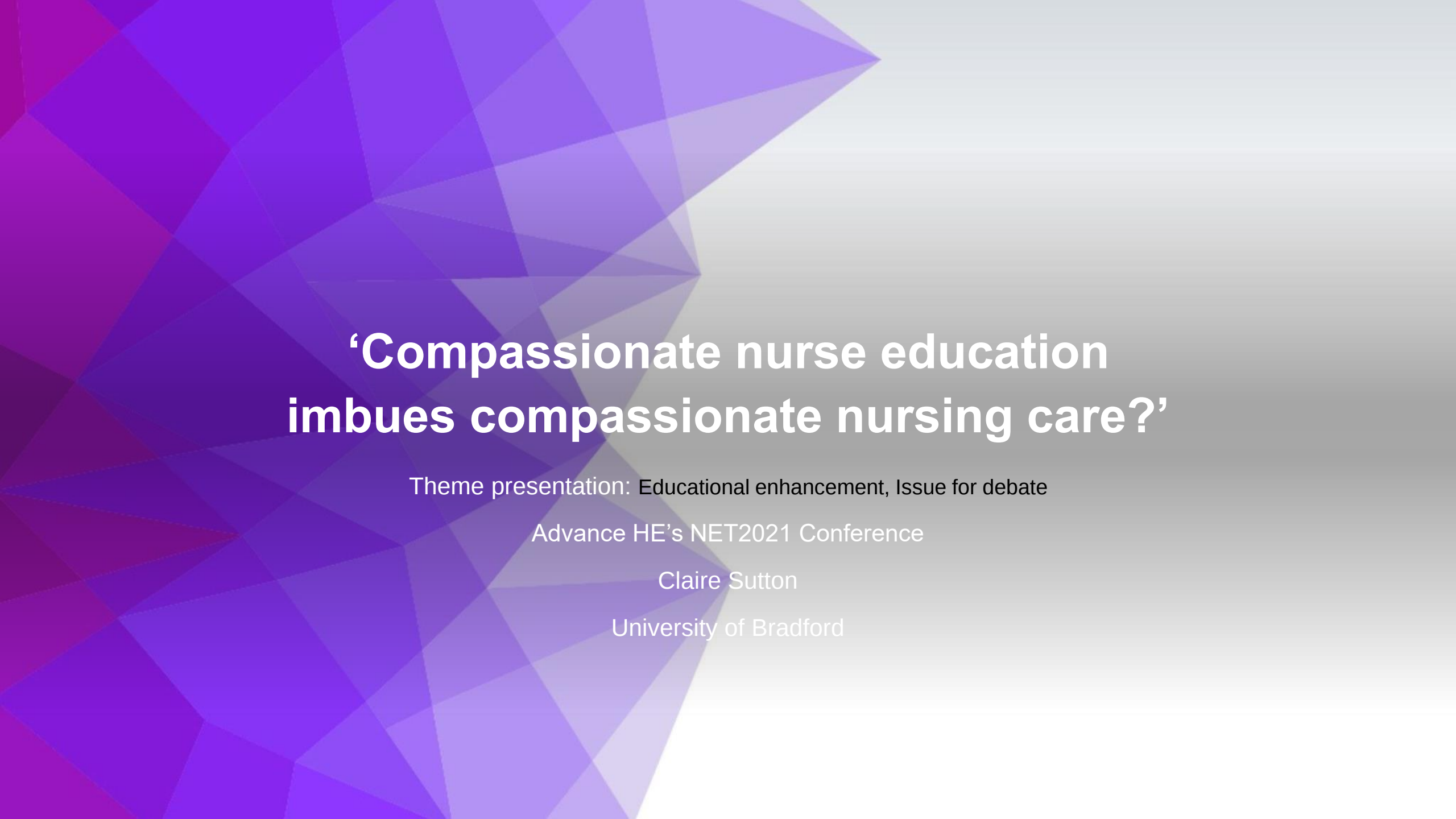




‘Compassionate nurse education imbues compassionate nursing care?’

Theme presentation: Educational enhancement, Issue for debate

Advance HE's NET2021 Conference

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Publicity abstract

A nurse's duty of care is predicated upon compassion. Strong policy and strategy documentation drive compassionate nursing care. If student nurses are to learn to care with compassion, how do nurse educators promote compassion? How can nurse educators' education praxis promote future nurses to identify demonstrably and enduringly as a compassionate profession? This paper explores such questions through critical reflective discussion drawing insights from the presenter's experiences as a novice nurse educator as she endeavours to teach compassionately to promote her students' sense and sensibility of compassion and its essential value in developing her student nurses' compassionate nursing practice.

Personal reflection

New role, a shift from clinical nursing to academic role

An interest in relational dimensions of pedagogy/andragogy/heutagogy

Who did I now care for, how and why?

Some familiarity with ethics of caring in education for example through the work of Carl Rogers (Rogers 1969) and Nel Noddings (2010) and the values of contact, person-centred relationship and 'being with' rather than 'doing to'

COVID-19 impacts upon learning environments and student-educator relationships

Defining compassion

Ethical, theoretical and practical dimensions (Su et al. 2019)

Awareness of vulnerability and suffering; desire to help alleviate suffering (Crawford et al. 2014)

An individual's disposition (Crawford et al. (2012) in Crawford et al. (2014): kind, gentle, sensitive, helpful, comforting, reassuring, tolerant, soothing ...

However social and organisational factors shape compassionate interactions (Crawford et al. 2014)

Compassionate nursing care – a relational ethos

... is developed from 'relationships based on empathy, respect and dignity – it can also be described as intelligent kindness and is central to how people perceive their care' (Department of Health 2012: 13)

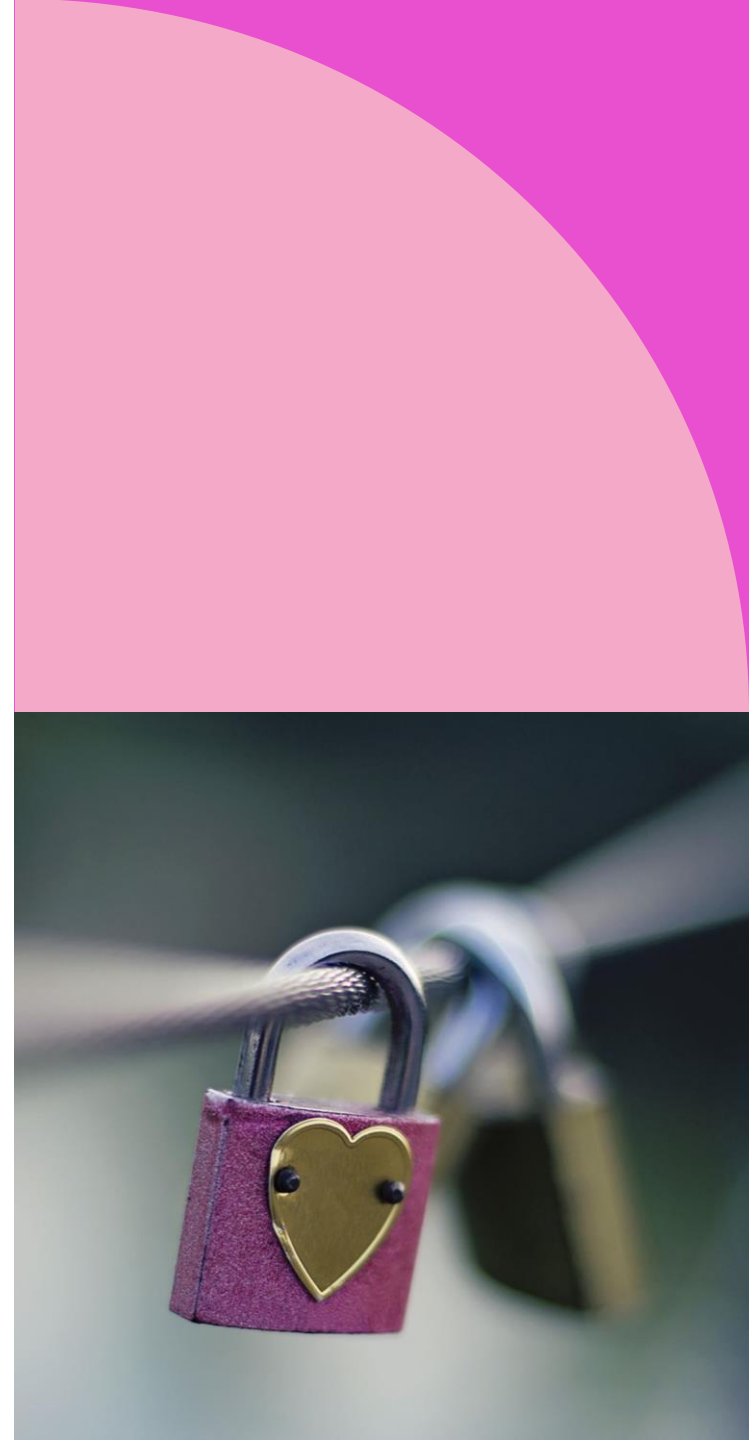
Clinicians miss opportunities to show empathy; value 'technical skills' above 'intrinsic quality' (Sinclair et al. 2016: 2)

Compassion as a value rather than a competence (Baillie 2017)

Enabled through environmental and cultural factors (NHS England 2016)

Developing our students' compassion

- ' ... treat people with kindness, respect and compassion ...' (Nursing and Midwifery Council 2018: 6)
- Nursing as a craft (Adamson 2018)
- ' ... personal values, beliefs and perspectives ... relational skills and behaviours ...' (Clouston 2017)
- '... professional socialisation ...' however '... dissonance between professional ideals and practice reality ...' (Curtis et al. 2012: 790)



Learning about compassion and learning to be compassionate

- A compassionate nurse illustrated as a series of qualities including: connecting to knowing the patient, awareness of needs/suffering, body language, having time, small acts, emotional strength, professional competence (Durkin et al. 2018)
- Students learn via reflection upon practice, interrogation of communication and emotional awareness (Durkin et al. 2018)
- Utilisation of case studies, role-play and reflective discussion to appraise personal beliefs and humanity (Percy and Richardson 2018)
- A range of approaches (Mahler 2020) including online learning opportunities (Hofmeyer et al. 2018)

**... and the
student nurse
– educator
relationship?**

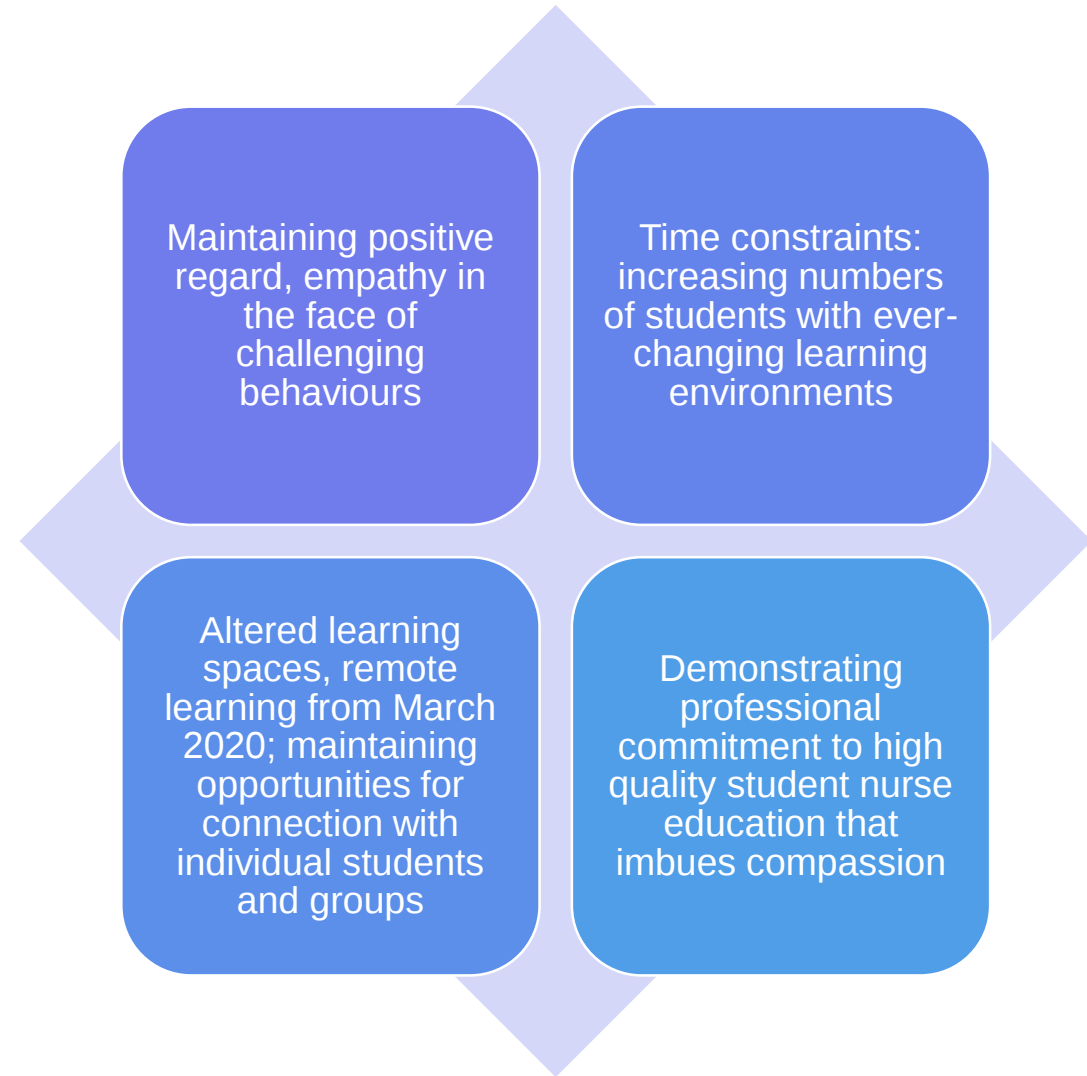
Emotional availability (Leonard 2017)

The importance of connection (Gillespie 2002; 2005)

Role-modelling of professional values including empathy, positive regard and giving students time (Felstead 2013)

Promoting community, belonging (West et al./The King's Fund 2020)

Some challenges to compassion in nurse education



Summary

A personal reflection upon relational dimensions of pedagogy/andragogy/heutagogy

Compassion defined as: multidimensional, borne of multiple personal, interpersonal and cultural qualities that enhance our sensibility to become aware of the suffering of another and to alleviate that suffering

Nurses' compassion is mandated, by the Nursing and Midwifery Council, a practice and practised dialogue borne of reflection and reflexivity and a commitment to attend to this continual process fundamental to the human condition that must be started during pre-registration nursing education

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Thank you!

Any comments/questions
welcomed.

