



Coventry University

Stephen Garvey RD BSc (Hons) MBDA
ab5056@coventry.ac.uk
@StephenGarveyRD

Protocol for Developing Spiritual Competencies in Dietetic Practice



- Increasing burden of long term conditions involving dietetic care
- Research in dietetics is limited and in its infancy
- To ensure that patients are treated with dignity, compassion and respect a whole person approach to dietetics is needed.
- Consideration should be given for the social, emotional, physical and religious/spiritual needs of the patient

Protocol for Developing Spiritual Competencies in Dietetic Practice

- Literature search conducted highlighted a lack of research in Dietetics
- Looked to nursing, midwifery and psychology
- Identified 7 generic competencies to all healthcare professionals (Baldacchino 2006)
- Three core domains of competencies
 - Awareness and use of self
 - Spiritual process (assessment, planning, implementation and evaluation of care)
 - Assurance and Quality expertise

(Van Leeuwen and Cusveller 2004)

Do Competencies Relate to Dietetic Practice?

- Range of options at present including:-
 - Focus groups
 - Delphi Study
 - Cross Sectional Survey of Registered Dietitians (RD)

Part of a larger study to explore the expanding role of the dietitian

Proposed Results

- Predict the results will be able to confirm if competencies are relevant to Dietetics and to assess perceived competence and perceived confidence in delivery of spiritual care

Feasibility Study into the use of an Educational Board Game

Objective

- Develop, implement and evaluate an educational board game to increase knowledge and confidence of student dietitians to engage with religious and spiritual aspects of holistic dietetic care

Feasibility Study into the use of an Educational Board Game

- A non threatening environment in which a learner can engage in experientially to critically assess their understanding, gain insight and reflect.
- Boyle (1997) suggests that educational games are conducive to learning in that they encourage students' engagement as they find such learning delightful and powerful
- There is growing evidence for the efficacy of games in healthcare education (Tanaka et al, 2010), rehabilitation (Burke et al, 2009) and behavioural change (Kato et al, 2008)

Feasibility Study into the use of an Educational Board Game

- Akl et al. (2013) undertook a Cochrane review on educational games for health professionals, whereby they identified a total of 2079 unique citations. Out of 84 potentially eligible citations, two RCTs we included.
- The first study, the group that was randomised to the game had statistically higher scores on the knowledge test ($P = 0.02$).
- In the second study the effect on knowledge was not statistically different between the two groups immediately and 3 months after the intervention however the level of reported enjoyment was higher in the game based group.

Methods

- Ethical approval will be sought from Coventry University Ethics Committee
- Student dietitians who have completed 14 weeks of clinical placement would be invited to take part.
- To provide opportunity for reflection and analysis of case studies and an awareness of and overcoming of the barriers to providing R/S care.

Methods

- Focus is on the 'whole person'
- the game incorporates all aspects of holistic care
 - nutritional
 - emotional,
 - social,
 - religious
 - and spiritual
- Uses a variety of activities, role play, and online interactive digital stories of patients experiences and beliefs.

Evaluation

- Evaluation in OSCE style simulated consultations with subtle references to patients R/S health pre and post intervention
- Validated tools used to assess students own R/S well being pre and post intervention
- How important students rate R/S in patient care and their level of comfort and confidence in addressing R/S will be measured using Likert scales.



Conclusion

- We anticipate that the results of this study will inform the further development of education tools for managing R/S with holistic dietetic care

References

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