**Foundations of Spiritual Care**

Audience: national

Delivery: face to face

Suitable for levels : all

Capabilities

1. 1 Seek and engage with individuals’ perspectives on their condition, their preferences for their care, and what is important to them and their carers in terms of treatment goals and outcomes

1. 2 Demonstrate understanding of the individual and show empathy for the impact of their cancer diagnosis

1. 3 Value and acknowledge the experience and expertise of individuals, their carers and support networks

1. 5 Recognise the wider impact that symptoms of cancer, often persistent, can have on individuals, their families and those close to them

1. 6 Examine their role in supporting and enabling individuals to lead meaningful lives, whether or not cure or resolution is possible

1.10 Adhere to legal, regulatory and ethical requirements, professional codes, and employer protocols

1.15 Work effectively as part of a team, using their professional knowledge and skills, and drawing on those of their colleagues

2. 2 Critically reflect on how own values, attitudes and beliefs might influence own professional behaviour and interactions

2. 3 Use critical self-awareness of their own values, beliefs, prejudices, assumptions and stereotypes to mitigate the impact of these in how they interact with others

2. 4 Identify and act appropriately when own or others’ behaviour undermines equality, diversity and human rights

2. 5 Reflect on and address appropriately ethical/moral dilemmas encountered during own work which may impact on care to people affected by cancer. Advocate equality, fairness and respect for people and colleagues in day to day practice

2. 7 Recognise and ensure a balance between professional and personal life that meets work commitments, maintain own health, promote well-being and build resilience

3. 4 Respond sensitively to individual preferences and needs, and uphold and safeguard individuals’ interests

3. 7 Use active listening and facilitation skills to enable individuals to talk about their concerns and priorities relating to their cancer symptoms and implications of its treatment

4. 1 Actively listen to and communicate effectively with others, recognising that both are an active, two-way process

4. 3 Reflect on communication strategies and skilfully adapt those employed to ensure communication strategies foster an environment of person empowerment

4. 4 Communicate in ways that build and sustain relationships, seeking, gathering and sharing information appropriately, efficiently and effectively to expedite and integrate people’s care

4. 5 Communicate effectively, respectfully and professionally with service users and carers at times of conflicting priorities and opinions

4. 9 Communicate effectively with individuals who require additional assistance, such as sensory or cognitive impairments, to ensure an effective interface with a practitioner, including the use of accessible information

4.10 Evaluate and remedy situations, circumstances or places which make it difficult to communicate effectively (e.g. noisy, distressing environments which may occur during home visits, care home visits or in emergency situations), and have strategies in place to overcome these barriers

5. 1 Demonstrate sensitivity to the significance of individuals’ background, identity, culture, values and experiences for how their cancer condition impacts on their life, recognising the expertise that individuals bring to managing their own care

5. 3 Take account during care planning of the burden of treatment for individuals with cancer and co-morbidities, including regular appointments that may also be for the management of their other healthcare needs

5.10 Recognise the significance of family, carers and social networks in planning and providing care and the importance of developing partnerships with them, with due regard for the complexity and diversity in family relationships and arrangements

6. 4 Acknowledge and respect the decisions made by individuals concerning their health and wellbeing in relation to cancer, cancer treatments, survivorship and late effects care

8. 1 Practise within their professional and personal scope of practice and access specialist advice or support for the individual or for themselves when appropriate

10. 1 Demonstrate an understanding of the Holistic Needs Assessment and Care Plan (HNA) process, including the physical and psychosocial components, and its implications for practice; understanding the components which might influence personal choice, such as faith, age, culture

10. 5 Use active listening skills and open questions to effectively engage and facilitate shared agenda setting

12.21 Recognise when a clinical situation is beyond individual capability or competence and escalate appropriately

14. 1 Understand the complexities of working with people who have cancer +/- other clinical conditions including physical, psychological, spiritual and psychosocial

24. 1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of clinical practice