

**AACN Essentials 2021
Compassionate Care Tool Kit Working Group**

Learning Objectives

Entry Level

1. Understand the key elements and qualities of compassion in nursing practice.
2. Examine system level factors that can affect providing compassionate care.
3. Explore how individual implicit and explicit biases can affect provision of compassionate care and how these can be ameliorated through self and systemic evaluation.
4. Examine how to provide compassionate care.

Advanced

5. Assess methods for skillfully implementing compassion in nursing practice.
6. Analyze system level factors that impede or facilitate provision of compassionate care.
7. Evaluate methods for limiting individual and systemic implicit and explicit biases that can reduce the provision of compassionate care.
8. Appraise and strengthen the ability of students to provide compassionate care.

***Crossover With Other Domains/Concepts**

Domains: 1. Knowledge for nursing practice; 2. Person-Centered Care; 3. Population Health; 4. Scholarship for the Nursing Discipline; 5. Quality and Safety; 6. Interprofessional; 7. Systems-Based Practice; 8. Informatics and Healthcare Technologies; 9. Professionalism; 10. Personal, Professional, and Leadership development

Concepts: a. Clinical Judgment; b. Communication; c. Compassionate Care; d. Diversity, Equity, and Inclusion; e. Ethics; f. Evidence-Based Practice; g. Health Policy; h. Social Determinants of Health

Learning Activities

Level- Entry

Learning Objective	Learning Strategies	Specific Activities	Level	*Crossover With Other Domains/Concepts
1	Reading of Evidence-Based Literature	Durkin M, Gurbutt R, Carson J. Qualities, teaching, and measurement of compassion in nursing: A systematic review. <i>Nurse Educ Today</i> . Apr 2018; 63:50-58. DOI: 10.1016/j.nedt.2018.01.025	Entry	1,2,5,a, f
		Durkin, J., Usher, K., & Jackson, D. (2019). Embodying compassion: A systematic review of the views of nurses and patients. <i>Journal of clinical nursing</i> , 28(9-10), 1380–1392. https://doi.org/10.1111/jocn.14722	Entry	1,2,7,b,e
		Sinclair, S., McClement, S., Raffin-Bouchal, S., Hack, T. F., Hagen, N. A., McConnell, S., & Chochinov, H. M. (2016). Compassion in Health Care: An Empirical Model. <i>Journal of pain and symptom management</i> , 51(2), 193–203. https://doi.org/10.1016/j.jpainsymman.2015.10.009	Entry	2,5,b,e,f
		Hofmeyer, A., Toffoli, L., Vernon, R., Taylor, R., Klopper, H. Coetzee, S., & Fontaine, D. (2018). Teaching compassionate care to nursing students in a digital learning and teaching environment. <i>Collegian</i> , 25 (3), 307-312. https://doi.org/10.1016/j.colegn.2017.08.001	Entry	2,b,e,f
	Guided Discussion	What is Compassion? A video for undergraduate nursing students. https://youtu.be/9-UZ0hn Tpc	Entry	1,2,b,d,e
		Randy Pausch: Last Lecture https://youtu.be/ji5 MqicxSo	Entry Entry	1,2,b,e
	Terry et al. (2017) provides a list of literature, documentaries, and films used in teaching and reflecting on compassionate care.		1,2,5,a,b,d,e,f,h	

	Reflective Practice	<p>Reflective practices of life experiences and nursing practice can assist in the development of compassion (Adamson & Dewar, 2015). Smith & Smith (2020) offers a guided reflective exercise for nursing students, challenging students to reflect on compassionate care during a patient care experience. Reflective learning can easily integrate into asynchronous or synchronous didactic or clinical learning experiences.</p> <p>Jack & Tetley (2016) used poem writing to understand how undergraduate nursing students understood compassion.</p> <p>Nijboer et al, 2019 outline how nurses perceive compassion as part of their professional identity and struggle with intrinsic and extrinsic influences to providing compassion.</p>	<p>Entry</p> <p>Entry</p> <p>Entry</p>	<p>1,2,b,e,f</p> <p>2, 3, b, d, e</p> <p>1, 2, 5, a, b, d, e, f</p>
2	Reading of Evidence-Based Literature	<p>Valizadeh L; Zamanzadeh V; Dewar B; Rahmani A; Ghafourifard M. (2018). Compassionate care challenges and barriers in clinical nurses: A qualitative study. <i>Nursing Ethics</i>. 25 (5), pp. 580-590.</p> <p>Zamanzadeh, V., Valizadeh, L., Rahmani, A., van der Cingel, M., & Ghafourifard, M. (2018). Factors facilitating nurses to deliver compassionate care: a qualitative study. <i>Scandinavian journal of caring sciences</i>, 32(1), 92–97. https://doi.org/10.1111/scs.12434</p> <p>Provides a framework for Compassionate Inter-Personal Relations (p.77) Kneafsey, R., Brown, S., Sein, K., Chamley, C., & Parsons, J. (2015). A qualitative study of key stakeholder' perspectives on compassion in healthcare and the development of a framework for compassionate interpersonal relations. <i>Journal of Clinical Nursing</i>, 25, 70-79.</p> <p>Adamson, K., Sengsavang, S., Myers-Halbig, S., & Searl, N. (2018). Developing a Compassionate Culture Within Pediatric Rehabilitation: Does the Schwartz</p>	<p>Entry</p> <p>Entry</p> <p>Entry</p> <p>Entry</p> <p>Entry</p>	<p>1, 5,6 ,7, b, d, e</p> <p>2, 7, 10, b, e</p> <p>1, 2, 7, 10, b, e</p> <p>6, 7, 10, b, e</p>

		<p>Rounds™ Support Both Clinical and Nonclinical Hospital Workers in Managing Their Work Experiences?. <i>Qualitative health research</i>, 28(9), 1406–1420. https://doi.org/10.1177/1049732318768239</p> <p>Su, Jing Jing; Paguio, Jenniffer Torralba; Masika, Golden Mwakibo; Wang, Mian; Redding, Sharon R.. (2021). Learning compassionate care: Experiences of nursing students. <i>Nurse Education in Practice</i>. 53 DOI: 10.1016/j.nepr.2021.103092</p>		1,2, 7, 9, b, e
	Guided Discussion	Assign students to read, Dempsey, C. (2018), The antidote to suffering. How compassionate connected care can improve safety, quality, and experience, and use prompts at the end of the chapter to develop guided discussion questions.	Entry	2, 5, 7, 9, 10, b, e
	Reflective Practice	Nijboer et al, 2019 outline how nurses perceive compassion as part of their professional identity and struggle with intrinsic and extrinsic influences to providing compassion, and the importance of developing coping mechanisms.	Entry	1, 2, 9, 10, b, e
3	Implicit Bias Testing with Reflective Practice and Guided Discussion	<p>Use this paper as a guide: E. Gatewood, C. Broholm, J. Herman and C. Yingling. <i>Journal of Professional Nursing</i> 2019 Vol. 35 Issue 6 Pages 447-451. DOI:10.1016/j.profnurs.2019.03.004</p> <p>Start with this video https://youtu.be/9VGbwNI6Ssk</p> <p>Harvard Implicit Bias Testing https://implicit.harvard.edu/implicit/takeatest.html followed by a reflective journaling of the individual’s experience with the test and its results.</p> <p>Students should be randomly assigned to 1-2 different tests each. It is important to make the learning environment a safe space to share both through reflective journaling after the testing, and later reflective discussion together in the classroom/virtual environment given the vulnerability the testing can create and feelings it can elicit.</p>	Entry	2, 3,5, 9 ,b, d (these crossover categories are applicable to all of section 3).

Reading of Evidence-Based Literature	<p>Narayan, Mary Curry MSN, RN, HHCNS-BC, CTN-A CE: Addressing Implicit Bias in Nursing: A Review, AJN, American Journal of Nursing: July 2019 - Volume 119 - Issue 7 - p 36-43 doi: 10.1097/01.NAJ.0000569340.27659.5a</p> <p>Sukhera, J. , Milne, A. , Teunissen, P. W. , Lingard, L. & Watling, C. (2018). The Actual Versus Idealized Self: Exploring Responses to Feedback About Implicit Bias in Health Professionals. Academic Medicine, 93 (4), 623-629. doi: 10.1097/ACM.0000000000002006.</p> <p>Singh P, King-Shier K, Sinclair S. The colours and contours of compassion: A systematic review of the perspectives of compassion among ethnically diverse patients and healthcare providers. PLoS One. 2018 May 17;13(5):e0197261. doi: 10.1371/journal.pone.0197261. PMID: 29771933; PMCID: PMC5957374.</p>	Entry	
Case Reviews	<p>Examples of case studies currently developed that could be used as the basis for in class discussion, through discussion posts in learning management systems, or as assignments include:</p> <p>Option 1; Slides 22-24 of this slide deck</p> <p>Option 2: This paper: Henriquez N, Hyndman K, Chachula K. It's Complicated: Improving Undergraduate Nursing Students' Understanding Family and Care of LGBTQ Older Adults. Journal of Family Nursing. 2019;25(4):506-532. doi:10.1177/1074840719864099</p>	Entry	
Video	<p>American Nurses Association: https://www.youtube.com/watch?v=YFJKOhtYw9s</p>	Entry	

4	Reading of Evidence-Based Literature	<p>Halifax J. G.R.A.C.E. for nurses: Cultivating compassion in nurse/patient interactions. <i>Journal of Nursing Education and Practice</i>. 05/28 2013;4. DOI: 10.5430/jnep.v4n1p121</p> <p>Mascaro, J., Florian, M., Ash, M., Palmer, P., Frazier, T., Condon, P., & Raison, C. (2020) Ways of knowing compassion: How do we come to know, understand, and measure compassion when we see it? <i>Frontiers in Psychology</i>, 11, 1-19.</p> <p>Blomberg, K., Griffiths, P., Wengström, Y., May, C., & Bridges, J. (2016). Interventions for compassionate nursing care: A systematic review. <i>International journal of nursing studies</i>, 62, 137–155. https://doi.org/10.1016/j.ijnurstu.2016.07.009</p>	Entry	2, 5, 9, b
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	<p>experiences, etc.)? What would you do differently to reduce suffering and maximize compassionate care? Terry et al., 2017</p> <p>The American Nurses Association (2015), Code of Ethics, Provision Five, acknowledged the importance of nurses caring for themselves just as they care for others (p. 36). The provision outlined the significance of nurses seeking a balance of work and personal life and encouraged nurses to engage in activities that maintain health and wellbeing. Ask students to reflect and take an inventory of self-care interventions. Introduce and integrate mindfulness (https://positivepsychology.com/), self-compassion exercises (https://self-compassion.org/), and a variety of self-care techniques offered through the American Holistic Nurses Association (https://www.ahna.org/). Ask students to reflect on the importance of self-care and how it relates to professional nursing practice. Consider integrating the book, <i>Self-Care for New and Student Nurses</i>.</p>		2, 5, 9, b
Simulation and Debriefing	Compassion is an integral part of all nursing care and is required when caring for a healthy newborn and family or a patient at the end of life. Thus, nurse educators can integrate compassion learning activities and evaluation into	Entry	2, 5, 9, b

		<p>existing case studies, simulations, and clinical experiences through intentional learning and debriefing. Wundrich et al., 2017 found empathy training using simulated patients demonstrated higher empathy than a control group. Compassionate care scales, such as The Schwartz Center of Compassionate Care Scale (SCCCS), can easily integrate into simulation using standardized patients, faculty or peer observation, or self-reflection (Keener et al., 2020). Faculty may incorporate the conceptual understanding of compassion into pre-learning and the debriefing script. For example, including a compassion learning objective, providing pre-learning materials related to compassion, and promoting excellence and Reflective Learning in Simulation (PEARLS) (Eppich & Cheng, 2015) to help students appraise and strengthen compassion. The Debriefing Process outlined by the Healthcare Simulation Standards and Best Practice (2021) can assist nurse faculty in developing meaningful debriefing to help students reinforce and appraise the ability to integrate compassionate care into nursing practice. The facilitator of the debriefing may ask learners about their reactions (How are you feeling? Any reactions you would like to share?), description (Can someone share how compassion was displayed during this simulation?), analysis (What aspects of compassion was well-developed? What aspects of compassion would we want to enhance and why?)</p> <p>Incorporate mindfulness techniques into simulation to promote “presence’ and enhance compassionate care.</p>		
	Feedback	Percy & Richardson (2015 & 2018) offers introduction to nursing practice (INP) scale to provide feedback related to undergraduate nursing students and the ability to provide compassionate care.	Entry	2, 5, 9, b

Level- Advanced

Learning Objective	Learning Strategies	Specific Activities	Level	Crossover With Other Domains/Concepts
5	Reading of Evidence-Based Literature	<p>Durkin M, Gurbutt R, Carson J. Qualities, teaching, and measurement of compassion in nursing: A systematic review. <i>Nurse Educ Today</i>. Apr 2018;63:50-58. DOI: 10.1016/j.nedt.2018.01.025</p>	Adv.	1,2,5,a, f
		<p>Durkin, J., Usher, K., & Jackson, D. (2019). Embodying compassion: A systematic review of the views of nurses and patients. <i>Journal of clinical nursing</i>, 28(9-10), 1380–1392. https://doi.org/10.1111/jocn.14722</p>	Adv.	1,2,7,b,e
		<p>Terry, L., Newham, R., Hahessy, S., Atherley, S., Babenko-Mould, Y., Evans, M., Ferguson, K., Carr, G., & Cedar, S. H. (2017). A research-based mantra for compassionate caring. <i>Nurse education today</i>, 58, 1–11. https://doi.org/10.1016/j.nedt.2017.07.012</p>	Adv.	2, a, b, e
		<p>Hofmeyer, A., Toffoli,L., Vernon, R., Taylor, R., Klopper, H. Coetzee, S., & Fontaine, D. (2018). Teaching compassionate care to nursing students in a digital learning and teaching environment. <i>Collegian</i>, 25 (3), 307-312. https://doi.org/10.1016/j.colegn.2017.08.001</p>	Adv.	2, b, e, f
	Guided Discussion	<p>Randy Pausch: Last Lecture https://youtu.be/ji5_MqicxSo</p>	Adv.	1,2,b,e
		<p>Terry et al. (2017) provides a list of literature, documentaries, and films used in teaching and reflecting on compassionate care.</p>	Adv.	1,2,5,a,b,d,e,f,h
	Reflective Practice	<p>Reflective practices of life experiences and nursing practice can assist in the development of compassion (Adamson & Dewar, 2015). Smith & Smith (2020) offers a guided reflective exercise for nursing students, challenging students to reflect on compassionate care during a patient</p>	Adv.	1,2,b,e,f

		care experience. Reflective learning can easily integrate into asynchronous or synchronous didactic or clinical learning experiences.		
		Nijboer et al, 2019 outline how nurses perceive compassion as part of their professional identity and struggle with intrinsic and extrinsic influences to providing compassion.	Adv.	1,2,5,a,b,d,e,f
6	Reading of Evidence-Based Literature	Kneafsey, R., Brown, S., Sein, K., Chamley, C., & Parsons, J. (2015). A qualitative study of key stakeholder' perspectives on compassion in healthcare and the development of a framework for compassionate interpersonal relations. <i>Journal of Clinical Nursing</i> , 25, 70-79.	Adv.	2, 7, 10, b, e
		Zhang, Y. Y., Zhang, C., Han, X. R., Li, W., & Wang, Y. L. (2018). Determinants of compassion satisfaction, compassion fatigue and burn out in nursing: A correlative meta-analysis [Meta-Analysis Review]. <i>Medicine</i> , 97(26),	Adv.	1, 2, 5, b, e
		Adamson, K., Sengsavang, S., Myers-Halbig, S., & Searl, N. (2018). Developing a Compassionate Culture Within Pediatric Rehabilitation: Does the Schwartz Rounds™ Support Both Clinical and Nonclinical Hospital Workers in Managing Their Work Experiences?. <i>Qualitative health research</i> , 28(9), 1406–1420. https://doi.org/10.1177/1049732318768239	Adv.	6, 7, 10, b, e
	Guided Discussion	Assign the book, <i>When Breath Becomes Air</i> , by Paul Kalanithi. Use prompts at the end of the chapter to develop guided discussion questions and facilitate learning.	Adv.	2, b, e
Reflective Practice	Nijboer et al, 2019 outline how nurses perceive compassion as part of their professional identity and struggle with intrinsic and extrinsic influences to providing compassion, and the importance of developing coping mechanisms.	Adv.	1, 2, 9, 10, b, e	

		Jones et al. (2019) discusses the importance of reflection, through dialogical space, to understand how compassion is displayed and the support needed to enhance compassion nursing practice.	Adv.	1, 2, 7, 9, 10, b, e
7	Implicit Bias Testing with Reflective Practice and Guided Discussion	<p>Use this paper as a guide: E. Gatewood, C. Broholm, J. Herman and C. Yingling. Journal of Professional Nursing 2019 Vol. 35 Issue 6 Pages 447-451. DOI:10.1016/j.profnurs.2019.03.004</p> <p>Start with this video https://youtu.be/9VGBwNI6Ssk</p> <p>Harvard Implicit Bias Testing https://implicit.harvard.edu/implicit/takeatest.html followed by a reflective journaling of the individual's experience with the test and its results.</p> <p>Students should be randomly assigned to 1-2 different tests each. It is important to make the learning environment a safe space to share both through reflective journaling after the testing, and later reflective discussion together in the classroom/virtual environment given the vulnerability the testing can create and feelings it can elicit.</p>	Adv.	2, 3, 5, 6, b, d (these crossover categories are applicable to all of section 7).
	Reading of Evidence-Based Literature	<p>Jasmine R Marcelin, Dawd S Siraj, Robert Victor, Shaila Kotadia, Yvonne A Maldonado, The Impact of Unconscious Bias in Healthcare: How to Recognize and Mitigate It, The Journal of Infectious Diseases, Volume 220, Issue Supplement_2, 15 September 2019, Pages S62–S73, doi: 10.1093/infdis/jiz214</p> <p>Gonzalez CM, Deno ML, Kintzer E, Marantz PR, Lypson ML, McKee MD. 2018. Patient perspectives on racial and ethnic implicit bias in clinical encounters: implications for curriculum development. Patient Educ Couns. 101(9):1669–1675.</p>	Adv.	

	Case Reviews and Simulation	Example of an OSCE (Simulation) that can be used: Gonzalez CM, Walker SA, Rodriguez N, Karp E, Marantz PR. 2020. It can be done! A skills-based elective in implicit bias recognition and management for preclinical medical students. Acad Med. 95(12S):S150–S55.	Adv.	
	Videos	Institute for Healthcare Improvement: https://www.youtube.com/watch?v=ze7Fff2YKfM	Adv.	
8	Reading of Evidence-Based Literature	Watson, J. (2018). Unitary Caring Sciences. The philosophy and praxis of nursing. Louisville, CO: The University Press of Colorado. The book offers a variety of reflective questions, examples in clinical practice, and guides to incorporate compassionate learning into existing assignments, discussions, and simulations.	Adv.	2, 5, 9, 10, b
	Reflective practice	Nurses' interpretation of patient interactions and perceived coping resources may contribute to compassionate care (Tierney et al., 2017). Tierney et al. offer the "transactional model of emotions and how it relates to compassionate care..." (p. 4). The model considers primary and secondary appraisals that contribute to how nurses respond to patient encounters. Ask students to reflect on a patient encounter they found challenging and apply the model. For example, the primary appraisal may include explaining what the encounter meant to the nurse and expressing if they felt harmed, threatened, challenged, or benefited. The secondary appraisal includes assessing coping with the situation, considering available resources, and interpreting control over the situation. Students can further reflect using guided questions, such as: How did I approach the situation? Did I enter the patient experience with judgments and bias? Were my professional goals or personal values tested? How well did I accept my patient's choices? What coping resources did I use? How can I	Adv.	2, 5, 9, 10

	<p>enhance or develop coping for similar future events? What did I learn from this situation?</p> <p>(See obj four above). Engage students in reflection as it relates to self-care. Ask students to appraise how self-care influences the advanced nurses' ability to provide compassionate care and may impact patient outcomes of a healthcare system.</p>	Adv.	7
Simulation and Debriefing	<p>Educators can integrate compassion learning activities and evaluation into existing case studies, simulations, interprofessional and clinical experiences for advanced learners through intentional learning and debriefing. Consider integrating compassionate care scales, such as The Schwartz Center of Compassionate Care Scale (SCCCS), into simulation using standardized patients, faculty or peer observation, or self-reflection (Keener et al., 2020). Add learning objectives to appraise, strengthen, and advocate for compassionate patient care.</p> <p>Incorporate mindfulness techniques into a simulation to enhance compassionate care. During debriefing, ask advanced students to consider the outcome of a system-wide approach to improve mindfulness and promote the “presence” of all healthcare team members and how implementation may impact patient care.</p>	Adv.	2, 5, 9, 10

References:

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<https://doi.org/10.1111/scs.12434>

Example videos:

What is Compassion? A video for undergraduate nursing students.

https://youtu.be/9-UZ0hn_Tpc

Randy Pausch: Last Lecture. A video to create awareness of human suffering in order to build compassion. (See sample book below as well).

https://youtu.be/ji5_MqicxSo

Example books:

Boyle, B. (2015). *The patient experience. The importance of care, communication, and compassion in the hospital room*. New York, NY: Skyhorse. Associated video: <https://www.leadingauthorities.com/speakers/video/brian-boyle-patient-experience>

Fontaine, D., Cunningham, T. & May, N. *Self-care for new and student nurses*. Indianapolis, IN: Sigma Theta Tau International

Kalanithi, P. (2016). *When breath becomes air*, New York, NY: Random House.

Dempsey, C. (2018). *The antidote to suffering. How compassionate connected care can improve safety, quality, and experience*. New York, NY: McGraw-Hill

Pausch, R. & Zaslow, J. (2008). *The last lecture*. Hyperion, New York, NY.

Watson, J. (2018). *Unitary Caring Sciences. The philosophy and praxis of nursing*. Louisville, CO: The University Press of Colorado.

Websites:

Positive Psychology <https://positivepsychology.com/>

Self-compassion <https://self-compassion.org/>

Self-Care and Resilience <https://www.ahna.org/Home/Resources/Self-Care-and-Resilience>

Stress Management <https://www.ahna.org/Home/Resources/Stress-Management>