



Erasmus + KA2: STRATEGIC PARTNERSHIPS



Strengthening The Nurses' And Health Care Professionals' Capacity To Deliver Culturally Competent And Compassionate Care (IENE4)

Tool for Intercultural Education of Health Care Leadership in Europe for Front line leaders (IENE 4)

TITLE OF THE TOOL (UNIT 2):

PROMOTING EQUALITY AND ETHICAL PRINCIPLES IN CULTURALLY COMPETENT AND COMPASIONATE HEALTH CARE LEADERSHIP

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1. Theoretical Aspects

1.1 Principles and values

This tool is addressed to front line health care leaders. The training will focus on the importance of providing culturally competent and compassionate health care on the bases of equality and ethical principles.

This tool will help the leaders to understand and transmit the importance of the entity and dignity that every person has. They will be training on the rights of each user of health services and assessment of general knowledge of other behaviors regarding health.

The principles and values that underpin this tool are:

- Respect
- Trustworthiness
- Compassion
- Altruism – devotion
- Equality
- Kindness
- Participation
- Sensitivity
- Responsibility
- Caring
- Discipline
- Non discriminatory
- Encouraging
- Autonomy
- Privacy and Confidentiality

2. Aim

The aim of this tool is to prepare and help the front line health care leaders to provide culturally competent and compassionate health care, by implementing equality and ethical principles in everyday practice.

3. Learning Outcomes

The leaders should be able to

1. improve the quality of their everyday front line leadership practice as to deliver culturally competent and compassionate health care
2. improve provision of care as a front line leader by applying equality and ethical values at workplace
3. understand the importance of front line leadership and to demonstrate it based on compassion and equality principles
4. organize and lead effectively the working environment with the provision of culturally competent and compassionate ethical leadership

4. Definitions

Culturally Competent Compassion is the *human quality of understanding the suffering of others and wanting to do something about it using culturally appropriate and acceptable caring interventions. This takes into consideration both the patients' and the carers' cultural backgrounds as well as the context in which care is given* (Papadopoulos, 2011; 73).

Leadership is the ability to achieve exceptional results by transforming the organization and developing people to create the future. Also leadership is the ability to influence others, with or without authority and develop a vision that motivates others to move with a passion toward a common goal. A function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential (Trevisani, 2015; 32).

Culturally Competent and Compassionate Health Care Leader is defined as: *the health professional who recognize and monitor any values of his personality, while inspiring other health professionals with his example and vision, to provide the best and appropriate health care.*

Ethical Principles are the common goals that each theory tries to achieve in order to be successful. These goals include beneficence, least harm, respect for autonomy and justice (Gordon et al, 2011; Beauchamp and Childress, 2009).

Ethical principles are the foundations of ethical analysis because they are the viewpoints from which guidance can be obtained along the pathway to a decision. Each theory emphasizes different points such as predicting the outcome and following one's duties to others in order to reach an ethically correct decision. However, in order for an ethical theory to be useful, the theory must be directed towards a common set of goals (Gordon et al, 2011; Beauchamp and Childress, 2009). To practice in an ethically sound professional manner it is necessary to balance ethical considerations, with professional values and relevant legislation. The essence of ethical practice at all levels involves an individual, or team identifying what the legal, ethical and professional standards required are and how these can be caring and compassionate applied to the challenges of clinical practice (Gordon et al, 2011; Beauchamp and Childress, 2009).

5. Background

One of the main challenges for the European countries for public health sector is to deliver improved services through a motivated workforce in an age of austerity (Deloitte, 2010).

Compassionate care will be provided to the highest standards of quality and safety, with the person at the centre of all decisions. There will be a focus on ensuring that people get back into their home or community environment as soon as appropriate, with minimal risk of re-admission. Must create a great place to work and deliver a high quality healthcare service which is among the best in the world.

Ethics are incredibly important in culturally competent and compassionate nursing leadership. It ensures that patients are being treated in an individualized and competent compassionate manner. There's a delicate balance between applying many of the principles, such as beneficence and paternalism (Macciocchi, French & Bush, 2009).

Culturally competent and compassionate front line nurse leaders need to be able to respond to an ever-changing healthcare environment, including organizational expectations and changes to local and national policy with sensitivity and competence. These roles have become more specialist, autonomous, accountable and focused on outcome, with both positive and negative consequences for the profession. Consumers and purchasers of healthcare services have greater expectations of higher standards, particularly in relation to nursing care (Trevisani, 2015).

Culturally competent and compassionate front line nurse leaders can demonstrate resilience in responding to change and supporting others to embrace this in a positive way. Effective and compassionate health care leaders should be capable of reframing the thinking of those whom they are leading, enabling them to see that changes are not only imperative but achievable (Macciocchi, French & Bush, 2009).

These nurses must use their leadership behavior to positively influence organizational outcomes and need to appreciate the inter-relationship between developing nursing practice, improving quality of care and optimizing patient outcomes. Healthcare organizations need nurse leaders who can develop nursing care, are an advocate for the nursing profession and have a positive effect on healthcare through leadership.

6. Legal/normative frameworks/conventions on the topic

Healthcare equality is a guiding principle for a successful and effective healthcare provision.

Nursing is a practice discipline and it is a political act. Nursing leadership is about critical thinking, action and advocacy – and it happens in all roles and domains of nursing practice. Culturally competent and compassionate nursing leadership plays a pivotal role in the immediate lives of nurses and it has an impact on the entire health system.

At times a nursing leaders' moral compass, i.e. the moral and ethical values they use to guide their decision making, may appear to be directionally challenged. This challenge frequently results from the leader's conflict between their nursing values and the values of the organization in which they lead. These conflicts may occur in areas such as organizational finances, staffing, care delivery and/or research studies. As nurses advance into leadership positions, the complexity of the decisions they need to make increases, as does the potential for moral distress. Grady et al. (2008) and Ulrich et al. (2007) both found that nurses who had participated in educational offerings focusing on ethical decision making utilized ethics resources more frequently than did their counterparts who had not received classes in ethical decision making. These findings suggest that providing advancing nurse leaders with education related to ethical decision making will increase their chances of job satisfaction and success.

In Cyprus Nursing and Midwifery is a regulated profession. There is a law in practising it and also a code of conduct and practice (L.214 1988-2012). Limited local literature exists on the topic.

Below websites listed in local and international information on the subject:

http://www.moh.gov.cy/moh/cbh/cbh.nsf/index_en/index_en?OpenDocument

http://www.moh.gov.cy/Moh/cbh/cbh.nsf/index_en/index_en?OpenDocument

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>

https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/nursing-leadership_position-statement.pdf?la=en

<http://www.leadershipacademy.nhs.uk/resources/inclusion-equality-and-diversity/>

<https://www.ache.org/policy/inclusion-lgbt.cfm>

7. Practical Component

A. Self-directed learning (3-5 hours)

This learning activity will be done online and consists of three stages: a) a questionnaire (that will act also as a pre-test), b) basic terminology used c) article critical discussion.

- a) A questionnaire will be used in relation to leadership in workplace, stating the ethical values and equality principle, as to provide culturally competent and compassionate health care.
- b) Provision of basic terminology and definitions used in this tool to help clearly understand the content and activities of the tool.
- c) One scientific article will be given related to front line ethical leadership, that participants will study and be able to discuss during the face to face meeting.

Article Reference

Mintz-Binder R.D., (2013). From Frontline Nurse Managers to Academic Program Directors: Research, Strategies, and Commonalities. *Nursing Forum* 48 (2): 114-124

Terminology/definitions

Equality Principles: It sets out what seems to be the fundamental principle about equality and the true basis of egalitarianism. It sets out what seems to be the fundamental principle of morality. The principle of equality is directed, more particularly, to the satisfaction of fundamental categories of human desires. This principle has to do not with treatment, with what is done to and for people, but with satisfaction. Although not exclusively, has to do with a result of treatment, what can also be named well-being, or the quality of peoples' lives, freedom, happiness (Petrova, 2008).

See also definitions previously stated in this document (definitions' section).

Pre-test Questionnaire

See Annex I

B. Classroom training (5 hours)

This consists of three stages: a) presentation, video and discussion, b) case study, c) role play scenario and d) a questionnaire (that will act as a post-test). Activities are designed to implement the culturally competent and compassionate front line leadership based on ethical and equality principles.

- a) A short presentation and discussion will be done including the essence of culturally competent and compassionate care leadership in health care (esp. equality and ethical principles), the existing local health care system and reflection on the self-directed learning (particularly the article). A video will be shown to initiate discussion from the videos below:

https://www.youtube.com/watch?v=WgRR_MW5W00

<https://www.youtube.com/watch?v=oXuzS4nHaLo>

- b) Analysis of case study will follow in small groups (may choose one of the following scenarios).

Case study 1

A staff nurse at the Infant and Welfare Department during the weekly staff meeting she revealed to the frontline nurse leader that often feels uncomfortable when mothers from third countries come to the department, and she really would like to be release form that duty, to focus on caring local/native people.

Case study 2

Michael, a junior staff nurse states to his front line nurse leader: “I really feel that I am not given the opportunities in the unit to show my competencies/abilities. I always do the ‘dirty’ work that senior nurses would not like to do. How equal is this? How ethical is this?”

Leadership ethics and equality plan

After the discussion of the case study the participants should create a plan (in groups) for their leadership ethical and equality prototype activities and this may be used/discussed/challenged in the activities that follow.

- c) Role playing (may choose one of the following scenarios)

Role playing scenario 1

Tina, a junior nurse in the Surgical Unit, complains to her front line nurse that she always been allocated they most difficult patients of the unit and this makes her feel that she not treated equally and also she feels psychological burden from this.

Role playing scenario 2

Dia, the front line nurse of the Medical Unit, assigned Ben to care for a male homicide prisoner patient that they have in the unit. Ben denies to care as he feels that 'he gets what he deserves'.

Possible questions to initiate discussion:

What should be the reaction of the leader?

Why?

Is this based on equality values?

Is this based on ethical principles and code of practice?

Is this a compassionate act?

What could be done better?

- d) Post-test questionnaire (see Annex II)

This short questionnaire will be given to participants at end of the classroom training (the last 20 minutes, will be the same as the one given on line).

The exercises will be related to the ethical and equality values and principles of leadership in health care as to deliver culturally competent and compassionate care.

C. Role-modeling (5 hours)

This learning activity will be done in participants' working areas.

In this exercise will giving guidance's on the implementation of role modeling in their work area, based on the values, principles and objectives of ethical and equality leadership in the health care sector, to provide compassionate health care.

D. Reflection (3-5 hours)

This learning activity will be done on line. Participants will be asked to describe a case study from their own workplace/experience, which can identify weakness and/or good leadership based on culturally competent compassionate care- ethical and equality principles.

Participants will respond to a document (Annex III) and the trainer's team will provide written electronic feedback to them.

8. Assessment

Assessment will be continuous at different stages

A. Theoretical assessment

This will be assessed in classroom when participants complete the post-test questionnaire.

B. Practical assessment

This will be assessed during the stage of reflection of the practical component on role modelling, when participants will be asked to reflect, discuss and explain their practice.

Also will be done during classroom during the group exercises

These will provide an overall assessment of the tool, based on the possible changes that may occur in participant's related perception and knowledge.

9. Evaluation

Partners will use a standard brief questionnaire to collect data from learners.

See Annex IV

ANNEX I



Strengthening The Nurses’ And Health Care Professionals’ Capacity To Deliver Culturally Competent And Compassionate Care (IENE4)

SELF-ASSESSMENT TOOL FOR PROMOTING EQUALITY AND ETHICAL PRINCIPLES IN CULTURALLY COMPETENT AND COMPASSIONATE HEALTH CARE LEADERSHIP
PRE-TEST (FRONT LINE LEADERS)

1. I am aware of what an ethical culturally competent and compassionate leader is.
1 2 3 4 5
2. I have the skills to promote culturally competent and compassionate care to my junior staff.
1 2 3 4 5
3. Do you think that front line nurses should be trained in becoming culturally competent and compassionate leaders as to be ethical paradigms?
1 2 3 4 5
4. Does your health care system authorities consider important to prepare front line nurses in practicing leadership by example?

YES

NO

If NO why you think is that?.....

5. How confident you feel as a front line leader to apply the principle of equality among colleagues and patients?
1 2 3 4 5

6. It is an ethical and professional duty for a front line leader to act on the principle of equality at workplace.

1 2 3 4 5

7. Did you receive any training on compassionate ethical leadership?

- a) No
- b) Yes, for few months
- c) Yes, for a year or more
- d) Other

8. Please choose and number from options below the four most important values/principles that a culturally competent and compassionate front line leader should have as to be a role model in his/her workplace based on ethical and equality principles.

- Trustworthiness
- Compassion
- Equality
- Respect
- Sensitivity
- Non-discriminatory
- Encouraging
- Confidential
- Other-----

ANNEX II



Strengthening The Nurses' And Health Care Professionals' Capacity To Deliver Culturally Competent And Compassionate Care (IENE4)

SELF-ASSESSMENT TOOL FOR PROMOTING EQUALITY AND ETHICAL PRINCIPLES IN CULTURALLY COMPETENT AND COMPASSIONATE HEALTH CARE LEADERSHIP **POST-TEST (FRONT LINE LEADERS)**

1. I am aware of what an ethical culturally competent and compassionate leader is.
1 2 3 4 5

2. I have the skills to promote culturally competent and compassionate care to my junior staff.
1 2 3 4 5

3. Do you think that front line nurses should be trained in becoming culturally competent and compassionate leaders as to be ethical paradigms?
1 2 3 4 5

4. I think that local health care system authorities should consider as a must to prepare senior nurses in practicing leadership by example.
1 2 3 4 5

5. How confident you feel as a front line leader to apply the principle of equality among junior colleagues and patients?
1 2 3 4 5

6. It is an ethical and professional duty for a front line leader to act on the principle of equality at workplace.

1 2 3 4 5

7. Please choose and number from options below the four most important values/principles that a culturally competent and compassionate front line leader should have as to be a role model in his/her workplace based on ethical and equality principles.

- Trustworthiness
- Compassion
- Equality
- Respect
- Sensitivity
- Non-discriminatory
- Encouraging
- Confidential
- Other-----

ANNEX III

REFLECTION EXERCISE

Based on the knowledge you have gained through this program describe a case study from your own workplace/experience, which identify weakness and/or good leadership practices, in which you had to act as a role model, and try to answer the following questions:

1. What happened/ the main issue? Where, when and how did it happen?

2. Did you act based on ethical principles? Describe

3. Did you apply any equality principles in this case? Describe

4. What did you learn/gain from this experience? (strong and weak points)

5. Write any identified learning needs

ANNEX IV



TEMPLATE FOR EVALUATION OF TOOLS

STRENGTHENING THE NURSES AND HEALTH CARE PROFESSIONALS' CAPACITY TO DELIVER CULTURALLY COMPETENT AND COMPASSIONATE CARE

Information about the tool:

Title (*trainers have to indicate the name of the tool*): _____

Unit (*trainers have to indicate if the tool belongs to Unit 1 or 2*):

- Unit 1
- Unit 2

Information about you:

Age: _____

Gender:

- Male
- Female

Professional profile:

a) What is your role?

- Nurse
- Social worker
- Occupational therapist
- Doctor
- Psychiatric nurse
- Community psychiatric nurse
- Counsellor
- Psychologist
- Unqualified mental health worker
- Physiotherapist
- Other (please specify).....

b) How many years have you worked in your profession? _____

Indicators:

In the following table there are some indicators in order you can evaluate if the learning tool meet them. Please, rate each indicator by inserting a tick in the relevant column. Moreover, there is space so you can propose your own criteria if you consider appropriate

	Fully agree	Partly agree	Not agree
The tool is structured appropriately to achieve the learning goals			
The theoretical content is relevant and appropriate			
The practical content is relevant and appropriate			
The activities proposed are useful to increase the following dimensions regarding the topic of the tool:			
- Culturally Aware and Compassionate Leadership			
- Culturally Knowledgeable and Compassionate leadership			
- Culturally Sensitive and Compassionate Leadership			
- Culturally Competent and compassionate leadership			
The content is interesting and useful to improve the daily leadership practice at my workplace			
The delivery method is appropriate			
The activities promote learners make sense of knowledge, experience, interaction with others and with themselves			
In general, I am satisfied with the tool			
Add your own criteria below			

Please, state any additional comment you want to share with us. Your opinion is very important to improve our work and to better address real professionals' needs.

Thank you so much for your participation and your time!

IENE4 team

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