

STUDY GUIDE

COMPASSION IN HEALTH CARE **Polytechnic University of Viseu**

1. IDENTIFYING DATA.	
• Course Name.	Compassion in Health Care
• Coordinating University.	Polytechnic University of Viseu
• Partner Universities Involved.	N/A
• Course Field(s).	Health Care, Nursing, Nursing Education
• Related Study Programme.	Nursing
• ISCED Code.	913
• SDG.	3, 4

• Study Level.	Bachelor	
• EUNICE Key Competencies	<ul style="list-style-type: none"> • Green – strongly • Orange- moderately • Red – partially • Blank cell - not at all 	
	Problem solving	Partially
	Teamworking	Moderately
	Communication	Strongly
	Self-management	Strongly
	Cognitive flexibility	Partially
	Digital competence	Not at all
	Technical competence	Not at all
	Global intercultural competence	Moderately

• Number of ECTS credits allocated.	3
• Mode of Delivery.	Online live and online self-study
• Language of Instruction.	English
• Course Dates.	Semester 1/Winter Semester 07/10/2025 - 20/01/2026
• Precise Schedule of the Lectures.	8 synchronous sessions: 7 th October 2025, 15.00 – 17.00 (CET) 21 st October 2025, 15.00 – 17.00 (CET) 4 th November 2025, 15.00 – 17.00 (CET) 18 th November 2025, 15.00 – 17.00 (CET) 2 nd December 2025, 15.00 – 17.00 (CET)

	16 th December 2025, 15.00 – 17.00 (CET) 6 th January 2026, 15.00 – 17.00 (CET) 20 th January 2026, 15.00 – 17.00 (CET) 6 asynchronous sessions
• Key Words.	Nursing; Compassion; Nurse education; Compassionate Care; Empathy
• Catchy Phrase.	<i>Caring, the human mode of being.</i> M. Simone Roach

• Prerequisites and co-requisites.	EUNICE student; English Level: B2.
• Number of EUNICE students that can attend the Course.	18
• Course inscription procedure(s).	Eunice Application Portal

2. CONTACT DETAILS.

• Department.	School of Health, Nursing Department
• Name of Lecturer.	Luís Miguel Pereira Condeço
• E-mail.	lcondeco@essv.ipv.pt
• Other Lecturers.	N/A

3. COURSE CONTENT.

This course focuses on developing knowledge about compassion in nursing and skills in the practice of compassionate care, through a theoretical approach based on the latest scientific evidence. The aim is to provide a comprehensive approach to the philosophical and historical foundations of compassion, the evolution of the concept of compassion in the context of contemporary nursing, theories and models of “human caring”, formative experiences and development of teaching in nursing training, and the promotion of interventions that promote compassion in health care.

4. LEARNING OUTCOMES.

To critically analyze the concept of compassion in nursing, and distinguish it from relatable constructs such as sympathy, empathy or humanization.

To understand Roach's care model and the C's, identifying their relevance to clinical practice and the promotion of quality health care.

To identify barriers and/or obstacles, as well as facilitating factors for the implementation of compassionate practices.

To evaluate pedagogical interventions that strengthen compassionate attitudes and behaviors in nursing students and professionals.

To reflect on methodologies that can contribute to the sustainability of passive care in health care organizations.

5. OBJECTIVES.

Promote understanding of the theoretical and historical foundations of compassion in nursing, highlighting the interconnection between ethical values, clinical practice and professional training.

To provide instruments and approaches to assess compassion in the health care context, recognizing the cultural and individual specificities of health professionals.

Develop pedagogical skills that foster the teaching of compassionate attitudes in nurses and nursing students.

To enable the implementation of innovative strategies for compassionate care practices.

To encourage critical reflection on compassionate professional practice and its importance in alleviating suffering.

6. COURSE ORGANISATION.

UNITS

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| 1. | Historical evolution of compassion from a religious, cultural and care perspective |
| 2. | Conceptualization of compassion and compassionate care |
| 3. | Simone Roach's theoretical framework and compassion in nursing care |
| 4. | Measurement of compassion |
| 5. | The development of compassion in nursing education |
| 6. | Promotion of compassionate care in nurses and other health professionals |
| 7. | Compassion in the organizational culture of health care institutions |

LEARNING RESOURCES AND TOOLS.

All support material (PPT from the synchronous lectures, articles, videos and supporting documents) will be uploaded on the virtual platform and will be provided by the professor.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Synchronous sessions: lectures

Asynchronous sessions: short e-activities

Autonomous work: personal research

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Theoretical classes (synchronous sessions) follow the expository method, with the teacher using active methodologies, analyzing and discussing possible situations in the context of care practice with students. In asynchronous sessions, students must develop and complete e-activities that will be made available on a virtual platform. Independent work involves the analysis of articles, documents or videos made available by the teacher, and/or researched by the student, with

subsequent discussion. The assessment methodology will be presented at the beginning of the curricular unit and will be continuous, through e-activities (50%) and through the development and presentation (January 20) of an individual work (50%), considering the student with a grade higher than 10 points (grade from 0 to 20 points) approved. In the exam, on 27th January 2026, the assessment in the form of individual work (graded from 0 to 20 points) is subject to approval with a grade equal to or higher than 10 points.

OBSERVATIONS.

Not applicable

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Lectures, videos, and articles that the professor will provide throughout the course. Additionally, recommend the following references:

Blomberg, K., Griffiths, P., Wengström, Y., May, C., & Bridges, J. (2016). *Interventions for compassionate nursing care: A systematic review*. International Journal of Nursing Studies, 62, 137–155. <https://doi.org/10.1016/j.ijnurstu.2016.07.009>

Condeço, L. (2023). Compaixão, um dos pilares da Enfermagem. *Servir*, 2(01e), 20–21. <https://revistas.rcaap.pt/servir/article/view/31579>

Condeço, L.M. (2019). A conceptualization perspective of compassion in nursing care. *Suplemento digital da Revista ROL de Enfermería*, 42(11-12), 49.

Condeço, L.M. (2019). Nursing interventions for compassionate care. *Suplemento digital da Revista ROL de Enfermería*, 42(11-12), 50.

Condeço, L., Martins, M., Correia, S. & Vieira, M. (2019). O Ensino da Compaixão nos Estudantes de Enfermagem. *Livro de Resumos do I Congresso Internacional Qualidade de Vida, Cidadania e Saúde Mental e V Congresso de Educação para a Saúde*, Viseu, Portugal (pp. 101).

Dewar, B. J. (2011). *Caring about caring: An appreciative inquiry about compassionate relationship-centred care* [Tese de doutoramento, Edinburgh Napier University]. Edinburgh Napier University Repository.

Hofmeyer, A., Toffoli, L., Vernon, R., Taylor, R., Klopper, H. C., Coetzee, S. K., & Fontaine, D. (2017). Teaching compassionate care to nursing students in a digital learning and teaching environment. *Collegian*, 24(6), 617–623. <https://doi.org/10.1016/j.colegn.2017.08.001>

Raustøl, A., & Tveit, B. (2023). Compassion, emotions and cognition: Implications for nursing education. *Nursing Ethics*, 30(1), 145–154. <https://doi.org/10.1177/09697330221128903>

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. *Journal of Pain and Symptom Management*, 51(2), 193–203. <https://doi.org/10.1016/j.jpainsymman.2015.10.009>