

## **G-TRR Structured Reflection Guide**

### **Patient Background and Context of Visit**

1. What is your role with this patient?
2. Give a brief summary of relevant information from any previous visits. If none, please give pertinent information you may have learned prior to the visit.
3. What is the patient's social history: relationships, work environment, way the patient takes care of himself or herself, support systems?
4. What is the patient's spiritual history: beliefs, values, what gives the person meaning, practices, things that matter to the patient most, life goals, personal story?
5. What were your initial observations on seeing the patient?

## **Reflection on the Visit**

Think of a patient you cared for this year. Write or reflect on the encounter with the patient. Use the questions below to guide your reflection.

### **1. LEARNING ISSUES**

Why are you presenting this particular patient?

### **2. INDEPTH ANALYSIS OF THE VISIT**

Describe your emotional reactions toward the patient. What reactions did the patient manifest toward you? (The patient includes family members, friends of the patient, and/or staff when appropriate.) What emotional reactions came up for you? Were you affected by the patient visit? If so, how?

### **3. SPIRITUAL ISSUES**

Are there any spiritual or inner life issues apparent in this encounter either in yourself or the patient or both? If so, what are the issues? How did you interface with the spiritual issues your patient is facing. How does your spirituality/inner life inform your responses?

### **4. EVALUATION OF SELF**

Spiritual-scientific practitioner: What was uniquely spiritual/humanistic about what you did? How does this visit demonstrate what is firm and what is changing in your own spirituality/inner life? In your professional life?

Personal: What attitudes, beliefs, values, assumptions, previous personal relationships, and experiences influenced you and how you responded to this situation/patient/family?

### **5. FUTURE ENCOUNTERS**

How will you change your future encounters with patients based on what you learned from this patient case?

### **6. RELATED COMPETENCIES**

See competency-specific questions for each topic that follows.

## COMPETENCY-SPECIFIC QUESTIONS BY TOPIC

Competency-related discussion questions by topic. Discussion questions can be used in the rounds and as pre-session reflection questions. Faculty also may develop their own competency-based questions. Not all competencies need to be covered in each session. These are just a guide.

TOPICS	COMPETENCIES	REFLECTION QUESTIONS
<p><b>Topic 1: Explore spirituality as a way of connecting with patients</b>  <i>Purpose:</i> Encourage students to reflect on how their spirituality influences the way they approach and interact with patients and how patients' spirituality influences their illness experience</p>	<ul style="list-style-type: none"> <li>• Describe how a patient's spirituality may affect his/her context-specific clinical care (Knowledge)</li> <li>• Invite patients to identify and explore their own spirituality (Patient Care)</li> <li>• Describe how spirituality functions as a way of connecting with the healthcare team, family, and patient (Personal/Professional Development)</li> <li>• Explore the role that spirituality plays in your professional life (personal and professional development)</li> <li>• Discuss why the illness experience of the patient is an essential element of the physician-patient relationship (Compassionate Presence)</li> <li>• Integrate patient's spiritual issues and resources into ongoing treatment and discharge plans (Patient Care)</li> </ul>	<p><b>Connection</b></p> <ul style="list-style-type: none"> <li>• What role do your beliefs and spirituality/inner life play in your professional life and how did they come into play in your relationship with this patient? (PPD)</li> <li>• Did your own belief system and spirituality /inner life help you or hinder you from connecting with your patient? (PPD, C)</li> <li>• What ways did you choose to communicate with your patient about belief systems or spirituality/inner life? What worked? What didn't? (C)</li> </ul>
<p><b>Topic 2: Explore the vocation of medicine by discovering and strengthening one's call</b>  <i>Purpose:</i> Nurture students' call through examination of the students' own spirituality</p>	<p><b>Call</b></p> <ul style="list-style-type: none"> <li>• Explain the reasons and motives that drew you to the medical profession (Personal/Professional Development)</li> <li>• Discuss why it is a privilege to serve the patient (Compassionate Presence)</li> </ul>	<p><b>Call</b></p> <ul style="list-style-type: none"> <li>• What are the beliefs that brought you to medicine in the first place? (PPD)</li> <li>• Did your relationship with this patient strengthen or weaken your commitment? (PPD)</li> <li>• Where there moments where you felt compassionate? What was that like? Did you notice anything different in the relationship between you and your patient when you were being compassionate?</li> </ul>
<p><b>Topic 3: Explore the transformative potential of the physician-patient encounter</b>  <i>Purpose:</i> Encourage students to be open to the experience of practicing attentive and compassionate patient care and how each professional patient relationship may change them—and their patients</p>	<p><b>Transformation</b></p> <ul style="list-style-type: none"> <li>• Discuss how you as a provider may be changed by your relationship with the patient (Compassionate Presence)</li> <li>• Practice deep listening—hearing what is being communicated through and between the words, the body language, and the emotions (Communications)</li> </ul>	<p><b>Transformation</b></p> <ul style="list-style-type: none"> <li>• How were you changed—if at all--by your relationship with this patient?</li> <li>• When did you become aware of that change?</li> <li>• Was your relationship with that patient or other patients different as a result of that change?</li> <li>• How might it help you become a better doctor? (PPD)</li> </ul>
<p><b>Topic 4: Explore how the concept of suffering in the patient's life affects the patient and the</b></p>	<p><b>Patient Suffering</b></p> <ul style="list-style-type: none"> <li>• Discuss the responsibilities of physicians with regard to addressing all dimensions of pain including</li> </ul>	<p><b>Patient Suffering</b></p> <ul style="list-style-type: none"> <li>• What are the verbal and nonverbal signs of suffering? (K)</li> <li>• Did you detect any with this patient?</li> </ul>

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<p><b>student</b>  <i>Purpose:</i> Help students understand the concept of suffering and the influence suffering has on one's own life and the lives of patients</p>	<p>suffering (Compassionate Presence, Communication, Knowledge)</p> <ul style="list-style-type: none"> <li>Practice compassionate presence as a way to support patient's suffering (Compassionate Presence)</li> <li>Reflect on personal experiences of suffering in the student's own life and how that experience impacts the way they relate to patient suffering (Personal and Professional Development)</li> <li>Perform ongoing assessment patient's spiritual distress (Patient Care)</li> <li>Practice deep listening when listening to the patients' suffering (Communication)</li> </ul>	<p>(C)</p> <ul style="list-style-type: none"> <li>How might you respond to them? (C, CP)</li> <li>If you had the opportunity to do it again, how might you respond differently?</li> <li>How do you deal with uncertainty in the context of patient care.—for example, when patient asks why is this happening to me or other existential questions?</li> </ul>
<p><b>Topic 5 Explore boundaries in the physician-patient relationship in the context of compassionate patient care</b>  <i>Purpose:</i> Help students understand how to form healthy patient relationships</p>	<p><b>Boundaries</b></p> <ul style="list-style-type: none"> <li>Describe boundary issues in providing spiritual care (Knowledge)</li> <li>Describe personal and external factors that may limit your ability to be present with a given patient (Compassionate Presence)</li> <li>Respond appropriately to verbal and nonverbal signs of spiritual distress (Patient Care)</li> </ul>	<p><b>Boundaries</b></p> <ul style="list-style-type: none"> <li>What are personal and external factors that may limit your ability to be present with a given patient? (Compassionate Presence)</li> <li>What is the value of boundaries? How do you practice boundaries? How do you maintain deep connections with patients while attending to your own needs?</li> <li>What boundary issues came up for you in this encounter?</li> </ul>
<p><b>Topic 6: Explore care of the caregiver</b>  <i>Purpose:</i> Help students identify and practice effective self-care activities and build communities of support</p>	<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>Describe signs of personal spiritual crisis and methods of intervening (Personal/Professional Development)</li> <li>Identify your sources of spiritual strengths (Personal/Professional Development)</li> <li>Reflect on signs of personal spiritual crisis and methods of intervening (Personal/Professional Development)</li> <li>Identify your personal and professional support communities (Personal/Professional Development)</li> </ul>	<p><b>Self-Care</b></p> <ul style="list-style-type: none"> <li>What are ways you care for yourself?</li> <li>Who or what do you turn to when you need support?</li> <li>Do you feel you can share/show your emotions with peers and/or faculty?</li> <li>Do you feel you can talk about your inner life/spirituality with your peers and/or faculty?</li> </ul>
<p><b>Topic 7: Explore spirituality in the context of patient distress</b>  <i>Purpose:</i> Help students identify their inner resources to support patients in distress</p>	<p><b>Patient Distress</b></p> <ul style="list-style-type: none"> <li>Respond appropriately to verbal and nonverbal signs of distress (Patient Care)</li> <li>Differentiate between spiritual and psychological distress (Knowledge)</li> <li>Collaborate with staff, family, pastoral care, and other members of the healthcare team to address patient's spiritual care (Patient Care)</li> <li>Use appropriate nonverbal behaviors to signal interest in the patient (Communication)</li> <li>Perform ongoing assessment of patient's spiritual distress (Patient Care)</li> </ul>	<p><b>Patient Distress</b></p> <ul style="list-style-type: none"> <li>What has your reaction been to dealing with patient distress? Is it what you expected?</li> <li>How do you deal with uncertainty in the context of patient care.—for e.g. not having all the answers the patients want?</li> <li>Were there moments where you experienced deep compassion for the patient? What was that experience like for you?</li> </ul>

	<ul style="list-style-type: none"> <li>• Practice curious inquiry (Communication)</li> </ul>	
<p><b>Topic 8: Explore system barriers to meeting patients' spiritual needs</b>  <i>Purpose:</i> Help students understand and overcome barriers within the health care system that restrict patient spiritual care</p>	<p><b>System Barriers</b></p> <ul style="list-style-type: none"> <li>• Discuss the ways in which healthcare systems may complicate spiritual care (Health Care Systems)</li> <li>• Explain how effective spiritual care impacts the overall quality of and improvements to patient care (Health Care Systems)</li> <li>• Apply advocacy skills to spiritual care within healthcare systems (e.g., local, regional, national) (Health Care Systems)</li> <li>• Discuss the ways in which healthcare systems may complicate spiritual care (Health Care Systems)</li> </ul>	<p><b>System Barriers</b></p> <ul style="list-style-type: none"> <li>• How well does the hospital, clinical setting support your ability to practice compassionate care? What if any barriers did you encounter? How did you deal with them?</li> <li>• How did the barriers impact your relationship with the patient?</li> <li>• How did the barriers influence the type of care you wanted to provide for the patient?</li> </ul>