difficult situations thoughts and feelings. It can help make you see your defects but helps highlight the things your good at.  
*Student nurses, Wrexham, UK*

### Spiritual Care Module

- ...I feel that this is the area that is missing from nursing...
- ... Made me realise, and reminded me of why I wanted to become a nurse...
- ... The approach to lesson structure was very effective...
- ... I feel that (the sessions) have equipped me to deal with external stresses...
- ... Made me look at nursing from a different perspective...
- ... The lessons gave me a different perspective of the care that is needed... that there is a need to provide support for the holistic nursing of our patients.  
*Student nurses, Wrexham, UK*



## 9 Appendix IV - FURTHER READING

- Bakker, A., Killmer, C., Siegrist, J., Schaufeli, W. (2000) Effort–reward imbalance and burnout amongst nurses. *Journal of Advanced Nursing* **31**(4) 884–91
- British Medical Association (1995) *Core Values for the Medical Profession in the 21<sup>st</sup> Century*. London: HMSO.
- British Medical Association (2001) *National Survey of GP Opinion*. Top-Line Report, BMA, London.
- Bradshaw, A. (1997) Teaching spiritual care to nurses: an alternative approach. *International Journal of Palliative Nursing* **3** (1) 51–57
- Brown, C. (2003) Low morale and burnout; is the solution to teach a values-based spiritual approach? *Complementary Therapies in Nursing and Midwifery* **9** 57-61
- Bryden, H. (1999) *Human healing: perspectives, alternatives and controversies*. Report on the 1999 special study module for medical students. Glasgow: ADHOM, www.adhom.org
- Clever, L.H. (1999) A call to renew. *British Medical Journal* **319** 1587-1588
- Culliford, L. (2002) Spirituality in clinical Care. *British Medical Journal* **325** 4434-4435
- Department of Health NHS Chaplaincy (2003) *Meeting the religious and spiritual needs of patients and staff*. London: Department of Health.
- Draper, P. & McSherry, W. (2002) A critical review of spirituality and spiritual assessment. *Journal of Advanced Nursing* **39** (1) 1–2
- Edwards, B. (2000) *Drawing on the right side of the brain*. London: Souvenir Press.
- Eagger, S., Desser, A., Brown, C. (2005) Learning values in healthcare? *Journal of Holistic Healthcare* **2** (3) 25-30
- General Medical Council (2001) *Good medical practice*. 3rd ed., London: GMC.
- Howie, J.G.R., Heaney, D.J., Maxwell, M., Walker, J.J., Freeman, G.K., Rai H. (1999) Quality of general practice consultations: cross sectional survey. *British Medical Journal* **319** 738-43
- Kellehear, A. (2000) Spirituality and palliative care: a model of needs. *Palliative Medicine* **14** 149–155.
- Lewith, G. T. (1998) Reflections on the nature of consultation. *Journal of Alternative & Complementary Medicine* **4** 321-3.
- McSherry, W. (1998) Nurses' perceptions of spirituality and spiritual care. *Nursing Standard* **13** 36-40
- Pendleton, D., King, J. (2002) Values and leadership. *British Medical Journal* **325** 1352–1355
- Peterson, E. A. & Nelson, K. (1987) How to meet your clients' spiritual needs. *Journal of Psychosocial Nursing* **25** 34–39.
- Petersen, S. (1999) Time for evidence based medical education. *British Medical Journal* **318** 1223-1224
- Pines, A., Aronson, E. (1988) *Career burnout: causes and cure*. New York: The Free Press.
- Reilly, D. T. (2001) Enhancing Human Healing. *British Medical Journal* **322** 120-121
- Royal College of General Practitioners (1985) *What sort of doctor?* London: RCGP.
- Smith, R. (2001) Why are doctors so unhappy? *British Medical Journal* **322** 1073–1074
- Speck, P. (2004) Spiritual needs in health care. *British Medical Journal* **329** 123-124
- Swinton, J. (2001) *Spirituality and Mental Health Care*. London: Jessica Kingsley
- Watkins, J. (2003) Spiritual guidance. *People Management*.

## 10 Appendix V – LATEST NEWS & PILOT SITES

### Latest News

#### Facilitators' Training Programme by the Foundation Worldwide

- **UK** - Nov 2004, 2005, 2006, 2007, 2008 (x2), 2009 (x2), 2010 (x2), 2011 (x2), 2012
- **China** - October 2008
- **South Africa** - May 2008
- **India** - Hyderabad, Feb 2008; Delhi, Feb 2007; Mt Abu, Oct 2005 & March 2006
- **Mauritius** - (Orientation) Nov 2007
- **Australia** - (Orientation) August 2007
- **Italy** - May 2007
- **Philippines** - Feb 2007
- **Thailand** - Feb 2007
- **Germany** - (Orientation) April 2006
- **USA** - June 2006
- **Spain** - (Orientation) Nov 2005
- **Kenya** - Presentation for Aga Khan Health Service, July 2003

**In addition, organisations within specific countries have run their own trainings after the training provided by the Foundation.**

### Facts and Figures

- Around 750 Facilitators trained with representatives from 50 countries
- Translation of the programme in progress:  
Portuguese (complete) & Italian (complete), French, German (complete), Spanish (complete), Dutch, Thai, Polish, Greek, Hungarian, Mandarin (complete) and Icelandic

### Other news

- **Values in Healthcare & related events in the UK - workshops, seminars, lectures, study days and retreats in London and different parts of the UK.**

Some examples of recent events: 2012: Hope & Health, Why Suffer?, Practicing Compassionate Care; 2011: The Art of Science of Compassionate Care, Nurturing Resilience, Heart of Well-being and Spiritual Care in Practice; 2010: Building Resilience, Sustaining Resilience, Caring for patients, Caring for yourself and Spirituality in Healthcare; Self care – dealing with stress; 2009: Making Space for Spirituality, Hope in Healthcare.

Details of these events can be found on our newsletters on the website.

<http://www.jankifoundation.org/news/newsletters.jsp>

- **Presentations/workshops/poster presentations at various conferences in the UK & around the world:**

**UK:** Integrating Spirituality into Healthcare – international retreats – USA, Australia & UK (2011 & 2012); Spiritual Care & Health: Improving Outcome & Enhancing well-being - March 2012; Various conferences organised by Healthcare Trusts on the theme Spirituality & well-being where Values in Healthcare workshops have been run 2012/2010); *BMA-AMA-CMA International Conference on Doctors' Health: Doctors' Health Matters – Finding the Balance*, London – Nov 2008; *Reviving the Spirit within Palliative Care Practice*, Scotland – Oct 2008; *1<sup>st</sup> National Conference on Bereavement*, Dundee – September 2008; *British Educational Research Association 2008 Annual Conference*, Edinburgh – September 2008; *BHMA 25<sup>th</sup> Anniversary Conference*, London – April 2008; *Older & Wiser COTSSTO Annual Conference*, Birmingham – Jan 2008; *Conwy and Denbighshire NHS Trust Nursing Conference* - May 2007; *Improving the Patient Experience – Developing a response to Spiritual Healthcare in the NHS* – May 2007; *International conference of experiential learning*, Lancaster - July 2006; *The Reflective Practice Conference*, Cambridge - July 2006; *Four Full Modules*, St Charles Hospital, London – Jan to July, 2006; Royal College of Psychiatrists – January 2005.

**Worldwide:** (To be updated) *Values in Healthcare Nursing Conference*, India - Aug 2008; *Mind, Body, Medicine Conference* in Mumbai, India – Jan 2007; *New Dimensions in Healthcare*, India – July 2007; *Investing in People Through a Values-Based Approach: Are Organisations Coping with Work-Related Stress?* At the *Eighth International Conference on 'India: Investment Destination'* – Jan 2007, New York – Nov 2005; Iceland - June 2005; *CMDA 1<sup>st</sup> Medical Ethics and Doctor-Patient Relationship Forum*, Shenzhen, China – May 2006; *Arab Health Exhibition*, Dubai – Jan 2006.

- **Academic group in the UK** – exploring how the programme can be integrated in medical training settings, hosted by Warwick University. A workshop on *Integrating spirituality into undergraduate medical curriculum*, funded by The Higher Education Academy, was held in May 2006. **Robert Gordon University, Aberdeen, Scotland**, is using the programme for students of Occupational Therapy, Physiotherapy and Diagnostic Radiography, and is also planning for integrating it within the Continuous Professional Development module for MSc students. **School of Integrated Health, Westminster University, London** is using the material to encourage students to think reflectively. **Bangor University, Wales** is also using the programme in the curriculum for undergraduates in Nursing. Dr Craig Brown is integrating the programme materials within a Student Selected Component (SSC) on Holistic healing for third year medical students at **Brighton and Sussex University Medical School, England**.
- **Regional and local Groups created in the UK:** Scotland, Wales, Northern England, South East, London, Midlands and others in the process of being formed.

For further news of *Values in Healthcare*, please see newsletters on the website.

[http://www.jankifoundation.org/news/newsletter\\_archive.jsp](http://www.jankifoundation.org/news/newsletter_archive.jsp)

## **Main Pilot Sites 2003 – 2004**

### **In the UK**

- The Royal National Orthopaedic Hospital, Stanmore (part of NHS's 'Improving Working Lives Initiative')
- School of Nursing and Midwifery, University of North Wales, (2nd year Student Nurses).
- Pen Parc Llwyd, Centre for Personal Development (community healthcare professionals) in North Wales.
- St Leonard's Community Mental Health Team, Kent (senior registrars).
- London Borough of Merton (social work team); St Helena's Hospice staff, Colchester
- Grampian University Hospital, Aberdeen; Watford and Three Rivers Mental Health Trust (adult psychiatry)
- The Highclear Group nursing care homes.

### **Outside UK**

- Presentations in various countries – Australia, Brazil, Europe, India, Kenya, USA
- University of Maastricht, The Netherlands (GPs and specialists)
- Community Health Centre, Vancouver, Canada
- Two universities in Argentina, Universidad Abierta Interamericana and Maimonides University.