MUSLIM STUDENT RITUALS

Planning for Classroom to Healthcare Clinic Transition
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CONTRIBUTIONS

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**Students**
- Sarah Alsadah, WMU
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OBJECTIVES

• Identify the **daily religious rituals** that Muslim fieldwork students perform during their fieldwork experiences (various disciplines).

• Identify **collaboration methods for the academic program and student to use with fieldwork sites** to provide information about Muslim traditions.

• Identify **methods for a Muslim fieldwork student to educate the fieldwork site clients** about his/her Muslim beliefs and rituals.
• Assess client factors (body functions, body structures, values, beliefs, and spirituality) impacting participation in life roles, habits and routines.
Figure 3. Occupational therapy’s domain and process.
Used with permission.
Islam is a religion and its followers are called Muslims.

Islam is a religion with structure, rules, and rituals.

The more one learns about the religion, the more apparent it becomes that being a Muslim is a lifestyle.
“OPEN ENDED”
STUDENT QUESTIONS

• Is there anything you would like to share with me about your learning style, outside appointments or religious routines that may impact this clinical experience?

• I am very open to questions about aspects of your identity that will help foster our relationship.
OCCUPATIONAL THERAPY - CENTENNIAL VISION: 2007 - 2017


Goal:
To be a “globally connected and diverse workforce”
(AOTA 2007)
CHHS Strategic Plan

• **CHHS Value:** Learning and work environments that are healthy, intellectually stimulating, creative, inclusive and respectful of human diversity.

• **GOAL 4:** Valuing diversity in all of its forms, we work actively to assess and remove barriers that prevent students, from full college participation.
  - **4.1.1:** Provide supports to attract and retain students representing diverse experiences and perspectives.
Work Environment Participation:
Is it acceptable to ask for schedule and/or caseload adjustments?
ADJUSTMENT

ACCOMMODATION
RELIGION RITUALS: COACHING THE STUDENT

Academic Program

Discipline Specific: Tasks and Considerations

Clinical Supervisor

When, how, if to share information?

Client

Will anything influences this relationship?
CLINICAL SUPERVISOR DISCUSSIONS: RELIGION RITUALS

When? Where? How? What?
**Identify Muslim daily rituals: Will there be any concerns with completing these rituals in the clinical environment? (relate to your own discipline)**

**Should students communicate anything about their religion before the first day of a clinical rotation?**

**How will the student communicate these ritual requests to the clinical site?**

**How will the student communicate information about their religious rituals to their clients?**
Inpatient Rehabilitation:

- Maximal assistance to dependent transfers
- Bathing
- Dressing
- Toileting (toilet transfers, clothing management, self-catheterization)
- Grooming
- Education on participation in sexual intercourse (fertility education)

Outpatient Hand Therapy Clinic:

- Upper extremity massage, joint mobilization, modalities, positioning
EMERGING THEMES

Discussions with all players in clinical education:
Academic Fieldwork Coordinator
Fieldwork Educator
Student
MUSLIM IDENTITY THEMES: MAY IMPACT PARTICIPATION

- Prayer Times
- Prayer Space
- Dress
- Touch: Males and Females
- Fasting

Muslim Rituals
• Five times a day

• Winter: shorter time span from sunrise to sunset
  • More prayer times during traditional work hours
PRAYER SPACE

• Wudu = state of purity
• Private ground space
• Sterile environment
• Males: Friday afternoons at a mosque
TOUCH: MALES AND FEMALES

Considerations:

• Puberty

• Nonfamily members

• Geriatrics
OCCUPATIONAL THERAPY: JOB REQUIREMENTS

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Outpatient Hand Therapy Clinic:

- Upper extremity massage, joint mobilization, modalities, positioning
FASTING

• Ramadan:
  • Sunrise to sunset
• Pediatric Feeding Clinic
• Adult cooking groups
DRESS

- Women: “cover” = head scarf (hijab) and long sleeves, conservative
INTENTIONS =

PROVIDING MEDICAL ASSISTANCE

Adaptable with Religion Rituals
OT STUDENT SHARES PERSPECTIVES PRIOR TO FIELDWORK PLACEMENTS

• Faryal Shaheen shares her perspectives on trying to decide if she will share anything about her religious rituals to her clinical site, prior to the first day.
CURRENT OT FIELDWORK STUDENT SHARES PERSPECTIVES

(Safa’s video explaining why she waited until first day to say anything.)
SAMPLE LETTER TO A CLINICAL SITE

Sara Alsadah’s email

• Refer to handout
FINAL REFLECTIONS ON RELIGIOUS IDENTITY AS A HEALTHCARE PRACTITIONER

(Usama’s Thoughts)

(Sara Alsadah’s thoughts returning to Saudi Arabia to practice)
ASSUMPTIONS ABOUT MUSLIMS

- All Muslims are Arabs
- All Muslims have “arranged” marriages (forced marriages)
- Women’s rights (property, divorce, education, work)
## TOPIC

- Introductions – shaking hands
- Caregiver training
- Handling questions related to assumptions about religion
STUDENT CLINICIAN: IDENTITY DEVELOPMENT

- Length of time in program
- Clinical Experience
- Career Goal: Area of Practice
- ISLAM Culture
- Geographic Location At Graduation
DESIGNATED REFLECTION ROOM
AT WMU

Door

Sign

Space
The purpose of all major religious traditions is not to construct big temples on the outside, but to create temples of goodness and compassion inside, in our hearts. ~Tenzin Gyatso, 14th Dalai Lama


• Harris, O., Mukati, A. S. & Ghandchi, N. (2012, October 30). What SLPs need to know when working with muslim clients. The ASHA Leader.
