

## Tools for Intercultural Education of Nurses in Europe (IENE 3)

### TITLE OF THE TOOL : VALUES OF CULTURALLY COMPASSIONATE CARE

## 1 THEORETICAL ASPECTS

### 1.1 Principles and values relevant to the tool

This tool is both for students to learn on their own or with others about the topic of the compassion and for teachers, to develop to nurses competent and compassionate care.

It is based on the Methodology for creating the learning/teaching tools for compassion, courage, health inequality and intercultural communication , prepared by Prof. Irena Papadopoulou, in the framework of the project Tools for Intercultural Education of Nurses in Europe (IENE 3).

This paper, developed by a team of psychologists, trainers from EDUNET Organization and nurses teachers at “EDUNET” Nurses School, integrates practices with contemporary psychology and scientific research on compassion.

This Learning Tool includes:

- a) Classroom activities such as presentations , exercises, study cases, discussion and experience sharing ;
- b) Real-world “homework” assignments to practice compassionate in actions, to develop loving kindness, empathy and compassion in relationships with patients.

### 1.2 Overall aim for the tool

The tool “Values of culturally compassionate care” is aiming to develop the culture of compassion for nurses and other healthcare professionals, in order to provide excellent health care and well-being of patients.

### 1.3 Learning outcomes

At the end of this training, the participants:

- will have a new vision about the culture and the values of compassion in care;
- new knowledge about the attributes necessary in developing compassion;
- sensitivity of cultivating compassionate relationships and avoid barriers to compassionate care;

- increased skills needed to deliver cultural compassionate care, empathy and kindness in therapeutic relationships;

## 1.4 Relevant definitions and terms

**Compassion** is “sympathetic pity and concern for the sufferings or misfortunes of others” <http://www.oxforddictionaries.com/definition/english/compassion>

Compassion is how care is given through relationships based on empathy, kindness, respect and dignity. Compassion has two main valences: the affective feeling of caring for one is suffering and the motivation to relieve that suffering” (Hoffmann, 2011) It is ‘a deep awareness of the suffering of another coupled with the wish to relieve it’ (Chochinov 2007).

Compassion includes ‘empathy, respect, a recognition of the uniqueness of another individual, and the willingness to enter into a relationship in which not only the knowledge but the intuitions, strengths, and emotions of both the patient and the physician can be fully engaged’ (Lowenstein 2008).

**Relating terms:** *sensitivity, sympathy, empathy, distress tolerance, non judgement, motivation, respect, dignity, human rights.*

**Sensitivity** is the capacity to be sensitive and maintain open attention when others need our help.

**Sympathy** is the ability to be moved emotionally by other’s distress.

**Distress tolerance** is the ability to bear difficult emotions both within ourselves and in others.

**Empathy** is the ability to recognise another human being feelings, make sense of their feelings and response emotionally to them.

**Non-judgement** means not judging a person’s pain or distress, but simply accepting and validating their experience.

**Motivation** is the commitment to try to be caring, supportive and helpful to others.

For more information, see the IENE glossary <http://ieneproject.eu/glossary.php>.

## 1.5 What the research says on the topic

1. Irena Papadopoulos (2007), **Transcultural Health and Social Care: Development of Culturally Competent Practitioners**  
*Provides research-based information on culturally competent care of vital importance to all health and social workers in multi-cultural communities.*
2. **Intercultural Education of Nurses in Europe**, [www.ieneproject.eu](http://www.ieneproject.eu)  
*A multilingual website which develop a new model for intercultural education of nurses (PPT/IENE Model ), addressing nurses and healthcare professionals working in contact with patients with different cultures and languages .*

3. Allys Coe-King, Paul Gilbert (2011), **Compassionate care: the theory and the reality**, available at <http://www.connectingwithpeople.org/node/45>  
*Outlines the development of an emerging new approach to compassion and acknowledge some of the current barriers to delivering compassionate care.*
4. Joan Halifax (2013) G.R.A.C.E. for nurses: **Cultivating compassion in nurse/patient interactions**, available at <http://www.upaya.org/wp-content/uploads/2013/12/GRACE-FOR-NURSES2781-10448-1-PB.pdf>  
*An innovative model for cultivating and expression of compassion embeded in the experience of the practice of nursing.*
5. **Compassion in Practice**, available at <http://www.england.nhs.uk/nursingvision/>  
*A new vision and strategy to develop the culture of compassionate care for nurses, midwives and care-givers, drawn up Jane Cummings, the Chief Nursing Officer for England (CNO) at the NHS Commissioning Board, and Viv Bennett, Director of Nursing at the Department of Health.*
6. **Tools** for Intecultural Education of nurses in Europe,  
<http://ienetools.wordpress.com/>  
*A project aiming to increase the skills of nurses and health care professionals for providing culturally competent and compassionate care to patients*

## 1.6 What the legislation/treaties/conventions says on the topic

1. **The Directive 2005/36/EC of the European Parliament on the recognition of professional qualifications**  
[http://ec.europa.eu/internal\\_market/qualifications/policy\\_developments/index\\_en.htm](http://ec.europa.eu/internal_market/qualifications/policy_developments/index_en.htm)
2. **Professional standards for nurses**  
[http://oamrvaslui.ro/Standarde\\_profesionale.pdf](http://oamrvaslui.ro/Standarde_profesionale.pdf)
3. **Curriculum for Qualification of General Nurses** (Romanian Education Ministry nr. 2713/29.11.2007).
4. **The practicing midwifery and nursing profession** (Romanian Government Emergency Ordinance no. 144 of 28 October 2008)  
<http://oamrvaslui.ro/oug144.pdf>.
5. **The Ethic Code of the practitioner midwife and nurse in Romania**  
<http://www.oamr.ro/despre-noi/codul-de-etica-si-deontologie/>

## 1.7 What local policies say

General nurse and midwife are required to show a faultless conduct towards ill, always respecting its dignity. (Article 5 of *The Ethic Code of the practitioner midwife and nurse in Romania*). Upon receipt of the Order of Nurses, Midwives and Nurses in Romania, registered practitioner nurse and midwife take the oath to exercise profession with dignity, to respect human being and his rights, to not discriminate patients by nationality,

race, religion, political affiliation or social status.

## 2 PRACTICAL ASPECTS

### 2.1 Classroom activities: *Teaching sessions on general principles and values of compassion*

#### SESSION 1: Key attributes of compassion

Activity/Method	Resources needed	Time
The participants will consider the theory of compassion, examine the PTT/IENE Model of Cultural Competence and the Model for developing culturally compassion in healthcare professionals care and will identify the core attributes necessary in developing compassion and skills needed to deliver cultural compassionate care.	Trainer Instructions  PPT presentation  Information sheet	45 minutes

#### SESSION 2: The values of compassion:

Activity/Method	Resources needed	Time
Exercise 1: Selecting Values game  The participants will consider the benefits of delivering compassionate, extract a list of value for compassion ( <i>respect, tolerance, dignity, human rights etc</i> ) and consider the importance of these values.	Trainer Instructions Cards or A5 sheets papers (10 per person participating in the game) Pencil or pen for each participant	45minutes

#### SESSION 3 : Barriers to compassionate care

Activity/Method	Resources needed	Time
Exercise 2: Study case  The participants identify the barriers to compassionate care and consider strategies for and minimising these barriers.	Trainer Instructions  “The Death of Mr Lazarescu “ movie available at <a href="http://www.youtube.com/watch?v=dw320TF6BL4">http://www.youtube.com/watch?v=dw320TF6BL4</a>  Work sheet: Compassionate and uncompassionate behaviours of the medical staff to Mr. Lazarescu	90 minutes

## 2.2 ACTIVITIES IN PRACTICE : Become compassionate

Activity/Method	Resources needed	Time
Exercise 3: Roles playing of building therapeutic relationships based on the compassion values: learners' interactions with patients, family and team members showing sensitivity, empathy sympathy, commitment followed by debriefing and feedback.	Trainer Instructions  Work sheet : First steps to become compassionate	

Resources:

1. *PPT presentation*
2. *Information sheet with relevant definitions and terms*
3. *Work sheet: Compassionate and uncompassionate behaviours of the medical staff to Mr. Lazarescu*
4. *Work sheet : First steps to become compassionate*
5. *Trainer Instructions*

### III. TOOL ASSESSMENT<sup>1</sup>

#### 3.1 Practical assessment.

Practical skills and capacity of building therapeutic relationships based respecting compassion values will be assessed

Once the classroom training sessions has been completed, the group will practice their newly learnt knowledge & skills. The activities in practice allow the trainees to put their theory into practice.

The minimum acceptable standards are:

- Showing sensitivity, empathy, sympathy and commitment in interactions with patients, family and team members
- Promoting values of respect, tolerance, dignity and rights of patients.

Each trainee is to be assessed against the provided assessment sheet, which is to be completed by the trainer / assessor.

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<sup>1</sup> *In this paper the term 'assessment' refers to those activities used by teachers and students to confirm what they (the students) have learnt which demonstrates whether they have achieved the learning outcomes of the tool. The term 'evaluation' may be used instead of the term 'assessment'.*

While assessing, the trainer compare their practices with the standards, indicating whether they are complying with our standards or not, by making written notes on the Assessment Sheet.

When the assessment has completed, the trainer give feedback to the trainees on their performance The Assessment Sheet can be forwarded to the training department, in order for the trainees to receive a certificate.

Resources: *Assessment Sheet*

## IV EVALUATION

The participants in piloting the tool (student nurses and registered nurses) will take part in the evaluation.

The evaluation criteria are :

- Does tool helps students progress through their learning goals?
- Is it practical and easy to use by both teachers/trainers and students?
- Is it relevant, innovative and important to students learning pathway?

Evaluation will be made trough an evaluation questionnaire containing a set of questions following with what extend the learning tool meet the criteria above.

The report on the evaluation will be shared to the trainers' team and will conduct a meta-analysis of results, to identify the main themes which will guide the revision of the tool.

Resources : *Evaluation Questionnaire*

### I. AUTHORSHIP

5.1 People who led the development of the tool:

1. Victor Dudau, teacher of psychology and trainer (<http://dudau.wordpress.com/> )

People participating in piloting and evaluating the tool:

1. Lucia Babu, trainer
- 2 .Pusa Barbulescu , teacher at Nurses School « Edunet »