

Introduction

- Medical schools aim to educate their students on about social factors that impact patient health, including spirituality.
- Medical school curriculums have various approaches to spiritual care education, with some using modules and others using in-person experiences.^{1,2}
- **“Spirituality Rounds”**, a half-day experience for third year medical students, is a component of OUWB’s curriculum that allows students to shadow and learn from hospital chaplains.
- This experience has not yet been evaluated; therefore, this research will gather student and chaplain reflections to help determine if this is a beneficial experience, and if it should be recommended to be included in medical education curriculum at other institutions

Aims and Objectives

1. Explore student reflections of and opinions on the Spirituality Rounds Experience with a survey.
2. Explore the reflections and opinions of the hospital chaplains who lead the Spirituality Rounds experience with a focus group.
3. Use the collected data to determine the usefulness of this experience to possibly make recommendations for other medical schools to implement a similar model for Spiritual Care education within their curriculum.

Methods

Student Reflections

- Survey sent out to third year medical students
- Must have completed Spirituality Rounds experiences
- Asked 9 open ended questions such as:
 - “How did the experience change your understanding of the role of chaplains?”
 - “How did the experience impact your educational or career development?”
 - “What did you like about the experience? What do you think could be changed?”
- Used qualitative analysis with coding methodology to derive themes

Chaplain Reflections

- Focus group study with the 4 chaplains who lead the experience
- 1 hour long
- Prompting questions such as:
 - Do you think this experience is valuable to medical students?
 - How are the conversations with students after seeing patients?
 - What feedback, if any, have you received from students about this experience?
- Used qualitative analysis with coding methodology to derive themes

Results

Student Survey Themes

Useful for Future Career

- More comfortable facilitating faith discussions
- Awareness of chaplains as a resource for patients

Taught Role of Chaplains

- Prayer, listening, and supportive presence for patients
- See patients who do not necessarily identify as spiritual

Connection Between Faith and Medicine

- Able to see how faith is a part of healing for some patients
- Able to reflect on own faith experiences

Chaplain Focus Group Themes

Engagement and Eagerness of Students

- Students active in debriefs after patient encounter
- Students asked thoughtful questions and were observant during encounters

Helpful in Medical Education

- Students learned how to use FICA model in future
- Students able to see diverse religious backgrounds and patient indications for spiritual care consult

Evaluation of Experience

- Keep as a half-day in the third-year Psychiatry rotation
- Recommendation to add role-playing exercise and reflective writing after experience

Conclusions

Students Report Positive Experience

Helpful for Future

Educated on Chaplain Role

Chaplains Report Positive Experience

Students Eager to Learn

Helpful for Medical Students

Recommend Inclusion in Medical Curriculum At Other Institutions

Promotes Holistic Medical Education

Encourages Student Professional Growth

References

1. Lucchetti, G., Lucchetti, A.L.G. & Puchalski, C.M. Spirituality in Medical Education: Global Reality?. *J Relig Health* **51**, 3–19 (2012).
2. Wenham J, Best M, Kissane DW. Systematic review of medical education on spirituality. *Intern Med J* 2021;51:1781–1790

Acknowledgements

Corewell Health William Beaumont University Hospital
Dr. Jolyn Wagner, Psychiatry Clerkship Director