

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

Prepared by Serpil Tural, Marmara University Pendik Research and Training Hospital

Title of the tool: Learning of the Compassion

Theoretical aspect

Principles and Values

According to most of our society, compassion has its roots in religious belief and it means sharing the suffering of others, at the same time the most people believe compassion is based on being human or humanity.

The principles of the compassion are:

- Sharing with others,
- Caring about others,
- Help,
- Equality,
- Love,
- Solidarity,
- Tolerance,

Values of the tool:

- Empathy
- Respect
- Dignity
- Equity
- Human rights
- Acceptance
- Inclusion

Aim: Having abilities for compassionate care

Learning outcomes:

1. To learn the need of compassion in nursing;
2. To be self awareness,
3. To have compassionate care to patients,
4. To have compassion satisfaction in this respect.
5. To learn the importance of compassion in nursing practice,
6. To understand the patient/client/family as a person .

Relevant Definitions and Terms

Teaching students or nurses what compassion means is simple. It's defined as the desire to help someone who's in distress. Compassion, in other words, is a feeling and an act, and the best way to teach it is to put it into action.
www.connectionsacademy.com

Compassion satisfaction is most often felt by both students and teacher.

Compassion literally means “to suffer together.” Among emotion researchers, it is defined as the feeling that arises when you are confronted with another’s suffering and feel motivated to relieve that suffering.

Compassion is not the same as empathy or altruism, though the concepts are related. While empathy refers more generally to our ability to take the perspective of and feel the emotions of another person, compassion is when those feelings and thoughts include the desire to help. Altruism, in turn, is the kind, selfless behavior often prompted by feelings of compassion, though one can feel compassion without acting on it, and altruism isn’t always motivated by compassion. While cynics may dismiss compassion as touchy-feely or irrational, scientists have started to map the biological basis of compassion, suggesting its deep evolutionary purpose. This research has shown that when we feel compassion, our heart rate slows down, we secrete the “bonding hormone” oxytocin, and regions of the brain linked to empathy, caregiving, and feelings of pleasure light up, which often results in our wanting to approach and care for other people.

Compassion Code:

Share fairly

Communicate with Care

Help Build Trust

Openly Welcome Everyone

Offer Respect to All

Listen with Interest

<http://teachingcompassion.weebly.com/teaching-ideas-and-strategies.html>

While care and compassion has always been the philosophy that has underpinned our teaching curriculum here at Sheffield Hallam University, we have enhanced this by introducing augmented reality (AR) into our teaching.

AR introduces simulations by overlaying computer-generated images via a tablet computer, such as an iPad, on to a training manikin. The student holds the tablet up to the manikin from the bedside and will see a live display of the room they are in but the head and shoulders of the manikin will be overlaid with the video of an actor posing as a patient.

The age and sex of the patient is communicated via the video along with their clinical condition and it is down to the trainee to react appropriately to that patient's needs. The students are currently tested on patients with breathing difficulties, chest pains and other generic conditions, and we are continually adding to our range of scenarios as we progress with this piece of technology.

The purpose of this innovation is to enable students to see the real patient while rehearsing both clinical and non-technical skills on a human patient simulator.

We see the way in which students address their patients, interact with them and develop that all important nurse-patient relationship. In doing this, the essential skills of demonstrating care, compassion, empathy and dignity towards a patient can be realistically assessed, allowing us, as tutors, to give feedback on a student's performance and patient communication. <http://www.theguardian.com/healthcare-network/2013/jul/15/augmented-reality-enhance-care-compassion>

What the research says

In Turkey, compassion is defined in limited researches.

The ability of being compassionate is evaluated to be good nurse or one important characteristics of the nurse. The student nurses pointed out in the research that “ the maternal attitudes of the nurses shows that compassion and benevolence can be considered as important qualities for nursing care in Turkey”.(1)

But it is important to understand the compassion is result of maternal attitudes for most of the nurses.

Nursing focuses on meeting physical, social and emotional health-care needs of individuals, families and society. In health care, nurses directly communicate with patients and try to empathize with them. Nurses give care under emotionally intense conditions where the individual undergoes pain and Results indicated that there is a correlation between self-compassion and

emotional intelligence and that emotional intelligence, which includes the individual perceiving one's emotions and using the knowledge one gained from them to function while directing thoughts, actions and professional applications, has positive contributions to the features of nurses with developed self-compassion.(2)

Qualified nursing care is based on empathy, respect to other ideas and feelings, compassionate, kindness. (3)

What the research says on the topic

Three Insights from the Cutting Edge of Compassion Research

http://greatergood.berkeley.edu/article/item/three_insights_from_the_cutting_edge_of_compassion_research

A recent gathering of compassion researchers reveals new discoveries about how and why humans help each other

Compassion is push-pull

It turns out that feeling safe is a precondition to activating biological systems that promote compassion. In the face of another person's suffering, the biological mechanisms that drive our nurturing and caregiving can only come online if our more habitual "self-preservation" and "vigilance-to-threat" systems (e.g. fear, distress, anxiety, hostility) are not monopolizing the spotlight.

In the other direction, having a genetic disposition and life history that's led to a strong sense of social support, trust, and safety around people puts your "self-preservation" impulses at ease and opens the door for you to feel compassion.

How, then, can we relax vigilant, self-preservation systems so that our compassionate biology can more readily get into gear? University of Wisconsin researcher Helen Weng suggests the secret lies in the brain's frontal lobes, which her studies show do a better job of calming alert signals from the amygdala (the brain's almond shaped threat detector) when people complete a brief course in compassion.

This means that we can actually train our brains for compassion. When Charles Raison, another presenter, and his colleagues at Emory University also evaluated the effects of a compassion training course, they found lower stress hormones in the blood and saliva of people who spent the most time doing the compassion exercises.

But what's *in* compassion training, one might ask? How does it boost the frontal lobes and attenuate stress hormones? Read on...

2. Compassion hinges upon mindfulness

The regular practice of mindfulness—moment to moment awareness of your body and mind—turns out to be a common theme across programs for training compassion, including those based at the University of Wisconsin, Emory University, CCARE, the Max Planck Institute in Leipzig, Germany, a consortium of clinicians in the United Kingdom, and, of course, 2,000 years of Buddhist tradition.

The opposite of mindfulness is sometimes referred to as “mindwandering”—reflexively thinking about what has happened, might have happened, or could or should happen. This very common non-mindful habit has been shown by Harvard researchers Matthew Killingsworth and Daniel Gilbert to decrease happiness. Judson Brewer, a psychiatrist at Yale University, has shown that mindwandering involves a predictable brain area (the posterior cingulate cortex), and that people can phase out activation in this brain area by practicing mindfulness.

Compassion, data suggest, comes more readily if people can be more openly aware of the present moment as it is occurring, particularly in the presence of other’s suffering, without reflexive thinking or judgment. (For more on the links between compassion and mindfulness, stay tuned for details about the GGSC’s conference on the relationship between the two, to be held in March of 2013.)

3. Brains like helping the group more than helping the self

Studies using optogenetics, a technique for making populations of living brain cells fire, and fMRI, which measures how much oxygen neurons are using, show that the brain’s pleasure systems also play an important role in compassion.

For example, extending compassion toward others biases the brain to glean more positive information from the world, something called the “carryover effect.” Compassionate action—such as giving some of one’s own earnings to charity—also activates pleasure circuits, which some people call “the warm glow.”

In the words of Dr. Jamil Zaki, a professor of psychology at Stanford, “humans are the champions of kindness.” But why? Zaki’s brain imaging data shows that being kind to others registers in the brain as more like eating chocolate than like fulfilling an obligation to do what’s right (e.g., eating brussel sprouts). Brains find it more valuable to do what’s in the interest of the group than to do what’s most profitable to the self.

Why Practice Compassion?

http://greatergood.berkeley.edu/topic/compassion/definition#why_practice

Scientific research into the measurable benefits of compassion is young. Preliminary findings suggest, however, that being compassionate can improve health, well-being, and relationships. Many scientists believe that compassion may even be vital to the survival of our species, and they're finding that its advantages can be increased through targeted exercises and practice. Here are some of the most exciting findings from this research so far.

- Compassion makes us feel good: Compassionate action (e.g., giving to charity) activates pleasure circuits in the brain, and compassion training programs, even very brief ones, strengthen brain circuits for pleasure and reward and lead to lasting increases in self-reported happiness.
- Being compassionate—tuning in to other people in a kind and loving manner—can reduce risk of heart disease by boosting the positive effects of the Vagus Nerve, which helps to slow our heart rate.
- One compassion training program has found that it makes people more resilient to stress; it lowers stress hormones in the blood and saliva and strengthens the immune response.
- Brain scans during loving-kindness meditation, which directs compassion toward suffering, suggest that, on average, compassionate people's minds wander less about what has gone wrong in their lives, or might go wrong in the future; as a result, they're happier.
- Compassion helps make caring parents: Brain scans show that when people experience compassion, their brains activate in neural systems known to support parental nurturance and other caregiving behaviors.
- Compassion helps make better spouses: Compassionate people are more optimistic and supportive when communicating with others.
- Compassion helps make better friends: Studies of college friendships show that when one friend sets the goal to support the other compassionately, both friends experience greater satisfaction and growth in the relationship.
- Feeling compassion for one person makes us less vindictive toward others.
- Restraining feelings of compassion chips away at our commitment to moral principles.
- Employees who receive more compassion in their workplace see themselves, their co-workers, and their organization in a more positive light, report feeling more positive emotions like joy and contentment, and are more committed to their jobs.
- More compassionate societies—those that take care of their most vulnerable members, assist other nations in need, and have children who perform more acts of kindness—are the happier ones.

- Compassionate people are more socially adept, making them less vulnerable to loneliness; loneliness has been shown to cause stress and harm the immune system.

How to Cultivate Compassion?

We often talk about some people as being more compassionate than others, but research suggests compassion isn't something you're born with or not. Instead, it can be strengthened through targeted exercises and practice. Compassion training programs, such as those out of Emory University and Stanford University, are revealing how we can boost feelings of compassion in ourselves and others. Here are some of the best tips to emerge out of those programs, as well as other research.

- **Look for commonalities:** Seeing yourself as similar to others increases feelings of compassion. A recent study shows that something as simple as tapping your fingers to the same rhythm with a stranger increases compassionate behavior.
- **Calm your inner worrier:** When we let our mind run wild with fear in response to someone else's pain (e.g., What if that happens to me?), we inhibit the biological systems that enable compassion. The practice of mindfulness can help us feel safer in these situations, facilitating compassion.
- **Encourage cooperation, not competition, even through subtle cues:** A seminal study showed that describing a game as a "Community Game" led players to cooperate and share a reward evenly; describing the same game as a "Wall Street Game" made the players more cutthroat and less honest. This is a valuable lesson for teachers, who can promote cooperative learning in the classroom.
- **See people as individuals (not abstractions):** When presented with an appeal from an anti-hunger charity, people were more likely to give money after reading about a starving girl than after reading statistics on starvation—even when those statistics were combined with the girl's story.
- **Don't play the blame game:** When we blame others for their misfortune, we feel less tenderness and concern toward them.
- **Respect your inner hero:** When we think we're capable of making a difference, we're less likely to curb our compassion.
- **Notice and savor how good it feels to be compassionate.** Studies have shown that practicing compassion and engaging in compassionate action bolsters brain activity in areas that signal reward.

- To cultivate compassion in kids, start by modeling kindness: Research suggests compassion is contagious, so if you want to help compassion spread in the next generation, lead by example.
- Curb inequality: Research suggests that as people feel a greater sense of status over others, they feel less compassion.
- Don't be a sponge: When we completely take on other people's suffering as our own, we risk feeling personally distressed, threatened, and overwhelmed; in some cases, this can even lead to burnout. Instead, try to be receptive to other people's feelings without adopting those feelings as your own.

Compassion is not sympathy, empathy, or altruism, although each plays a part. The compassionate person feels the emotional state of another and takes steps to be with them in that state. www.squidoo.com/teach-kids-compassion

Practical Aspects of the tool

The ways of teaching compassion

Take a quiz for personally to measure your compassion level
http://greatergood.berkeley.edu/quizzes/take_quiz/13

Activity: Show Compassion for Your Students

Show Compassion for Others

Activity: Talk about Compassion with Your Students

Have conversations with your child to help them understand what other people might be experiencing and feeling.

Have them imagine what it would be like to be in that person's shoes. These could be people at school or the conversation could extend to people in other parts of the world, like children experiencing war or natural disasters.

Activity: Act with compassion:

Having the class volunteer, or partaking in activities that help the community or others

Volunteer Together

Activity: Visit to Elderly Care Home or Orphan age with Your Students

Activity: Read about Compassionate People

Martin Luther King Jr

Mother Teresa

Mohandas Gandhi

*****Enjoy non-competitive games**

*****Reduce exposure to violence in games and movies**



Activity: Teach Students How to Listen

Activity: Take photographs or find photographs that demonstrate compassion.

Activity: Document a compassionate project on video.

Activity: Draw or paint a story of compassion:

Bulletin board of candid moments of the students showing compassion towards each other

www.squidoo.com/teach-kids-compassion

References

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(3)-Tortumluoglu G, Bayat M, Sevig Ü. Evaluation of person by using the model of “Giger and Davidhizar”