

- Taylor, E.J. (2012). *Spiritual care: nursing theory, research and practice*. Upper Saddle River, NJ: Prentice Hall.
- Taylor, E.J. (2018). *Spiritual care, Nursing Theory, Research and Practice*. New Jersey: Pearson Education Inc.
- Taylor, E.J., Amenta, M. & Highfield, M. (2017). Spiritual care practices of oncology nurses. *Oncology Nursing Forum*, 22:31-39.
- The Council for Accreditation of Counselling and Related Educational Programs [CACREP]. (2013). *2013 Standards for Accreditation*. Alexandria, VA: Author.
- The International Council of Nurses (ICN) (2018). Code of Ethics for Nurses 2018 edition.
- The Oxford Pocket Thesaurus of Current English*. (2014). London: Oxford University Press.
- Thibodeau, J.A. (2016). *Nursing models: Analysis and evaluation*. Monterey, CA: Wadsworth Health Sciences Division.
- Thoresen, C.E. & Harris, A.H. (2017). Spirituality and health: What's the evidence and what's needed? *Annals of Behavioral Medicine*, 24(1), 6-13.
- Thorne, S. (2016). Data analysis in qualitative research. *Evidence-based Nursing*, 3(3):6870.
- Thornton, L. (2016). Holistic Nursing: A way of Being, A Way of Living, A way of Practice. *Holistic Nursing Practice* (online), 19(3):106-115. Available: <http://www.ahna.org/AboutUs/whatisHolisticnursing/> (Accessed 10 September 2016).
- Tiew, L. H., Drury, V. & Creedy, D. K. (2011). Singapore nursing student's perception about spirituality and spiritual care: a qualitative study. *BMJ Palliative Support Journal* (online),1(1):84. Available: <http://espace.library.curtin.edu.au:80/> (Accessed 18 September 2013).

- Tinley, S. & Kinney, A. (2014). Three philosophical approaches to the study of spirituality. *Advances in Nursing Science*, 30 (1), 71-80.
- Tjale, A & De Villiers, L. (2012). *Cultural issues in health and health care*. Cape Town: Juta.
- Tjale, A. A. & de Villiers, L. (2008). *Cultural Issues in Health Care: a resource book for Southern Africa*. (2nd ed.), Cape Town: Juta Academic.
- Tokpah, M. M. (2010). Exploring How Psychiatric Nurses Working in the eThekweni district understand the Spiritual Dimension of Holistic Nursing Psychiatric Nursing Practice: A Descriptive Phenomenological study. *Masters in Nursing, University of KwaZulu-Natal, South Africa*.
- Tornøe, K. A., Danbolt, L. J., Kvigne, K., & Sørli, V. (2015). The challenge of consolation: nurses' experiences with spiritual and existential care for the dying-a phenomenological hermeneutical study. *BMC Nursing*, 14, 62. <http://doi.org/10.1186/s12912-015-0114-6>
- Tornoe, K.A, Danbolt, L.J, Kvigne k. and Sorlie V.(2005). The challenge of consolation: Nurses' experiences with spiritual and exesterial care for the dying-a phenomenological hemeneutical study, *BMC NMCS* 14:62.
- Tornstam, L. (2011). *Gerotranscendence from young old to old old age*. The social Gerontology Group, Uppsala, Sweden. Retrieved from <http://www.soc.uu.se/publications/fulltext/gtransoldold.pdf>.
- Tortolero,S.R., Markham,C.M., Parcel,G.S., Peters,Jr.R.J., Escobar-Chaves, S.L., Basen-Engquist, K. et al. (2010).Using Intervention Mapping to adapt an effective HIV, sexually transmitted disease, and pregnancy prevention program for high –risk minority youth. *Health Promotion Practice*, 6, 286- 298.

- Touhy, T. A. (2014). Nurturing hope and spirituality in nursing home. *Holistic Nursing Practice* (online), 15(4): 45-56. Available: <http://www.ncbi.nlm.nih.gov/m/pubmed/12120495/>(Accessed 18 October 2015).
- Touhy, T.A, Brown, C. & Smith, C. J. (2012). Spiritual caring: end of life in a nursing home. *Journal of Gerontological Nursing*, 27-35.
- Travelbee, J. (2010). *Interpersonal aspects of nursing*. Philadelphia: F.A.Davis.
- Treloar, L.L. (2012). Integration of Spirituality into Health Care Practice by Nurse Practitioners. *Journal of the American Academy of NP Practitioners*, 12(7): 280- 285
- Uustal, D.B. (2014). Values and ethics in nursing: from theory to practice. (4th ed.), East Greenwich, RI: Educational Resources in Nursing and Holistic Health.
- Vaillot, M.C. (2015). The Spiritual factors in Nursing. *Journal of Practical Nursing*, 20,30-31.
- van Leeuwen, R. & Cusveller, B. (2010). Nursing competencies for spiritual care. *Journal of Advanced Nursing*, 48, 234–246.
- Van Leeuwen, R. & Cusveller, B. (2012). Nursing competencies for spiritual care. *Journal of Advanced Nursing*, 48(3): 234-246.
- Van Leeuwen, R. (2009). An instrument to measure nursing competencies in spiritual care: validity and reliability of the Spiritual Care Competence Scale. In R. van Leeuwen, ed.), *Towards nursing competencies in spiritual care, PhD thesis*. University of Groningen, Groningen.
- van Leeuwen, R., Lucas, J., Tiesinga, R.L., Middel, B., Post, D. & Jochemsen, H. (2011).The effectiveness of an educational programme for nursing students on developing competence in the provision of spiritual care. *Journal of Clinical Nursing*, 17, 2768–2781 doi: 10.1111/j.1365-2702.2008.02366.x

- van Leeuwen, R., Tiesinga, L.J., Post, D. & Jochemsen, H. (2015). Spiritual care: implications for nurses' professional responsibility. *Journal of Clinical Nursing*, 15, 875–884.
- Vance, D. L. (2012). Nurses' Attitude towards Spirituality and Patient Care. *Journal of Holistic Nursing* (online), 10(5): 264-278. Available: <http://m.jhn.sagepub.com/content/24/4/282> (Accessed 18 September 2013).
- Verbestel, V., Henauw, S.D., Maes, S.L., Haerens, L. Marild, S., Eiben, G., Lissner, L., Moreno, L.A., Frauca, N.L., Barba, G., Kovacs, E., Konstabel, K., Tornaritis, M., Gallois, K., Hassel, H. & Bourdeaudhuiji, I.D. (2011). Using the Intervention Mapping Protocol to develop a community-based intervention for the prevention of childhood obesity in a multi-centre European Project: the IDEFICS intervention. *International Journal of Behavioural Nutrition and Physical Activity*, 8, 82.
- Vitale, A. (2015). *Nurses lived experiences of Reiki for self-care*. Degree in Nursing, College of nursing: Villanova University.
- Vlasblom, J. P., van der Steen, T., Knol, D. L. & Jochemsen, H. (2010). Effects of spiritual care training for nurses. *Nurse Education Today* (online), 31(8) 790–796. Available: <http://ncbi.nih.gov/m/pubmed/21146259/>(Accessed 18 September 2013).
- Vos, A.D., Strydom, H., Fouche, C.B. & Delpont, C.S.L. (2012). *Research at Grass Roots for the Social Sciences and Human Service professions*. (4th ed.), Pretoria: Van Schaik Publishers.
- Waaijman, K. (2002). *Spirituality: Forms, Foundations, Methods*. Leuven: Peeters.

- Wachholtz, A. B., Pearce, M. J. & Koenig, H. (2007). Exploring the Relationship between Spirituality, Coping and Pain. *Journal of Behavioural Medicine* (online), 30(4):311-318. Available: <http://link.springer.com/> (Accessed 18 September 2013).
- Walker, A.M. & Selfe, J. (2017). The Delphi method: A useful tool for the allied health researcher. *British Journal of Therapy and Rehabilitation*, 3(12), 677–81.
- Walker, L. & Avant, K. (2011). *Strategies for theory construction in nursing*. (5th ed.), Appleton & Lange, Norwalk: Conn.
- Walker, L.O. & Avant, K.C. (2011). Concept analysis. In *Strategies for theory construction in nursing*. (5th ed.), Upper Saddle River, New Jersey: Pearson/Prentice Hall.
- Wallace, M., Campbell, S., Grossman, S.C., Shea, J. M., Lange, J.W. & Quell, T.T. (2013). Integrating Spirituality into undergraduate Nursing Curricula. *International Journal of Nursing Education*, 5(1): 1-13.
- Wallace, M., Grossman, S., Campbell, S., Robert, T., Lange, J. & Shea, J. (2017). Integration of end-of-life care content in undergraduate nursing curricula: Student knowledge and perceptions. *Journal of Professional Nursing*, 25, 50-56.
- Walter, T. (2018). The Ideology and Organization of Spiritual Care: Three approaches. *Palliative Medicine*, 11:21-30.
- Walton, J., & Sullivan, N. (2011). Men and prayer: spirituality of men with prostate cancer. *Journal of Holistic Nursing*, 22(2), 133-151.
- Walton, J. (2015). Spiritual relationships: a concept analysis. *Journal of Holistic Nursing*, 14(3):237-250.
- Wasner, M., Longaker, C., Fegg, M. J. & Borasio, G.D. (2011). Effects of spiritual care training for palliative care professionals. *Palliative Medicine*, 19, 99-104.

- Watson, J. (2011). *The Philosophy and Science of Caring*. Boulder, Colorado: University Press of Colorado.
- Watson, J. (2017). Holistic nursing and caring: A value based approach. *Journal of Japan Academy of Nursing Science*, 22(2): 69-74.
- Watson, J. B. (2010). *Nursing: human science and human care: a theory of nursing*. Norwalk, Connecticut: Appleton-Century Crofts.
- Watson, J. B. (2011). Watson's philosophy and theory of human caring in nursing. In Riehl-Sisca (ed.) *Conceptual Models for Nursing Practice*, (6th ed.), Appleton & Lange, Norwalk: Conn.
- Watson, J. B. (2014). *Nursing: human science and human care, theory of nursing*. New York: National League for Nursing.
- Watson, J. B. (2015). *Nursing: Human science and human care: A theory of nursing*. Boston: Jones and Bartlett.
- Watson, J. B. (2016). *Toward a Caring Curriculum: New Pedagogy for nursing*. Sudbury, MA: Jones and Bartlett.
- Watson, T. (2015). Integrated planning and evaluation. In R. L. Heath (ed.), *Handbook of public relations* (pp.259-268), Thousand Oaks, CA: Sage Publications.
- Websters, M. (2018). *Webster's Seventh New Collegiate Dictionary*. Toledo, MD :G. & C. Merriam.
- Wehmer, M. A., Quinn- Griffin, M. T., White, A. H. & Fitzpatrick, J. J. (2010). An Exploratory Study of Spiritual Dimensions Amongst Nursing Students. *International Journal of Nursing Education Scholarship* (online),7(1): Article 40. Available:<http://www.bepress.com/ijnes/vol7/iss1/art40>(Accessed 13 September 2013).

- White, C. G. (2018). *Talking about spirituality in health care practice, A resource for the multi-professional Health Care team*. London: Jessica Kingsley Publishers.
- WHO (2015). *WHOQOL-Spirituality, Religiousness and Personal Beliefs (SRPB) Field Test Instrument. Mental Health: Evidence & Research, Department of Mental Health & Substance Dependence*, Geneva: Switzerland.
- WHO (2016). *Palliative Care is an Essential part of Cancer Control and can be Provided Relatively Simply and Inexpensively*. www.who.int/cancer/palliative.
- WHO (2018). *International Classification of Functioning, Disability and Health*. Geneva: WHO <http://www.who.int/classifications/icf/en/>.
- Wilkinson, J. (2015). *Fundamentals of Nursing, Theory, Concepts and Applications*. (3rd ed.) London: F.A. Davis Company.
- Wilson, E.E., Knudson- Martin, C., Wells, M.A. and Samman, S.K. (2014). Relational Spirituality, Gender, and Power: Applications to Couple Therapy. *Socio-Emotional Relationship Therapy*, Tacoma: Springer international Publishers pp.133 – 144.
- Witkin, B. R. (2008). *Assessing needs in educational and social programs*. San Francisco, CA: Jossey-Bass Publishers.
- Wong, K. F., Lee, L. Y. & Lee, J. K. (2011). Hong Kong enrolled nurses' perceptions of spirituality and spiritual care. *International Nursing Review*, Sep; **55(3)**:333-40. doi: 10.1111/j.1466-7657.2008.00619.x.
- World Health Organization (2014). *Basic documents*. (39th ed.), Geneva: WHO. <http://www.who.int/classifications/icf>.
- Wu, L. W. & Lin, Y. L. (2011). Exploration of Clinical Nurses' Perception of Spirituality and Spiritual Care. *Journal of Nursing Research* (online),19(4): 250256. Available: <http://www.ncbi.nlm.nih.gov/pubmed/22089650> (Accessed 17 September 2013).

- Yang, C. T., Narayansamy, A. & Chang, S. L. (2012). Transcultural spirituality: the spiritual journal of hospitalized patients with schizophrenia in Taiwan. *Journal of Advanced Nursing* (online), 68: 358-367. Available: <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2684.2011.05747x/> (Accessed 21 October 2013).
- Yang, W., Lai, W. & Chao, C.C. (2015). A nursing experience of holistic care on total suffering of a patient with terminal illness [Chinese]. *Journal of Nursing (China)*, 55(6):101-106.
- Yates, J.W., Calmer, B.J., St. James, P., Follansbee, M. & McKegney, F.P. (2015). Religion in patients with advanced cancer. *Med Pediatr Oncol*, 9(2): 121 – 128 doi: 10.1002/mpo.295009024{PubMed}.
- Young, A., Van Niekerk, C.F. & Mogotlane, S.M. (2015). *Juta's Manual of Nursing*, Vol. I. Landsdowne: Juta.
- Young, C. & Koopson, C. (2011). Spirituality, health and healing: An integrative approach (2nd ed.), Sudbury, MA: Jones & Bartlett Learning.
- Yuan, H. & Porr, C. (2014). Integrating Spiritual Care into a Baccalaureate Nursing Program in Mainland, China. *J. Holistic Nurs.*, 32(3): 240 – 243.
- Zohan, D. & Marshall, I. (2012). *Spiritual Intelligence: The Ultimate intelligence*. Bloomsbury.
- Zyblock, D. M. (2013). Nursing presence in contemporary nursing practice. *Nursing Forum* (online), 45(2): 120-124. Available: <http://www.ncbi.nlm.nih.gov/m/pubmed/20536761/> (Accessed 18 October 2013).

APPENDIX I: PROPORTIONATE SAMPLE FOR THE STUDY

POPULATION GROUP	ESTIMATED NO.	Percentage	Sample
Nurses	154,254	$154,254/160,423 = 96.1\%$	206
Nurse Educators	3621	$3621/160,423 = 0.02\%$	5
Nurse clinicians	432	$432/160,423 = 0.27\%$	1
Nursing students (400L & 500L)	2116	$2116/160,423 = 1.3\%$	3
Total	160,423	100	215

APPENDIX II: SPIRITUAL CARE COMPETENCE SCALE (SCCS)

1 = completely disagree 2= disagree 3=neither agree or disagree 4=agree 5=fully agree

Attitude towards patient spirituality

1. I show unprejudiced respect for a patient's spiritual/religious beliefs regardless of his or her spiritual/religious background

1 - 2 - 3 - 4 - 5

2. I am open to a patient's spiritual/religious beliefs, even if they differ from my own.

1 - 2 - 3 - 4 - 5

3. I do not try to impose my own spiritual/religious beliefs on a patient

1 - 2 - 3 - 4 - 5

4. I am aware of my personal limitations when dealing with a patient's spiritual/religious beliefs

1 - 2 - 3 - 4 - 5

Communication

5. I can listen actively to a patient's 'life story' in relation to his or her illness/handicap

1 - 2 - 3 - 4 - 5

6. I have an accepting attitude in my dealings with a patient (concerned, sympathetic, inspiring trust and confidence, empathetic, genuine, sensitive, sincere and personal)

1 - 2 - 3 - 4 - 5

Assessment and implementation of spiritual care

7. I can report orally and/or in writing on a patient's spiritual needs

1 - 2 - 3 - 4 - 5

8. I can tailor care to a patient's spiritual needs/problems in consultation with the patient

1 - 2 - 3 - 4 - 5

9. I can tailor care to a patient's spiritual needs/problems through multidisciplinary consultation

1 - 2 - 3 - 4 - 5

10. I can record the nursing component of a patient's spiritual care in the nursing plan

1 - 2 - 3 - 4 - 5

11. I can report in writing on a patient's spiritual functioning

1 - 2 - 3 - 4 - 5

12. I can report orally on a patient's spiritual functioning

1 - 2 - 3 - 4 - 5

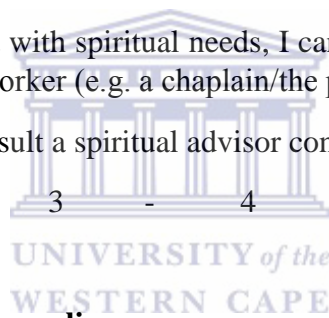
Referral

13. I can effectively assign care for a patient's spiritual needs to another care provider/care worker/care discipline

14. At the request of a patient with spiritual needs, I can in a timely and effective manner refer him or her to another care worker (e.g. a chaplain/the patient's own priest/Imam)

15. I know when I should consult a spiritual advisor concerning a patient's spiritual care

1 - 2 - 3 - 4 - 5



Personal support and patient counseling

16. I can provide a patient with spiritual care

1 - 2 - 3 - 4 - 5

17. I can evaluate the spiritual care that I have provided in consultation with the patient and in the disciplinary/multi-disciplinary team.

1 - 2 - 3 - 4 - 5

18. I can give a patient information about spiritual facilities within the care institution (including spiritual care, meditation centre, religious services)

1 - 2 - 3 - 4 - 5

19. I can help a patient continue his or her daily spiritual practices (including providing opportunities for rituals, prayer, meditation, reading the Bible/Koran, listening to music)

1 - 2 - 3 - 4 - 5

20. I can attend to a patient's spirituality during the daily care (e.g. physical care)

1 - 2 - 3 - 4 - 5

21. I can refer members of a patient's family to a spiritual advisor/pastor etc if they ask me and/or if they express spiritual needs

1 - 2 - 3 - 4 - 5

Professionalization and improving the quality of spiritual care

22. Within the department, I can contribute to quality assurance in the area of spiritual care

1 - 2 - 3 - 4 - 5

23. Within the department, I can contribute to professional development in the area of spiritual care

1 - 2 - 3 - 4 - 5

24. Within the department, I can identify problems relating to spiritual care in peer discussions session

1 - 2 - 3 - 4 - 5

25. I can coach other care workers in the area of spiritual care delivery to patients

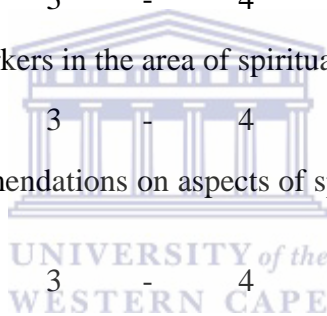
1 - 2 - 3 - 4 - 5

26. I can make policy recommendations on aspects of spiritual care to the management of the nursing ward

1 - 2 - 3 - 4 - 5

27. I can implement a spiritual care improvement project in the nursing ward

1 - 2 - 3 - 4 - 5



APPENDIX III: THE ROLE OF SPIRITUALITY IN NURSING PRACTICE AND SPIRITUALITY AND SPIRITUAL CARE SCALES

A : THE ROLE OF SPIRITUALITY IN NURSING PRACTICE

The following questions ask your views about the role of spirituality in nursing practice.

Please rate your level of agreement or disagreement with each statement by circling the one number that best reflects your opinion on the 5-point scale

S/N	Items	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Spirituality is a basic aspect of being human	1	2	3	4	5
2.	Nurses should have more knowledge about spiritual care in nursing	1	2	3	4	5
3.	It is important for nurses to have knowledge about different religious faiths and traditions	1	2	3	4	5
4.	Religious concerns are outside of the scope of nursing practice.	1	2	3	4	5
5.	Spiritual concerns are outside of the scope of nursing practice	1	2	3	4	5
6.	Nursing practice with a spiritual component has a better chance to empower clients than practice without such a component.	1	2	3	4	5
7.	Knowledge of patients' spiritual beliefs is important for effective nursing practice.	1	2	3	4	5
8.	Nurses should be able to assess the positive or beneficial role of spiritual beliefs and practices in their patients' lives	1	2	3	4	5
9.	Nurses should be able to assess the negative or harmful role of spiritual beliefs and practices in their patients' lives	1	2	3	4	5
10.	The use of spiritual language and spiritual concepts in nursing practice are inappropriate	1	2	3	4	5
11.	The spirituals backgrounds of patients do not particularly influence nursing practice	1	2	3	4	5
12.	A nurse's use of scripture or other spiritual texts in nursing practice are appropriate	1	2	3	4	5
13.	It is against nursing ethics to ever pray with a patient	1	2	3	4	5
14.	The use of spiritual concepts in nursing practice is inappropriate	1	2	3	4	5
15.	It is sometimes appropriate for a nurse to share his or her spiritual beliefs with a patient	1	2	3	4	5
16.	Addressing a patient's spiritual beliefs is necessary for holistic nursing care	1	2	3	4	5
17.	Nursing education should include content related to spiritual diversity	1	2	3	4	5
18.	Nursing education should include content on	1	2	3	4	5

how to deal with spiritual issues in nursing					
--	--	--	--	--	--

B: SPIRITUALITY AND SPIRITUAL CARE

For each question, please circle one answer which best reflects the extent to which you agree or disagree with each statement.

S/N	Items	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I believe nurses can provide spiritual care by arranging a visit by a hospital priest or the patient's spiritual/religious leader	1	2	3	4	5
2.	I believe nurses can provide spiritual care by showing kindness, genuine concern and cheerfulness when giving care	1	2	3	4	5
3.	I believe spirituality is concerned with a need to forgive and a need to be forgiven	1	2	3	4	5
4.	I believe spirituality involves only going to church/place of worship	1	2	3	4	5
5.	I believe spirituality is not concerned with a belief and faith in a God	1	2	3	4	5
6.	I believe spirituality is about finding meaning in the good and bad events of life	1	2	3	4	5
7.	I believe nurses can provide spiritual care by enabling a patient to find meaning and purpose in their illness	1	2	3	4	5
8.	I believe spirituality is about having a sense of hope in life.	1	2	3	4	5
9.	I believe spirituality has to do with the way one conducts one's life here and now	1	2	3	4	5
10.	I believe nurses can provide spiritual care by spending time with a patient giving support and reassurance in time of need	1	2	3	4	5
11.	I believe nurses can provide spiritual care by listening to and allowing patient time to discuss and explore their fears, anxieties and troubles	1	2	3	4	5
12.	I believe spirituality is a unifying force which enables one to be at peace with oneself and the world	1	2	3	4	5
13.	I believe spirituality does not include areas such as art, creativity and self-expression	1	2	3	4	5
14.	I believe nurses can provide spiritual care by having respect for privacy, dignity and religious and cultural beliefs of a patient	1	2	3	4	5
15.	I believe spirituality involves personal friendships and relationships	1	2	3	4	5
16.	I believe spirituality does not apply to those	1	2	3	4	5

	who are unsure of God or do not believe in God					
17.	I believe spirituality includes people's morals	1	2	3	4	5



UNIVERSITY *of the*
WESTERN CAPE



UNIVERSITY *of the*
WESTERN CAPE

APPENDIX IV: INTERVIEW GUIDE FOR THE FOCUS GROUPS I



Focused Group Discussion Guide for nurse educators and nursing students

I am a PhD nursing student from University of the Western Cape, South Africa conducting research study on 'A MODEL FOR INTEGRATION OF SPIRITUAL CARE INTO NURSING CURRICULUM IN NIGERIA'. This Focus Group Discussion will enable me gather the necessary information for the study. Kindly express your opinion honestly. All information will be used purely for the research and treated with utmost confidentiality.

Thanks for your co-operation.

Joel Adeleke Afolayan

3315247

Major Questions

Introduction: Professional qualification, current rank, level

1. What do you understand by the concept of spiritual care within the context of holistic nursing care?
2. Do you teach spiritual nursing care to your student? Or Does your school teach spiritual nursing care? If No, why?
3. Why is the concept of spiritual care essential in nursing education?
4. Have you ever taught or been taught spiritual care? If No, why? If Yes, what does it entail?
5. What are the things to consider when teaching spiritual care in nursing?
6. How will you teach spiritual care to student?
7. Does the current content of the nursing curriculum address spiritual care?
8. What are the competencies a Nurse educator must possess to teach spiritual nursing care to students?
9. What do you think about introducing the concept of spiritual care in nursing education?
10. How can spiritual care be integrated into curriculum of nursing?
11. What are the barriers of teaching spiritual care in nursing?
12. In your own view, what are the possible challenges that we might face if we are to introduce spiritual care in nursing education?
13. How can these possible challenges be overcome?
14. Do you have any other suggestions on this study that will make it a robust one?

Note: Always Probe with explain, describe, elaborate, how, why etc

APPENDIX V: INTERVIEW GUIDE FOR THE FOCUS GROUPS II



Focused Group Discussion Guide for nurse clinicians,

I am a PhD nursing student from University of the Western Cape, South Africa conducting research study on 'A MODEL FOR INTEGRATION OF SPIRITUAL CARE INTO NURSING CURRICULUM IN NIGERIA'. This Focus Group Discussion will enable me gather the necessary information for the study Kindly express your opinion honestly. All information will be used purely for the research and treated with utmost confidentiality.

Thanks for your co-operation.

Joel Adeleke Afolayan

3315247

Major Questions

Introduction: Professional qualification, unit of work, current rank

The need for inclusion of spiritual care in nursing education and practice is very vital if holistic care is to be achieved with better outcome;

1. What do you understand by the concept of spiritual care within the context of holistic nursing care?
2. Does your institution provide spiritual nursing care? If yes, how? If not, why?
3. Have you ever provided spiritual nursing care to your Clients/Patients? If yes, how was it done?
4. If no, why?
5. What are the things/competencies to consider when providing spiritual care in nursing practice?
6. What do you think about introducing the concept of spiritual care in nursing practice?
7. How can spiritual care be integrated into nursing practice?
8. What are the barriers of practicing spiritual care in nursing?
9. In your own view, what are the possible challenges that clinicians may face if they are to introduce spiritual care in nursing practice?
10. How can these possible challenges be overcome?
11. Do you have any other suggestions on this study?

Note: Always Probe with explain, describe, elaborate, how, why etc

APPENDIX VI: ETHICAL APPROVAL I



OFFICE OF THE DEAN
DEPARTMENT OF RESEARCH DEVELOPMENT

26 May 2015

To Whom It May Concern

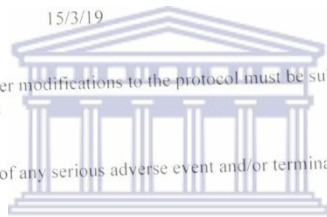
I hereby certify that the Senate Research Committee of the University of the Western Cape approved the methodology and ethics of the following research project by:
Dr J Afolayan (School of Nursing)

Research Project: A model for integration of spiritual care into nursing curriculum in Nigeria.

Registration no: 15/3/19

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

The Committee must be informed of any serious adverse event and/or termination of the study.



UNIVERSITY of the
WESTERN CAPE

A handwritten signature in blue ink, appearing to read 'Patricia Josias'.

*Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape*

Private Bag X17, Bellville 7535, South Africa
T: +27 21 959 2088 2018 ; F: +27 21 959 3170
E: pjosias@uwc.ac.za
www.uwc.ac.za

A place of quality,
a place to grow, from hope
to action through knowledge

APPENDIX VII: ETHICAL APPROVAL II

UNIVERSITY OF ILORIN, ILORIN, NIGERIA.

UNIVERSITY ETHICAL REVIEW COMMITTEE

Vice-Chancellor: Prof. A.G. Ambali
DVM (ABU), M.V. Sc., Ph.D (Liverpool, UK),
MVCN, MCVSN, MNVMA, FCVSN
Registrar: Mr. E.D. Obafemi
B.A. (Hons), Cert. Public Information (Kaduna),
MNIPR



E-mail: P.M.B. 1515, Ilorin
uerc@unilorin.edu.ng
unilorin.uerc@gmail.com
Website: ethicalreview.unilorin.edu.ng
www.unilorin.edu.ng

Our Ref: UIL/UERC/2015/CLS 026

Date: 13th August, 2015

Protocol Identification Code: UERC/CLS 026
UERC Approval Number: UERC/ASN/2015/134

A MODEL FOR INTEGRATION OF SPIRITUAL CARE INTO NURSING CURRICULUM IN NIGERIA

Name of applicant/Principal Investigator: Dr. AFOLAYAN, Joel Adeleke

Address of Applicant: Department of Nursing Science, Faculty of Clinical
Sciences, University of Ilorin, Ilorin.

Type of Review: Full Committee Review

Date of full Committee Decision on Research: 13/08/2015

Date of Approval: 13/08/2015

Notice of Full Committee Approval

I am pleased to inform you that the research described in the submitted proposal has been reviewed by the University Ethical Review Committee (UERC) and given full Committee approval.

This approval dates from 13/08/2015 to 12/08/2018, and there should be no participant accrual or any activity related to this research to be conducted outside these dates.

You are requested to inform the committee at the commencement of the research to enable it appoints its representative who will ensure compliance with the approved protocol. If there is any delay in starting the research, please inform the UERC so that the dates of approval can be adjusted accordingly.

The UERC requires you to comply with all institutional guidelines and regulations and ensure that all adverse events are reported promptly to the UERC. No charges are allowed in the research without prior approval by the UERC. Please note that the UERC reserves the right to conduct monitoring/oversight visit to your research site without prior notification.

Thank you.

Ismaila Isah

For: University Ethical Review Committee



"...if it's not ethical, it's not scientific, if it's not scientific, it's not ethical"

APPENDIX VIII: ETHICAL APPROVAL III



MINISTRY OF HEALTH

OFFICE: P. M. B. 1386, FATE ROAD, ILORIN, KWARA STATE. 031-220349

Our Ref: MOH/KS/EHC/777/94 Your Ref: _____ Date: 9th June, 2015

Afolayan Joel Adeleke,
Department of Nursing, Faculty of Clinical Science,
College of Health Sciences,
University of Ilorin,
Nigeria.

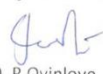
APPROVAL TO CARRYOUT MEDICAL RESEARCH TITLED: A MODEL FOR INTEGRATION OF SPIRITUAL CARE INTO NURSING CURRICULUM IN NIGERIA.

Sequel to your request and the interest of the State Ministry of Health in Health related research activities to improve the health of the citizens.

I am directed to forward to you the approval of the Ministry of Health to carry out the dissertation as itemized in your Protocol. This approval dates from 9/06/2015 to 9/06/2016 except you seek for extension.

You are mandated to acknowledge the Ministry of Health in your presentations/publications and deposit a final copy of your project to the Ministry of Health.

Best wishes in your research project.


F. O. P. Oyinloye
Secretary Health Ethical Research Committee,
For: Honourable Commissioner.

CC:

- The CMD Sobi Specialist Hospital, Ilorin.
- The CMD General Hospital, Ilorin.
- The CMD Children Specialist Hospital, Centre Igboro, Ilorin.
- The officer In-charge Civil Service Hospital, Ilorin.

APPENDIX IX: ETHICAL APPROVAL IV



Faculty of Health Sciences
School of Nursing and Midwifery
Staffordshire University
Blackheath Lane
Stafford
ST18 0AD

Email: wilf.mcsherry@staffs.ac.uk
Direct line: 01785 353630
Fax: 01785 353731

6 May 2015

Dear Joel,

Re: SSCRS Permission – Dr Joel Afolayan

Thank you for the interest you have shown in my research and the Spirituality and Spiritual Care Rating Scale (SSCRS). I hereby give you authorisation and permission to reproduce or use the scale in your research – 'A model for integration of spiritual care into Nursing Curriculum in Nigeria. There is no fee for using the scale or the questionnaire; however I would appreciate if you could forward me a copy of your research findings and report when completed.

The scale was developed as part of descriptive study. If you want to obtain a copy of my original thesis - you should be able to receive through Inter Library Loan the title is - A Descriptive Survey of Nurses' perceptions of Spirituality and Spiritual Care Unpublished Master of Philosophy Thesis, The University of Hull, England.

A summary of how the SSCRS was constructed was published in the International Journal of Nursing Studies 2002:

McSherry W., Draper P, Kendrick D (2002) Construct Validity of a Rating Scale Designed to Assess Spirituality and Spiritual Care *International Journal of Nursing Studies* 39 (7) 723 - 734

May I take this opportunity to wish you all the best with your studies. If I can be of any assistance in the future then do not hesitate to contact me again.

Yours sincerely,

A handwritten signature in black ink that reads 'W McSherry'.

Professor Wilfred McSherry

Professor in Dignity of Care for Older People
Faculty of Health Sciences

■ CREATE THE DIFFERENCE

APPENDIX X: CONSENT FORM I



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-9593024, Fax: 27 21-9592679

Email: 3315247@myuwc.ac.za

PARTICIPANT'S CONSENT FORM

Title of Research Project: A Model for integration of Spiritual Care into Nursing Curriculum in Nigeria



The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way. I agree to be audio-taped during my participation in the study.

Participant's name.....

Participant's signature.....

Date.....

APPENDIX XI: CONSENT FORM II



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-9593024, Fax: 27 21-9592679

e-mail: 3315247@myuwc.ac.za

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: A Model for integration of Spiritual Care into Nursing Curriculum in Nigeria

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way. I agree to be audio-taped during my participation in the study. I also agree not to disclose any information that was discussed during the group discussion to anybody outside of the group.

Participant's name.....

Participant's signature.....

Date.....



UNIVERSITY *of the*
WESTERN CAPE