Fostering emotional intelligence, moral sensitivity and resilience through reflection and mindful self-compassion

Facilitated by Catherine Cook, RN, PhD or Jenny Green, RN, MN
where are we going?

By the end of the session you will be able to:

- Identify the ingredients of emotional intelligence & how these can be fostered in everyday life;
- Describe the negativity bias & strategies to address its unwanted effects;
- Recognise times you have acted as a moral agent & reflect on how these recollections can inform current practice;
- Experiment with activities that enhance reflective responses, resilience & mindful self-compassion.
“Nursing was founded on the moral premise of caring and the belief that nurses have a commitment to do good. Part of society’s expectation of nurses is that they are moral agents in their provision of care, and that they have a responsibility to conduct themselves ethically in what they do and how they interact with persons receiving care”

(NZNO, 2010, p.9).
under-involvement

zone of helpfulness

over-involvement

emotional intelligence for wise action
Provision 5.
The nurse owes the **same duties to self as to others**, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
PANIC ZONE

challenge zone

comfort zone

challenge zone

PANIC ZONE
ahakoa he iti he pounamu

although it is small, it is greenstone
Reflect on what BJ Miller’s story reminds you of in your own nursing practice – it may have been a very small moment, and you may not have received any feedback from the patient or their family, but you have a sense that you engaged in a very person-centred way.

See if you can come up with a memory and let the memory become as vivid as possible for you – what happened? and why this memory still holds meaning for you? What does the memory tell you about what you value, what you aspire to?

If you were to recall this situation more in your present work life, how might this memory help you?
emotional intelligence

- self-regulation
- empathy & compassion
- motivation

- self-awareness
- mindfulness
- social skills
- reflection

https://hbr.org/video/4421646384001/the-explainer-emotional-intelligence
emotional intelligence

moral competency & cultural competency
concept of cultural safety

• “A nurse who can understand his or her own culture and the theory of power relations can be culturally safe in any context” (Nursing Council New Zealand, 2011, p. 7).
First, on your own, think of a colleague who comes to mind who you associate with these qualities of emotional intelligence in their relationships with others;

This person won’t be perfect, (none of us are) but she or he will overall be quite consistent in reflecting these qualities;

See if you can come up with a small, specific example of EI in this person’s practice, that’s inspiring to you in some way.
Next, in groups of four, briefly discuss your example, highlighting the qualities that stand out to you. Make sure you anonymise your example so that the person and situation are not identifiable;

Brainstorm a list of these qualities as a group;

Then each select one quality you want to focus on nurturing over the next six weeks – each write down 3 steps that will help you to bring this quality to the foreground. This may be a quality you’re already demonstrating and want to focus on even more, or it may be less familiar for you to focus on this quality.
YOU ARE FANTASTIC!
BRILLIANT! YOU'RE AN INSPIRATION.
YOU ARE A GREAT GUY!
YOU ROCK!
YOU CAN BE A JERK SOMETIMES.
YOU'RE A GENIUS, MAN!
SUCH A GOOD FRIEND.
SO HANDSOME.
YOU REALLY BRIGHTEN MY DAY.
TOP EBAYER A++

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YOU ARE FANTASTIC!
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THE NEGATIVITY BIAS

NEGATIVE EXPERIENCE

SEARCH FOR THE NEXT

POSITIVE EXPERIENCES
Flow straight through the brain without recognition.

LOCK IN MEMORY

POSITIVE EXPERIENCES

STRESS AND REACT

POSITIVE EXPERIENCE

YouTube clip: https://www.youtube.com/watch?v=P8vfQFgpSmc
amygdala hijack

1. Sensory data sent to thalamus

2. Data sent to amygdala

3. Data also sent to cortex

4. Amygdala does quick threat assessment

5. Amygdala blocks “slow” thinking

6. Unthinking response

https://www.youtube.com/watch?v=0BhQQ0lUaok
Count Pause Repeat
Calm Posture Reaffirm
confronting the negativity bias

Hardwiring happiness
Have a positive experience
Enrich it
Absorb it
Link positive & negative material

Rick Hanson
Have an experience – recall when you did manage to ‘put out a small fire’ rather than fuel an amygdala hijack

Enrich it – words, visualise

Absorb it – hold memory for 20 seconds & breathe long exhale to link memory to parasympathetic activation

Link +ve to –ve – hold this experience & imagine how recalling this situation will help with a future challenge
Dewey (1933) reflective process

1. suggestions
2. problem-setting
3. guiding idea
4. reasoning
5. testing

is this idea worth following up?
see idea in big picture context
from initial ideas to hypothesis

possibility of failure viewed as positive learning experience
consider multiple possibilities in time available
Gibbs’ model (1988) includes attention to feelings

1. What happened?
2. What were you thinking & feeling?
3. What was +ve/-ve about event?
4. What sense do you make of situation?
5. What else might you have done?
6. If this arose again what might you try?
mindfulness
learning outcomes

- understand the contribution that mindful moments, and informal and formal practice, can make to nurses’ reflective practice
- experience and experiment with mindful moments, and informal and formal practice
“You can’t control the universe, so mindfulness involves learning to cultivate wisdom and equanimity—not passive resignation—in the face of what Zorba the Greek called the full catastrophe of the human condition.”

Jon Kabat Zinn
purposely paying attention
+ in a non-judgemental way
+ to what’s happening
+ curiosity
Informal, spontaneous, intermittent =
less accessible in difficult times e.g. amygdala hijack

formal, intentional nurturing the habit = accessible in difficult times
mindfulness = choices
non-competitive
+
compassionate

c’mon, inner peace. I don’t have all day.


Auckland facilitators Dianne May & Sue Dykes

Retreats – Te Moata Tairua