

An Introduction to

'Values in Healthcare: a Spiritual Approach'

Values in Healthcare addresses an important gap in training for healthcare professionals today. This modular training package has been carefully designed to help all those working in hospitals, primary care and community health settings to take a fresh, values-based approach to their learning and practice.

With today's emphasis on quality of service, how can healthcare professionals deliver the best possible care to patients and at the same time, feel enriched and supported by their work? How can they thrive, rather than just survive?

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1 Background to Values in Healthcare

Current challenges in healthcare

Over recent years we have witnessed a decline in morale in health care and related professions, often expressed as a feeling of not being valued where once a sense of vocation flourished. All health care professionals may feel worn out by work at times, but when this becomes a chronic state they suffer from 'burnout'. Burnout is 'a state of physical, emotional and mental exhaustion caused by long-term involvement in situations that are emotionally exhausting' (Pines, 1988). It is characterised by feelings of being emotionally drained (emotional exhaustion), the development of negative attitudes and feelings towards patients (depersonalisation), and a growing devaluation of self-competence and achievement (reduced personal accomplishment) (Maslach & Schaufeli, 1993, Maslach, 1993).

Today's challenge is to address these key questions: How do we bring hope to beleaguered healthcare workers by rekindling their early enthusiasm and building 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 healthcare 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 all healthcare professionals in the UK and abroad. She is very 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 the problems and build self esteem.

Early in 2000, an invited group of healthcare professionals met to explore these issues. They brought their experience from work and teaching in their own specialties that included general practice, psychiatry, nursing, medical education, complementary therapy, occupational health, 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 health care professionals to find meaning and purpose in their work – to reconnect 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 develop and 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*** 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 February 2003. Further piloting and discussion is being carried out before publication of the final resource in June 2004.

2 A Values-based approach

Benefits

One of the keys to raising morale in healthcare today is to re-emphasise the importance of values in guiding practice at all levels. There are some excellent values statements produced by health care 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 offers a unique blend of experiential group exercises and opportunities for reflection and self-enquiry that will help healthcare professionals and teams to do this. With its emphasis on self-care and support, the programme will help participants to identify their own values and discover how their insights can enhance their personal lives and revitalise their work.

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. 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 their personal responses to situations, so helping to prevent problems of burnout, sickness absence, and lack of staff retention.

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 healthcare field today, the ***Values in Healthcare*** programme sets out to redress the balance by adopting three key principles in teaching values:

- 1) The first is to put the professional care givers at the centre of healthcare 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 they set out in their careers.
- 2) 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) Thirdly, the learning experience should be relevant to participants' work and lives, with an emphasis on reflection, action planning and evaluation, and a commitment to ongoing learning.

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

The pack can be used with a wide range of staff at all levels, including doctors, nurses and specialist groups, such as hospice nurses or physiotherapists, multidisciplinary groups, primary health care teams, and outpatient teams which may include managers, support and administrative staff.

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** and **Personal Learning Plans** for all professional groups. 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 healthcare practice. These are briefly described below.

Peace is introduced as our natural state, i.e. that 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, whereas 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 background reading papers of the relevant sessions 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 health care professions there are many different methods used to teach the skills and art of each discipline. Traditionally, formal lectures, personal study, tutorials and practical experience are used alongside apprenticeship learning. The **Values in Healthcare** approach requires teaching in 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 healthcare the emphasis is often on developing a critical attitude. While this is essential in the technical 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 drop 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 all, 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 manner 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 of the Pack 'Spiritual Tools'**.

4 Values in Healthcare programme

Main contents

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

- Module 1: **Values** *Inner values and Values at work*
- Module 2: **Peace** *Being peaceful and Peace at work*
- Module 3: **Positivity** *Being positive and Positive inter-action at work*
- Module 4: **Compassion** *Finding compassion and Compassion in practice*
- Module 5: **Co-operation** *Understanding Co-operation and Working in teams*
- Module 6: **Valuing yourself** *Self-care and Self-esteem*
- Module 7: **Spirituality in healthcare** *Exploring spirituality and healing and Spiritual care in practice.*

Each module consists of two half-day sessions, containing a mix of group learning activities, guided by a facilitator. The modules and sessions can be run as stand-alone workshops, incorporated into wider development programmes, or run in sequence as a **Values in Healthcare** programme. The materials can also be effectively 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 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

Seven day training modules, each providing:

- background information on each module topic which can be given to participants as handout

- 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.

CD of meditations

CD containing meditations and music to be used during the meditation and visualisation activities (currently being developed).

5 More Information on *Values in Healthcare*

For further details about the ***Values in Healthcare*** programme, including availability and information about piloting and training the trainer events, please contact:

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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 practical 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 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.

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.
Registrars – in psychiatry, 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, Consultant Psychiatrist, 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, 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 more 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. – nurse student. June 2003
- 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. – nurse student, June 2003
Nurse student, Wrexham, UK.
- It was great fun. Such a good atmosphere was created.
Gill, Minister, Association of Interfaith Ministries

Spiritual Care Module

- ...I feel that this is the area that is missing from nursing...
- ... Made me realize, 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

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10 Appendix V - MAIN PILOT SITES 2003 - 2004

In the UK

Public sector

The Royal National Orthopaedic Hospital, Stanmore, UK, hosted the full pilot over a seven-month period, between October 2003 and April 2004, as part of the NHS's 'Improving Working Lives' initiative. The **Values in Healthcare** sessions were offered to all staff at the hospital and participants who came from a range of professions and areas within the Trust.

A re-run of the programme has been requested by the RNOH and is scheduled for later this year.

Private Sector

The Highclear Group is a private UK organisation with ownership of nursing care homes throughout the UK. A full pilot was carried out with staff from two of their nursing homes (The Hollies and The Briary), between December 2003 and May 2004.

Other pilot sites include:

- School of Nursing and Midwifery, University of North Wales, (second 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).

Outside UK

Main presentations in:

Kenya:

- Aga Khan Hospitals, Nairobi, Kisumu, Mombassa
- Gertrude Garden Children's Hospital, Nairobi
- Kenyatta National Hospital, Nairobi
- Nairobi Women's Hospital

India:

- Global Hospital & Research Centre, Mt Abu, Rajasthan
- BSES M G Hospital, Mumbai

Other pilot sites include:

- University of Maastricht, The Netherlands (GPs and specialists)

Research into the Evaluation of the *Values in Healthcare* programme: Comparative Experimental Study

The introduction and evaluation of *Values in Healthcare* programme within the North and East Yorkshire and Northern Lincolnshire Strategic Health Authority (NEYNL SHA) has been accepted. This would be a detailed evaluation within NEYNL and the private sector. NEYNL SHA oversees 10 primary care trusts and 7 hospital trusts in the region and the Highclear Group owns and manages 28 nursing homes within the UK. The expected outcome would be:

- A comparative analysis of *Values in Healthcare* within the public and private sectors in the UK.
- An analysis of the cost-effectiveness of introducing *Values in Healthcare* in public and private sectors in the UK.

CONCLUDING SUMMARY

The *Values in Healthcare* Programme helps the professional caregiver to:

- develop a conscious values-based approach to their personal lives and work practice

- reconnect with their original sense of purpose, raise morale and revitalise their work
- nurture themselves by recognising the need for positive self-care and support
- cope better with workload, personal reactions, and the expectations of others
- prevent problems of burnout, sickness absence and staff retention
- improve the quality of relationship, communication and co-operation with patients and colleagues
- address the spiritual and emotional needs of their patients
- introduce positive, values-based change into healthcare environments.

Principles of the Programme

- The professional care giver is placed at the centre of healthcare delivery, with the emphasis on self-care and personal development, in order to raise morale and restore a sense of purpose
- Values are best understood through facilitated, experiential learning, rather than didactic instruction, with time for reflection and sharing in a supportive environment
- The learning experience should be relevant to participants' work and lives, with an emphasis on reflection, action planning, evaluation and a commitment to ongoing learning

Who can benefit from the programme?

- A wide range of practising professionals at all levels, including doctors, nurses, allied health professionals, social workers, managers, support and administrative staff
- A wide range of settings including hospitals, hospices, general practice, health centres, clinics, etc
- Staff groups and teams, including multidisciplinary teams, primary health care teams, outpatient teams, departmental teams etc
- Qualifying and undergraduate teaching programmes as part of, or as elective elements of curricula
- Postgraduate and post-qualifying courses

- Continuing professional development for a range of professionals

A spiritual approach

The programme provides:

- an emphasis on guided experience, rather than direct teaching
- an individual experience of core values which can then be expressed more consciously in personal and work situations
- a sharing of experience within groups and teams which can improve understanding and clarity with regard to values-based practice, using the following learning tools: **reflection, meditation, visualisation, appreciation, listening, creativity, playfulness.**

Module 1 Values

Session 1: Inner values

Session 2: Values at work

Module 2 Peace

Session 3: Being peaceful

Session 4: Peace at work

Module 3 Positivity

Session 5: Being positive

Session 6: Positive interaction

Module 4 Compassion

Session 7: Finding compassion

Session 8: Compassion in practice

Module 5 Co-operation

Session 9: Understanding co-operation

Session 10: Working in teams

Module 6 Valuing yourself

Session 11: Self-care

Session 12: Self-esteem

Module 7 Spirituality in healthcare

Session 13: Exploring spirituality and healing

Session 14: Spiritual care in practice

Module structure (Total Module time 6 hrs 30 minutes)

Background reading / Introduction / Variety of exercises / Movement exercise / Breaks / Session review / Action planning / Evaluation / Closure