



*Intercultural Education for Nurses and other healthcare workers in Europe (IENE4)*

**Strengthening the Nurses and Health Care Professionals Capacity to Deliver Culturally Competent and Compassionate Care**

**Learning Unit 1 : The emotional care to enhance the nurses capacity to deliver Compassionate Care**

**Azienda Ospedaliera Universitaria Senese Tool**

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## **Relevant Principles and Values**

### **Principles:**

- Self-compassion
- Active listening
- Supportive interprofessional relationship
- Non-discriminatory practice
- Shared learning
- Open-mindedness
- Motivation
- Resilience
- Paradigmatism
- Guidance
- Experience

### **Values:**

- Sensitivity
- Justice
- Respect
- Responsibility
- Equality
- Cultural competence
- Flexibility
- Compassion
- Tolerance
- Morality
- Altruism
- Trustworthiness
- Dignity
- Empathy
- Kindness
- Diversity
- Altruism

## **Aim**

The aim of this tool is to promote role modeling in strategic healthcare leaders. This tool specifically aims to emotional care to rise up the healthcare nurses leaders to deliver compassionate care, in particular through the development of self-awareness, as well as promoting principles of non-discriminatory practice, equality, confidentiality and being courageous.

## **Learning Outcomes**

Following the activities proposed earlier, it is expected that the participants will be able to:

- Demonstrate self-awareness as the first step for culturally competent compassionate leadership (1.1)
- Demonstrate an ability to understand rather than judge people's needs (2.2)
- Demonstrate the use of active listening, dealing sensitively and culturally appropriate others feelings needs, vulnerabilities and concerns (3.1)
- Promoting and role modelling in ethical principles of a quality, non-discriminatory practice, confidentiality and trustworthiness (4.3)
- Demonstrate courageous in reporting cases of inhumane practice to patients or bullying of staff (4.4)

## **Relevant definition and terms**

### **Culturally competent and compassionate health care leadership:**

According to the results of the IENE4 Output No4 (O4) **culturally competent and compassionate health care leadership** is defined as “the process that a leader goes through in demonstrating culturally aware, knowledgeable, sensitive, competent and compassionate standards of leadership and care. S/he adopts and applies leading principles and values, leadership moral virtues, inspires others with his/her example and vision; provides quality, appropriate and equal health care, becomes a role model and acts within a culturally competent and compassionate working environment that s/he helps to develop and nurture”.

**Culturally competent compassion:** “The human quality of understanding the suffering of others and wanting to do something about it using culturally appropriate and acceptable nursing/healthcare interventions which take into consideration both the patients and the carers cultural backgrounds as well as the context in which care is given” (Papadopoulos, 2011)

**Authentic leadership:** “Authenticity is the unobstructed operation of one’s true, or core, self in one’s daily enterprise” (Kernis, 2003).

He identifies four key components of authenticity: self-awareness, unbiased processing, authentic action, and relational transparency.

**Self-awareness in leadership:** “Self-awareness is having awareness of, and trust in, one’s motives, feelings, desires, and self-relevant cognitions.” (Kernis, 2003)

By clearly knowing oneself, authentic leaders have a strong sense of self that guides that guides them in their decisions and subsequent behaviours. Self-awareness implies an awareness of one’s strengths, and weakness, as well as one’s multifaceted self-nature. Self-awareness is a process during which individuals reflect upon their unique values, identity, emotions and motives/goals.

**Courage:** “Ask people to identify a “caring profession,” and nursing most often comes to mind. But ask those sample people to identify a “courageous profession,” and they’ll spout such professions as police work, firefighting, entrepreneur, or racecar driving. Nursing is typically overlooked and ranks near the bottom of the list. This is unfortunate, because in reality, nursing is the embodiment of both care and courage. Nurses who “own” their courage recognize that there is a direct correlation between their success quotient and their courage quotient.” (Sandra Ford Walston, 2004).

## **What the research says**

**Self-awareness components:** Values, identity, emotions and motives/goals.

[<https://books.google.it/books?hl=it&lr=&id=vocqBgAAQBAJ&oi=fnd&pg=PA84&dq=self+awareness+leadership&ots=TE5-D8-GeX&sig=XIxDy-itiW99KoZ4zFu7W8sOCbg#v=onepage&q=self%20awareness%20leadership&f=false>]

**5 Tips for Applying Courage in a Healthcare Setting:** Courageous nurses recognize defining moments and display courage every day. This conscious action is vital to their success, particularly during times of uncertainty. Based on five years of original research, twelve behaviors of courage emerged that cultivate a reservoir of courage. Below you will find five behaviors the courageous nurse can utilize to keep stepping up. When you develop the following behaviors in yourself, you'll be better able to call upon your courage when needed.

1. Constantly affirm your strength and determination Many underlying principles guide the "nursing spirit." As you go through your day, realize that no one expects you to be perfect. Take time for daily reflection (at least twenty minutes of silence). This way you can evaluate and best apply your resources. When you know how your strengths can benefit the medical facility and your patients, you'll be able to do what you believe is right and accept any challenge as an opportunity for professional growth.

2. Hurdle obstacles and take risks Every behavior you exhibit and every action you take is a conscious choice. Give yourself permission to choose to be different so you can creatively navigate your way around, through, or over any obstacles that cross your path. When you feel reluctance set in, ask yourself, "What's the worst thing that can happen if I do this?" Usually the worst never occurs, so take the risk and step up the ladder.

3. Manifest vision There are no shortcuts when it comes to displaying courage. Know where you want to go and develop a crystal clear vision of your goal. Become stubborn about attaining your vision so you can discard any non-productive judgments others put on you.

4. Reflect self-esteem All your actions reflect who you are and what you stand for. If you're repeating a certain behavior that you don't like, don't editorialize. Look inside and ask, "What do I need to change?" Sharpen your skills and abilities through education, reading, and training, and surround yourself with the kind of people you want to become. Stay disciplined and focused on the results.

5. If you feel uncomfortable in a situation, believe your intuition and tell those involved why you believe the situation is not right. Exercise your courageous

voice by challenging the status quo and making waves when someone is putting you down or when water-cooler gossip is getting out of hand.

For more informations visit the links:

<http://www.compassionfatigue.org/pages/NursingCourage.pdf>

[http://www.viha.ca/NR/rdonlyres/735CAC32-D866-4278-8717-D621B071C5F1/0/3numawinter201213CARE\\_edited3.pdf](http://www.viha.ca/NR/rdonlyres/735CAC32-D866-4278-8717-D621B071C5F1/0/3numawinter201213CARE_edited3.pdf)

## **Role modelling in practice**

According to Price (2004), role modelling facilitates the translation of theory into practice and allows the sharing of skills.

Perry et al, (2004) in their research considered the importance of role models in practice for student nurses and novice nurses. They found that the behaviours demonstrated by what they called 'exemplary nurses' included paying attention to the little things, making connections, affirming others, and importantly, role modelling. They also noted the importance of using these skills in the development of nurses and student nurses.

Cruess and Steinert (2008), identified characteristics of roles models can be divided as follows:

- **Clinical competence:** This is integral to practice and needs to be role modelled. It includes clinical reasoning and decision making, knowledge and skills and communication.
- **Teaching skills:** these are tools that are essential to role modelling in order to acquire clinical competence, including effective communication and opportunities for reflection.
- **Personal qualities:** There are a number of attributes that contribute towards role modelling. These include a commitment to best practice as well as being motivated and enthusiastic about teaching and practiced, as well as interpersonal relationship skills.

## **What legal/normative frameworks or conventions says on the topic**

### **Codice Deontologico dell'Infermiere**

Approved by Comitato Centrale dell Federazione IPASVI by resolution n. 1/09, January 10, 2009 and from Consiglio Nazionale dei Collegi IPASVI in the meeting of January 17, 2009.

In: <http://www.ipasvi.it/norme-e-codici/deontologia/il.codice-deontologico.htm>

### **The International code of ethics for nursing by the International Council of Nurses (ICN)**

The International code of ethics for nursing adopted by by the International Council of Nurses in 1953. Revised in 2012.

In: <http://www.cnai.info/index.php/estero/icn/codice-deontologico>

### **International Council of Nursing Fact Sheet: ICN on Health and Human Rights**

ICN Nursing Matter fact sheets provide quick reference information and international perspectives from the nursing profession on current health and social issues.

In:

[http://www.icn.ch/images/stories/documentes/publications/fact\\_sheets/10b\\_FS-Health\\_Human\\_Rights.pdf](http://www.icn.ch/images/stories/documentes/publications/fact_sheets/10b_FS-Health_Human_Rights.pdf)

### **Code of Ethics for Nurses – American Nurses Association (ANA)**

The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and ethical obligations of the profession.

In: <http://www.nursingworld.org/codeofethics>

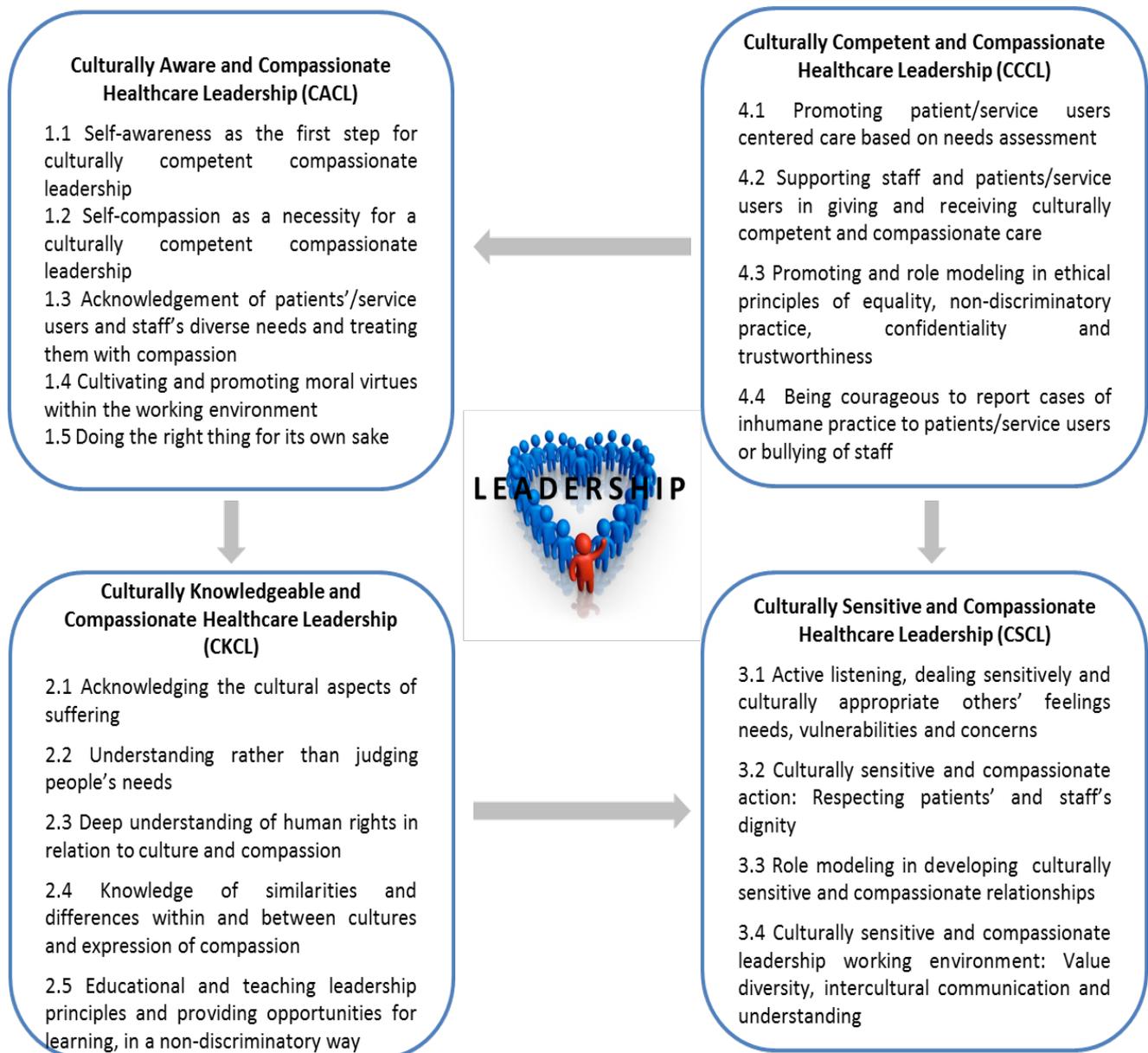
### **ANA Position Statements on Ethics and Human Rights**

The Position statements from ANA regarding ethics and human rights.

In: <http://www.nursingworld.org/MainMenuCategories/EthicStandards/Ethic-Position-Statment>

On particular interest: Cultural Diversity in Nursing Practice.

# Model for the development of culturally competent and compassionate leadership



## Practical component

### Self-directed activities

Participants will need to engage in 3-5 hours of self-learning prior to attending the training day.

### Culturally Competent Compassion (4.3 ; 4.4)

- Suggested book: "I'm OK, you're OK" / Thomas Harris  
(IT "Io sono OK, tu sei OK")

[Abstract: Transactional Analysis delineates three observable ego-states (Parent, Adult, and Child) as the basis for the content and quality of interpersonal communication. "Happy childhood" notwithstanding, says Harris, most of us are living out the Not ok feelings of a defenseless child, dependent on ok others (parents) for stroking and caring. At some stage early in our lives we adopt a "position" about ourselves and others that determines how we feel about everything we do. And for a huge portion of the population, that position is "I'm Not OK -- You're OK." This negative "life position," shared by successful and unsuccessful people alike, contaminates our rational Adult capabilities, leaving us vulnerable to inappropriate emotional reactions of our Child and uncritically learned behavior programmed into our Parent. By exploring the structure of our personalities and understanding old decisions, Harris believes we can find the freedom to change our lives.]

- [www.workplacebullying.org](http://www.workplacebullying.org)
- [www.workplaceanswers.com](http://www.workplaceanswers.com)
- [www.gov.uk/workplace](http://www.gov.uk/workplace)
- <https://www.youtube.com/watch?v=Kc2IV00LoPo>
- [https://www.youtube.com/watch?v=Cpb\\_bdmMPsc](https://www.youtube.com/watch?v=Cpb_bdmMPsc)

### Self-awareness (1.1)

- Suggest book: "The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change" / Covey.  
[Covey argues against what he calls "The Personality Ethic", something he sees as prevalent in many modern self-help books. He promotes what he labels "The Character Ethic": aligning one's values with so-called "universal and timeless" principles. Covey adamantly refuses to conflate principles and values; he sees principles as external natural

laws, while values remain internal and subjective. Covey proclaims that values govern people's behavior, but principles ultimately determine the consequences. Covey presents his teachings in a series of habits, manifesting as a progression from dependence via independence to interdependence.]

- <https://www.youtube.com/watch?v=XD61mCFqTqs> (only IT)
- <https://www.youtube.com/watch?v=dhuabY4DmEo> (self esteem)
- <https://www.youtube.com/watch?v=vCjexQzsreY> (Daniel Goleman)

## Knowledge (2.2)

- <https://www.youtube.com/watch?v=oObxNDYyZPs> (Steve Jobs at Stanford, Sub IT)
- <https://www.youtube.com/watch?v=o0neRQzudzw> (Person-centered therapy ; Carl Rogers)
- <https://www.youtube.com/watch?v=snxgxpVyt6Y> (Seven, bar scene)
- <https://www.youtube.com/watch?v=Z9EjOCyyCWg> (Carpe Diem)

Only for Italian Speaker:

- <https://www.youtube.com/watch?v=WFYFNxmwp78> (Giorgio Bert; L'arte di ascoltare)
- <https://www.youtube.com/watch?v=-SciwUOX-k> (Patrick Gaffney)
- <https://www.youtube.com/watch?v=kxPfkzjGch0> (Seven, dialogo al bar)
- <https://www.youtube.com/watch?v=L7maQfH0IMs> (L'attimo fuggente)
- [https://www.youtube.com/watch?v=lg13w2tz\\_I8](https://www.youtube.com/watch?v=lg13w2tz_I8) (Paul Watzlawick)

## Culturally Sensitive Compassion (3.1)

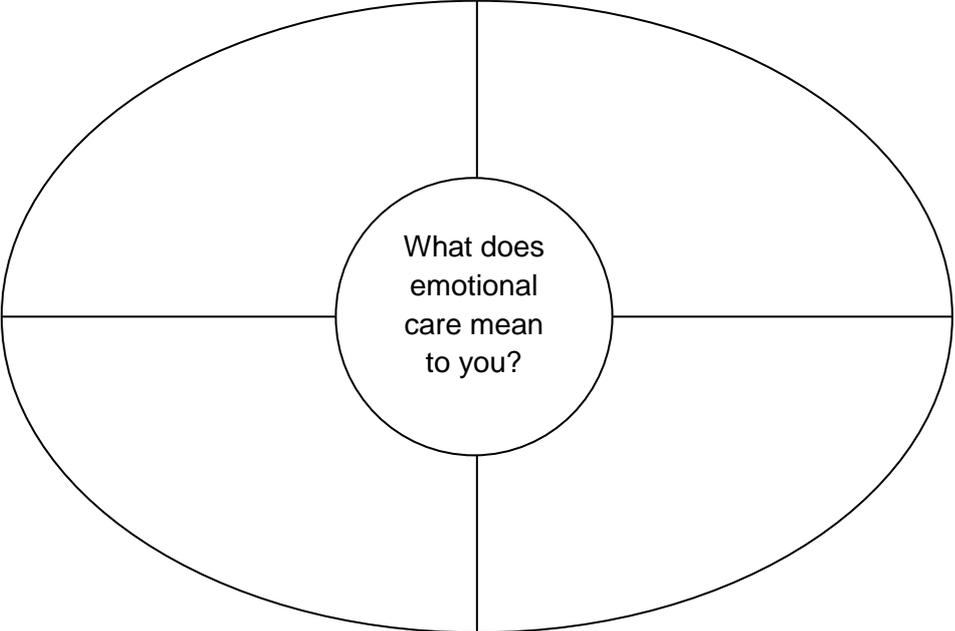
Daniel Goleman, Emotional intelligence.

- <https://www.youtube.com/watch?v=Y7m9eNoB3NU>
- <https://www.youtube.com/watch?v=AzFMNlnEWgA> (only IT)
- <https://www.youtube.com/watch?v=vCjexQzsreY>
- <https://www.youtube.com/watch?v=TnTuDDbrkCQ>
- <https://www.youtube.com/watch?v=iCv6DOmLzbA> (only IT)

Patrick Gaffney, Cultivating Compassion.

- <https://www.youtube.com/watch?v=G-F8iWLtJeE>

Once you have completed the self-directed activities, please fill in this concept map before attending the training day.



## Classroom activities

Participants will need to attend 2 days of training (8 hours in total).  
The classroom activities are guided by the following timetable:

<b>First day</b>	
14.30 - 15.00	Introductions – presentation of Iene Project and discussion about self-learning, through the concept maps.
15.00 - 16.00	Principles of culturally competent, compassionate and courageous leadership. Active listening: empathy, vulnerabilities and concerns.
16.00 - 16.15	Break
16.15 - 17.15	Qualities and behaviour which promote role modelling. Role modelling activities: Share stories about passion and ability to inspire the others.
17.15 - 18.30	Discussion on team
<b>Second day</b>	
14.30 - 15.30	Principles of Dignity therapy
15.30 - 16.30	Principles of culturally competent, compassionate and virtuous leadership. Leadership activities: Exercises based on the concept of “the big rocks of life”. Becoming authentic leader with benefits and power of positive affirmations, using a concept map (*).
16.30 - 17.30	Side hostilities activities: ‘What’s workplace bullying?’, reflection after the vision of images and videos about bullying in the workplace. Reflection with teams: it is important to invest in support individual staff wellbeing at work in order to enable staff to better deliver high-quality passion care. What do you think about this?
17.30 - 18.30	Questions, Evaluation, Networking  Complete Compassion Measuring Tool if they did not do at the beginning of the day.

## Assessment<sup>1</sup>

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*Please, note that a tool does not require us to have both theoretical and practical assessment. Use the appropriate mode of assessment according to previously described activities.*

*Partners will ask the learners to give us permission to publish their reflections anonymously. For this purpose, a **consent** form will be developed and distributed soon.*

### **Assessment strategies:**

A) For the 3-5 hours of Self Directed Learning: draw a concept map to be used in class to represent their understanding of a topic. Use the handout or a blank piece of paper for this.

B) For the 5 hours classroom learning: Discussions and reflection on the learning each gained and the potential for learning for others. Prepare an action plan for role modelling in practice.

C) For the 3-5 hours of role modelling practice: A self reflective account of the experiences of role modelling culturally competent, compassionate and courageous leadership.

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<sup>1</sup> In this guide the term 'assessment' refers to those activities used by teachers and students to confirm what students have learnt to demonstrate whether they have achieved the learning outcomes of the tool.

## Evaluation

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

#### 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
- Psychiatric nurse
- Community psychiatric nurse
- Counselor
- Other (please specify) .....

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

**Indicators:**

*The purpose of the following table is to evaluate the quality of the learning tool. 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*

Indicator	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: <ul style="list-style-type: none"> <li>- Culturally Aware and Compassionate Leadership</li> <li>- Culturally Knowledgeable and Compassionate leadership</li> <li>- Culturally Sensitive and Compassionate Leadership</li> <li>- Culturally Competent and compassionate leadership</li> </ul>			
The content is interesting and useful to improve the daily leadership practice at my workplace			
The delivery method is appropriate			
The activities promote learners' meaning-making			
In general, I am satisfied with the tool			
<b>Add your own criteria below</b>			

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

**Thank you so much for your participation and your time!** IENE4 team

DATE: \_\_\_\_\_

As part of this project, we are also creating a culturally competent compassion knowledge sharing network. This is to facilitate the exchange, flow and co-creation of knowledge during the project life and after the project ends. This network environment will be an integrated web based platform that provides nurses trainers and health organisations and others involved in nursing and healthcare professional education and training with information, tools and training resources to support and enhance culturally competent compassion education delivery and dealing with cultural issues, depending upon the needs of the users. Your email address will be also be added to a mailing list and you will be able to participate in online forums. If you would like to be added to this network, please indicate in the box below.

Full Name (printed)	Signature	Role	Email Address	Please tick if you would like to be added to the sharing network



(\*) Concept Map for authentic leadership

➔ I'm a good leader if or when ...

