



MASSEY UNIVERSITY
COLLEGE OF HEALTH
TE KURA HAUORA TANGATA

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



NEW ZEALAND
NURSES
ORGANISATION

TŌPŪTANGA
TAPUHI
KAITIAKI O AOTEAROA

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.

NZNO Code of Ethics

“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



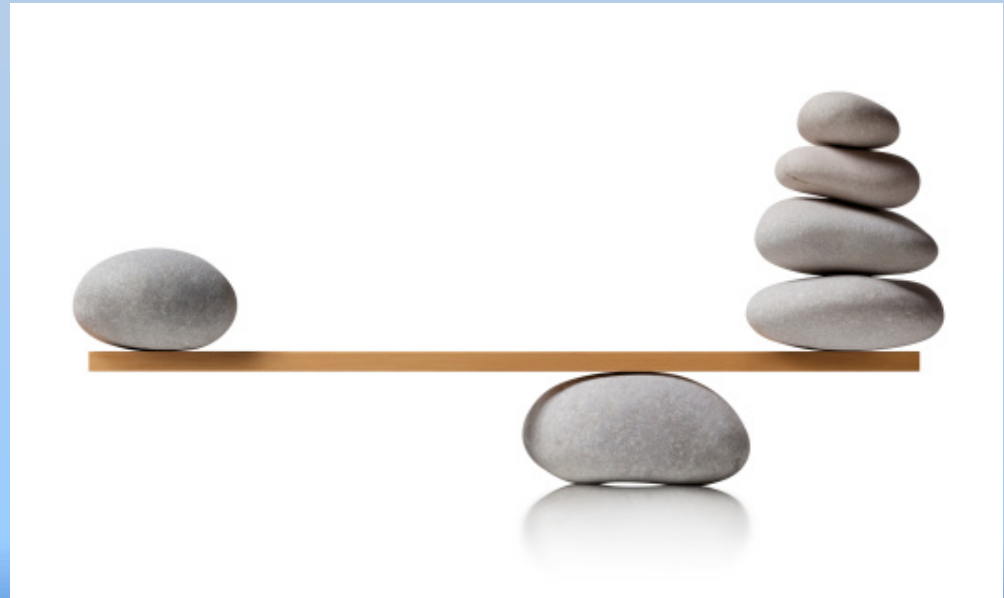
over-
involvement

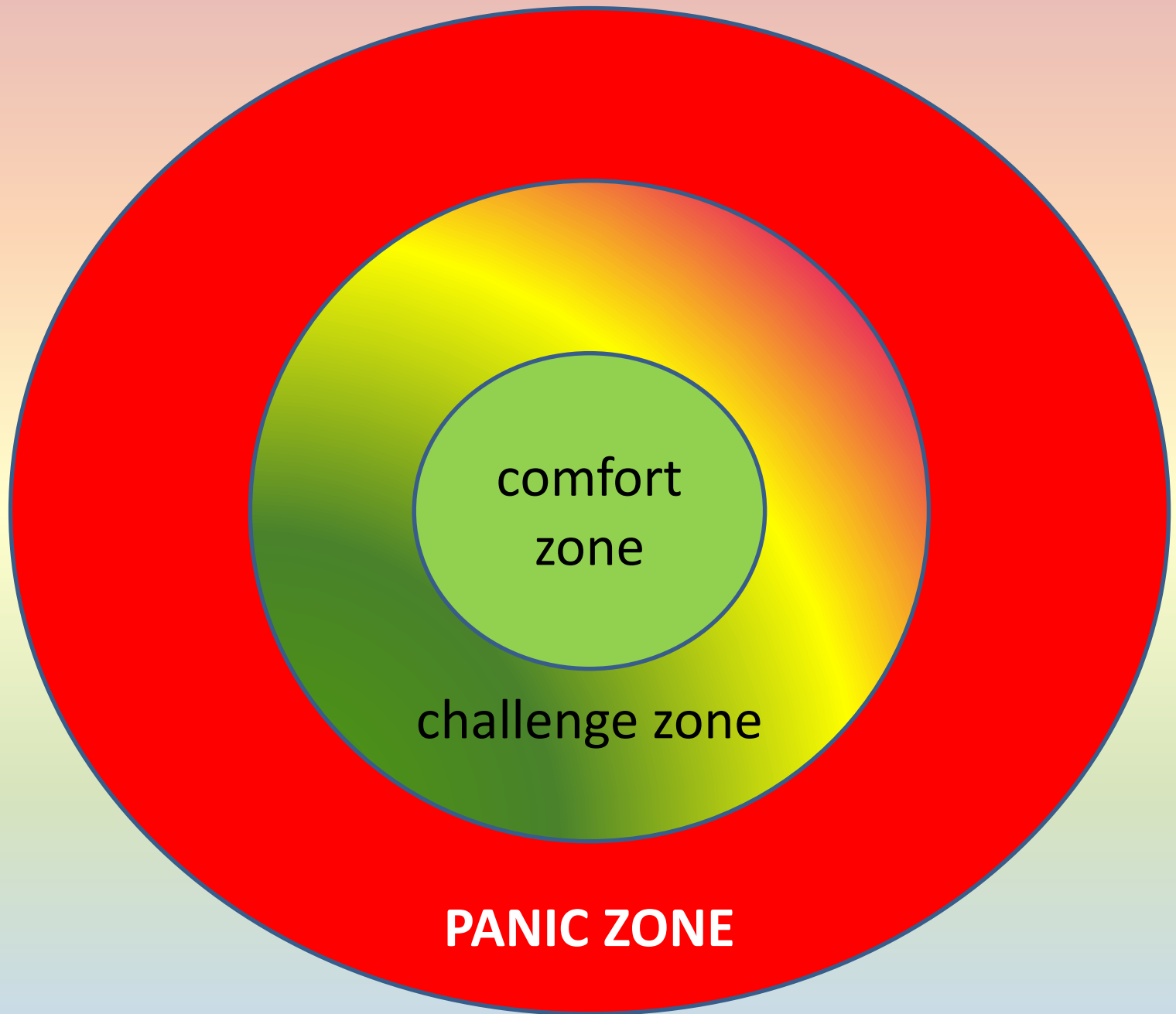
emotional intelligence for
wise action

ANA Code of Ethics

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









https://www.ted.com/talks/bj_miller_what_really_matters_at_the_end_of_life#t-724726

ahakoa he iti he pounamu

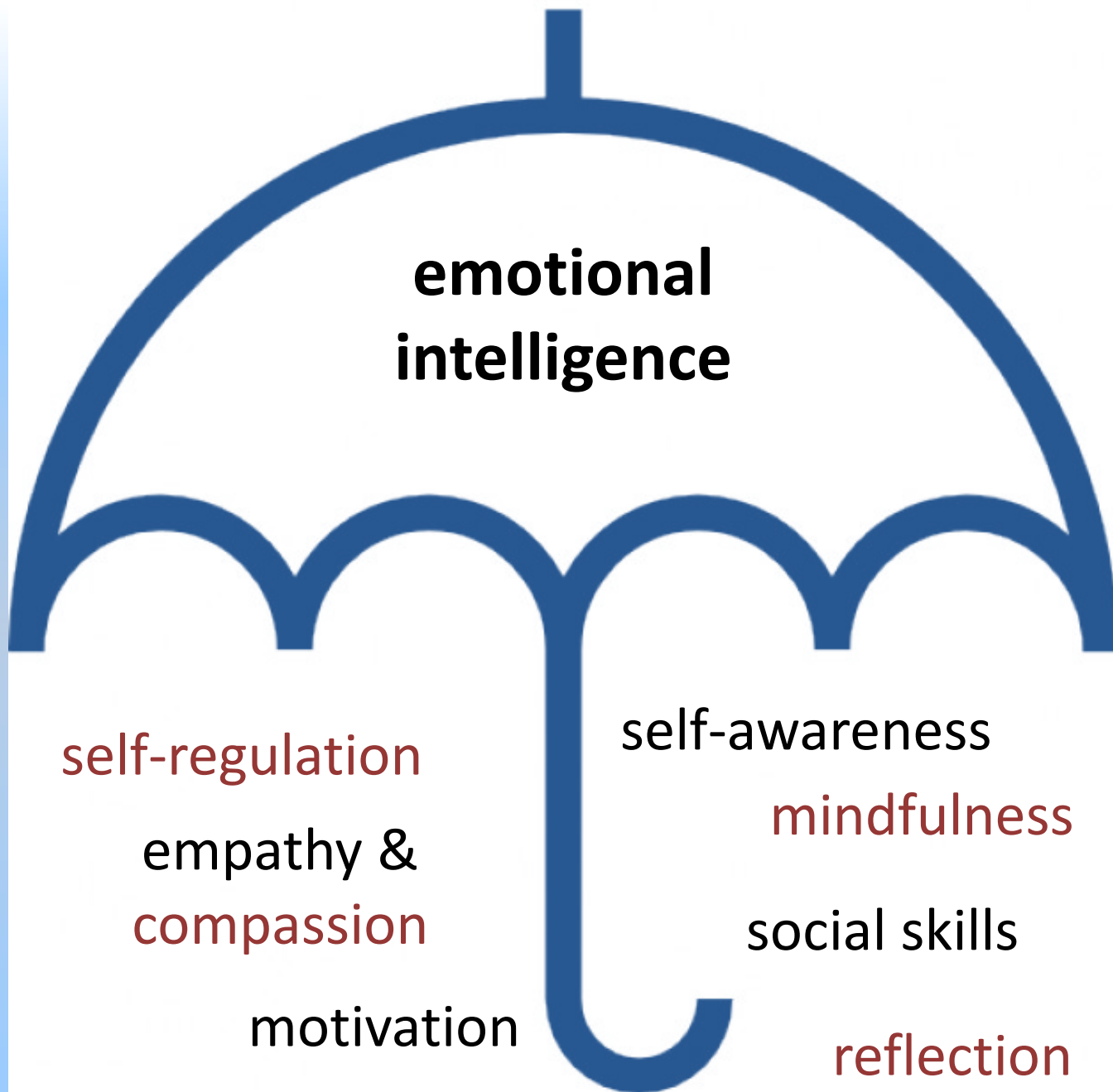


although it is small, it is greenstone

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?

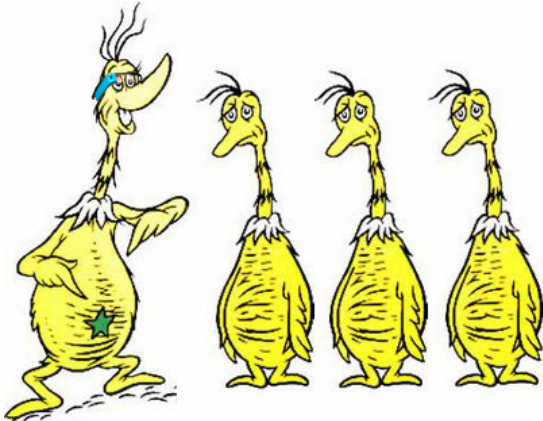
If you were to recall this situation more in your present work life, how might this memory help you?



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

**emotional
intelligence**

moral competency **&** cultural competency



concept of cultural safety

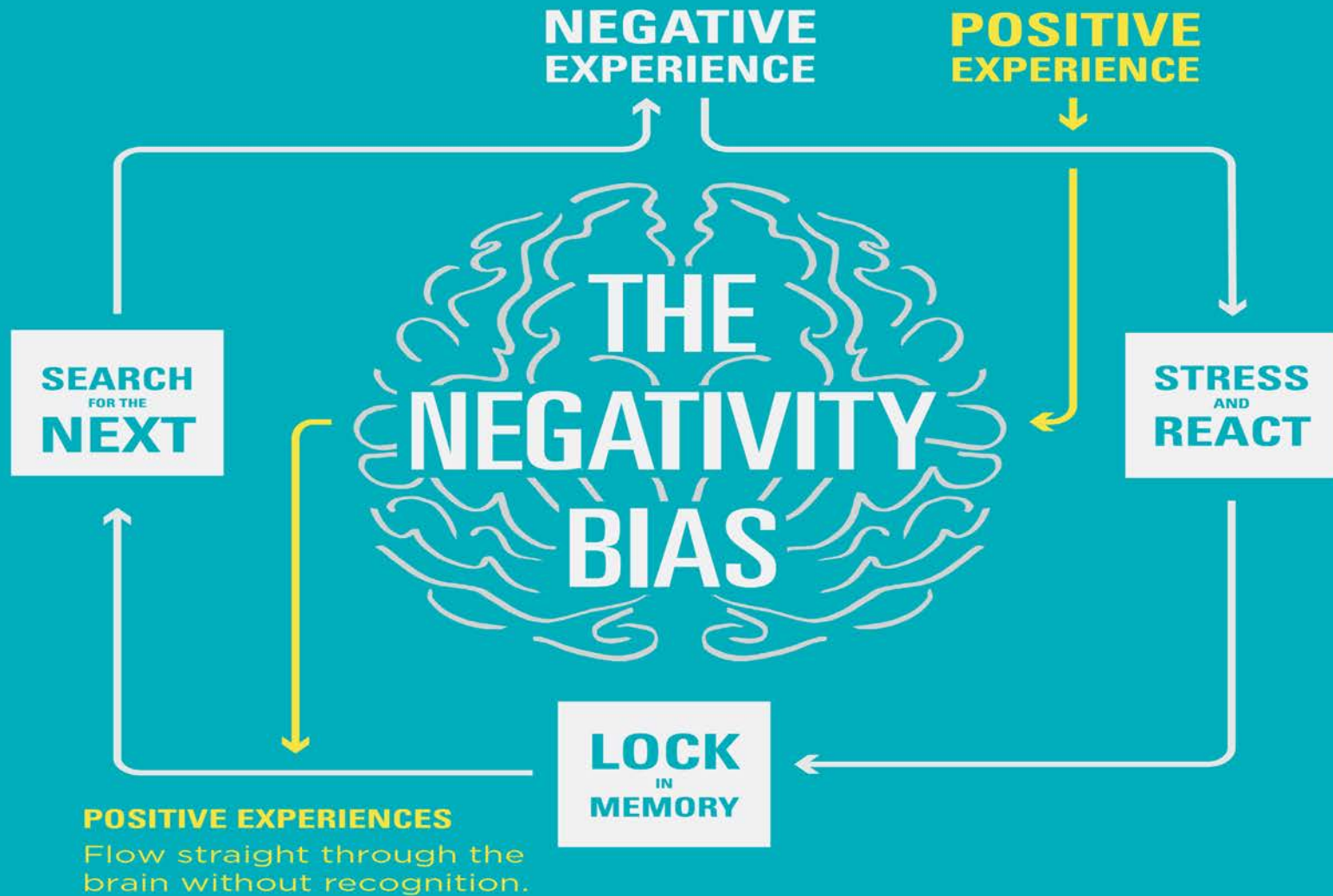
- “A nurse who can understand his or her own culture and the theory of power relations can be culturally safe in any context” (Nursing Council New Zealand, 2011, p. 7).



- ❖ 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.

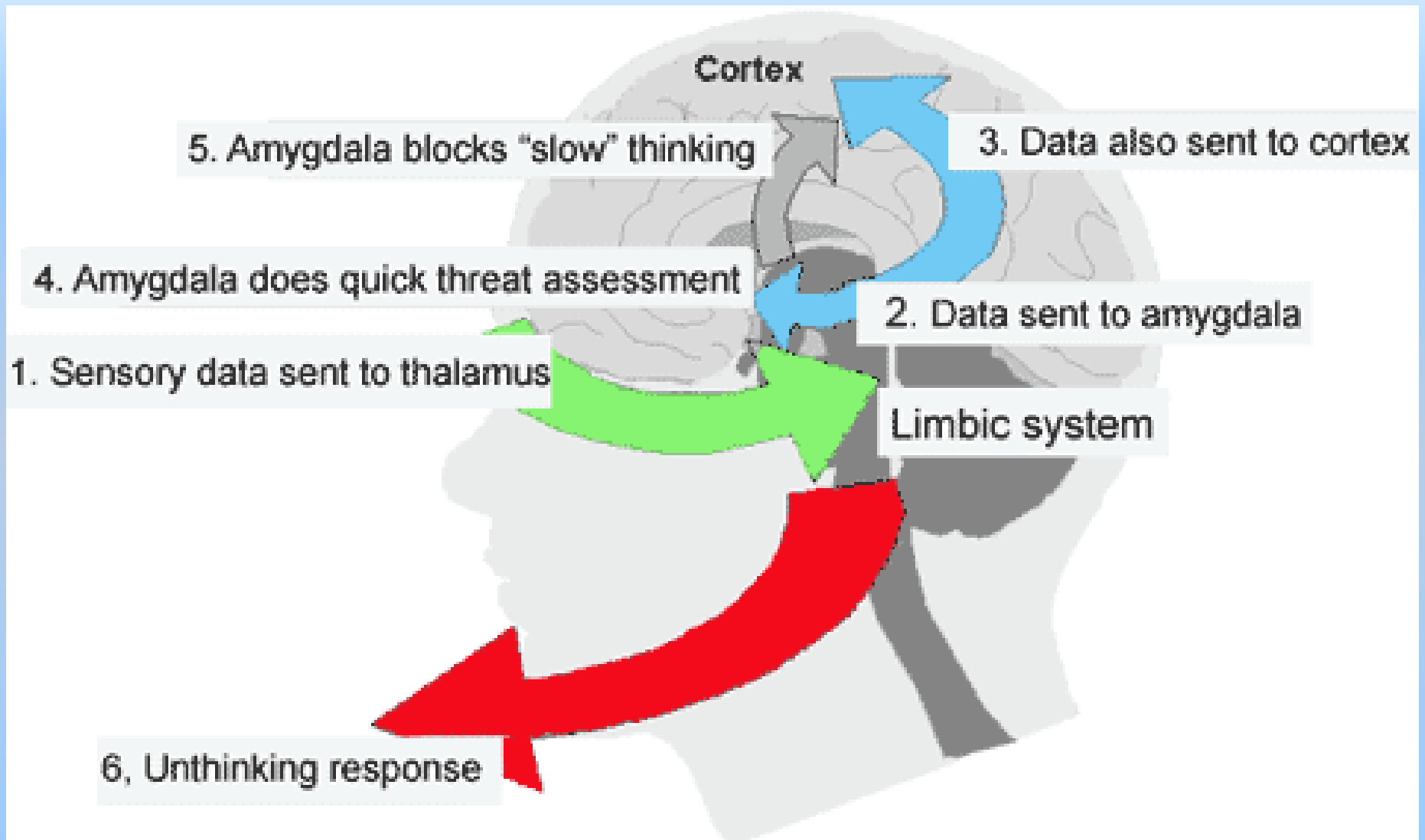
- ❖ Next, in groups of four, briefly discuss your example, highlighting the qualities that stand out to you. Make sure you anonymise your example so that the person and situation are not identifiable;
- ❖ Brainstorm a list of these qualities as a group;
- ❖ Then each select one quality you want to focus 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.





YouTube clip: <https://www.youtube.com/watch?v=P8vfQFgpSmc>

amygdala hijack





Count Pause Repeat
Calm Posture Reaffirm



Count Pause Repeat
Calm Posture Reaffirm

confronting the negativity bias

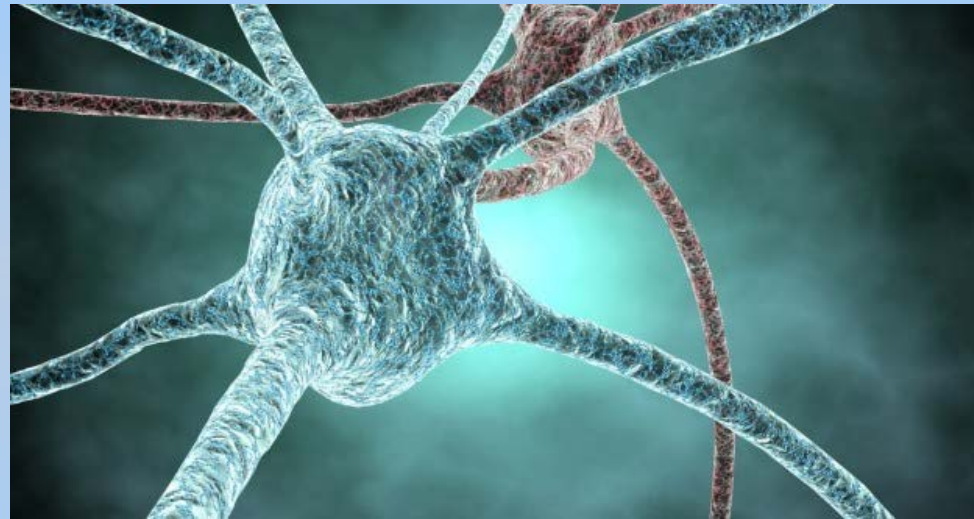
Hardwiring happiness

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

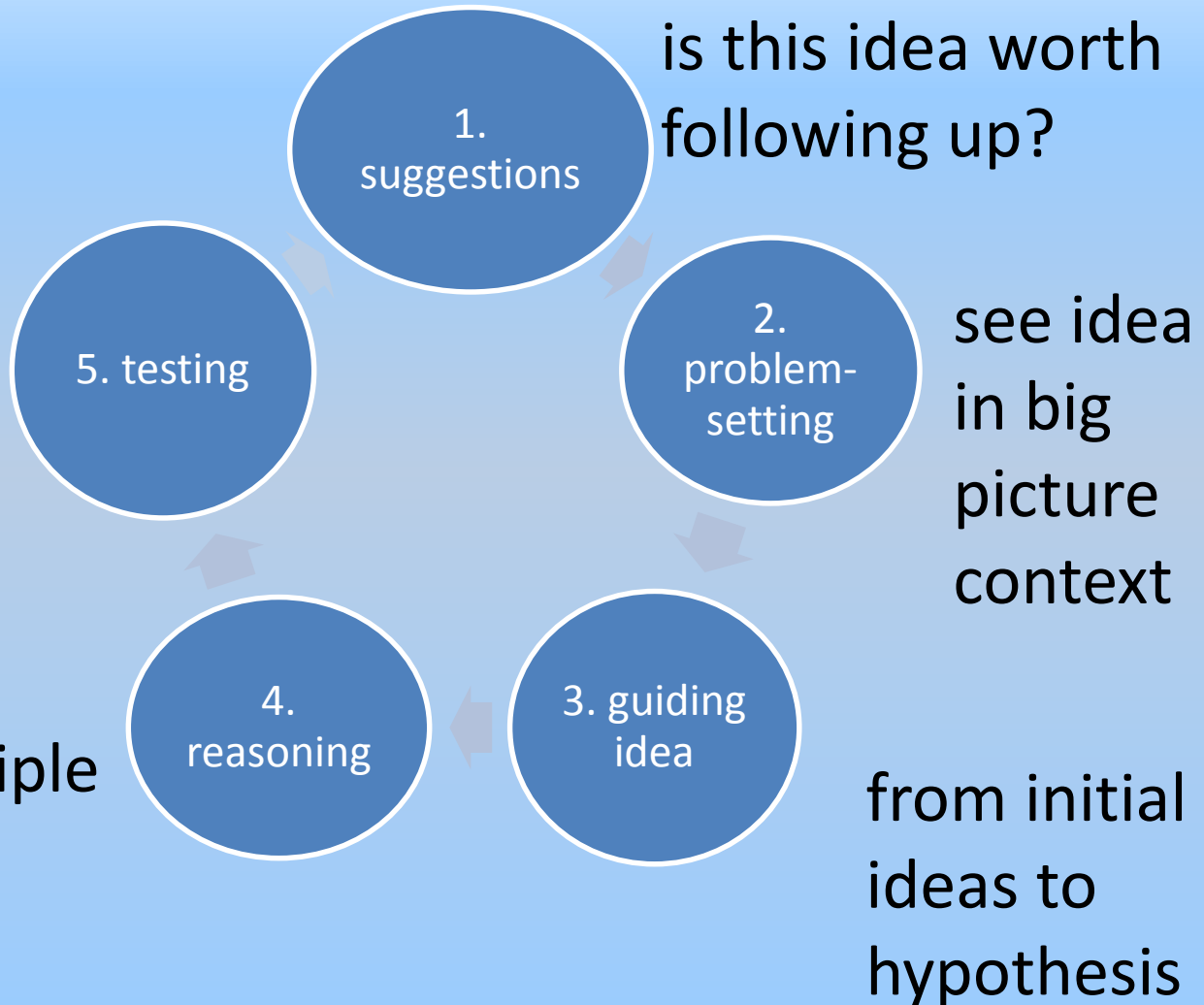
Absorb it – hold memory for 20 seconds & breathe long exhale to link memory to parasympathetic activation

Link +ve to –ve – hold this experience & imagine how recalling this situation will help with a future challenge

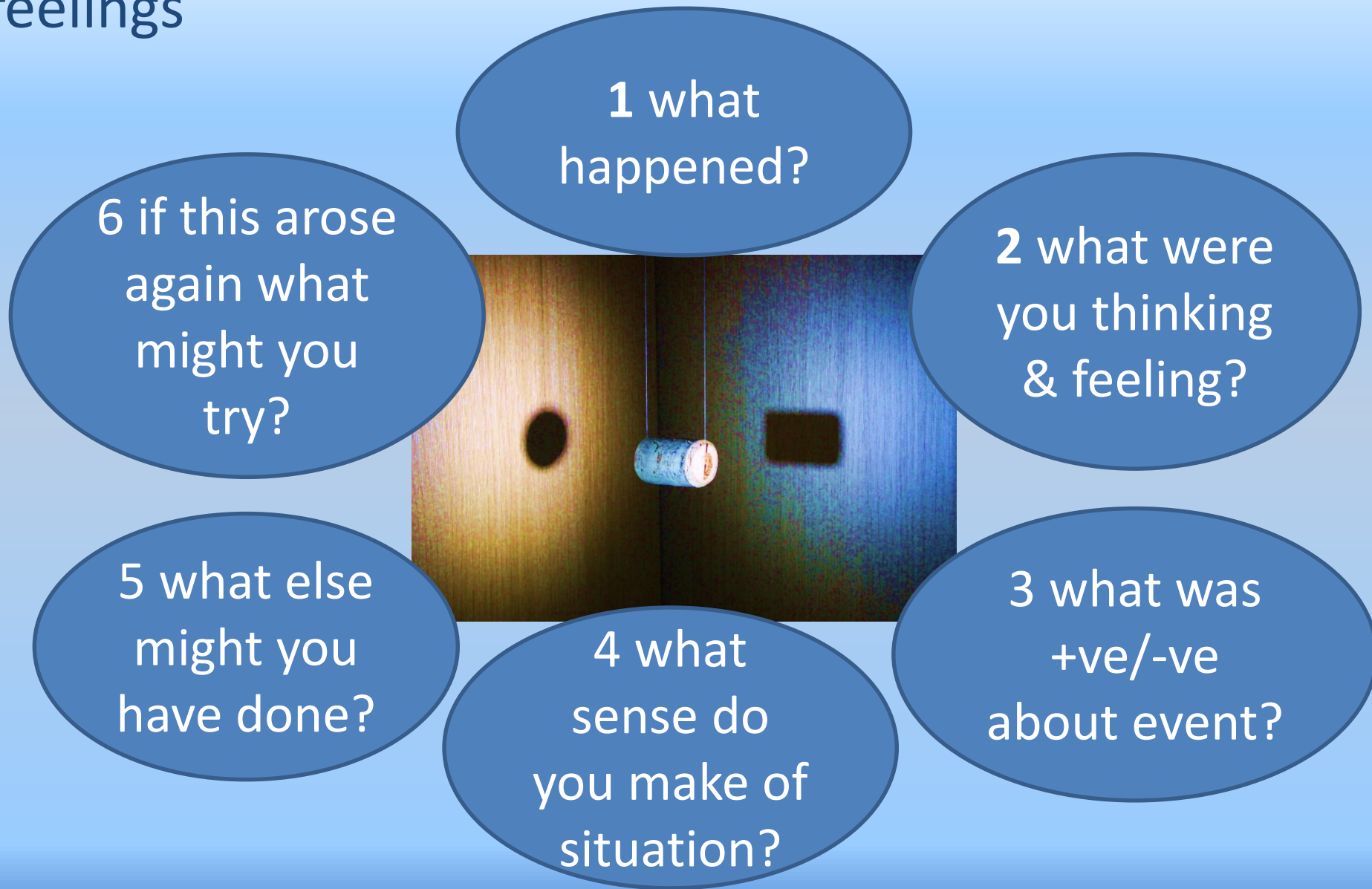


Dewey (1933) reflective process

possibility of failure viewed as positive learning experience



Gibbs' model (1988) includes attention to feelings



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



Wilson et al. (2014). Just think: The challenges of the disengaged mind. *Science*, 345, 75-77.

FULL CATASTROPHE LIVING

Using the Wisdom of
Your Body and Mind to Face
Stress, Pain, and Illness

Jon Kabat-Zinn, Ph.D.
Bestselling Author of *Wherever You Go, There You Are*

Read by the author

FIFTEENTH ANNIVERSARY EDITION
WITH A NEW INTRODUCTION BY THE AUTHOR

“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

SPRING HILL FARM
ESTABLISHED 1980
ORGANIC PRODUCE

LEEKS

A photograph of a heavy rain shower falling over a lush green landscape. The rain is captured as numerous vertical streaks across the frame. In the background, there are dense green trees and foliage. The foreground shows a bright green grassy field. The overall scene is vibrant and dynamic.

recognising

allowing

investigating

non-identifying

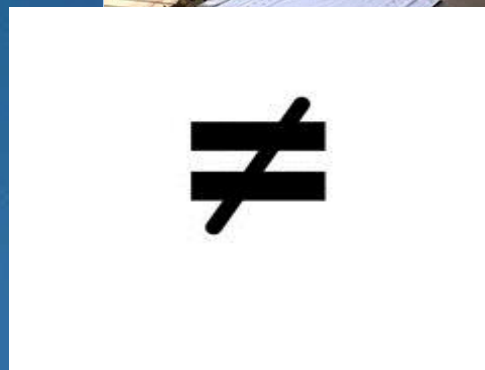
non-competitive

+

compassionate

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

























































References

- American Nurses Association.** (2015). American Nurses Association Code of Ethics for Nurses with interpretive comments. Retrieved from:
https://courseweb.pitt.edu/bbcswebdav/institution/Pitt%20Online/Nursing/NUR%202008/Module%2001/Readings/ANA_ethics.pdf
- Dewey, J.** (1933). *How we think: A restatement of the relation of reflective thinking to the education process*. Massachusetts, MA: D. C. Heath.
- Gibbs, G.** (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford, United Kingdom: Oxford Brookes University.
- McKinnon, J.** (2016). *Reflection for nursing life: Principles, process and practice*. Oxford, UK: Routledge.
- New Zealand Nurses Organisation.** (2010). *Code of Ethics*. Wellington, New Zealand: Author.
- Yekta, Z. P. & Abdolrahimi, M.** (2015). Concept analysis of emotional intelligence in nursing. *Nursing Practice Today*, 2(4), 158-163.

<http://calm.auckland.ac.nz/7.html>

<http://healthland.time.com/2012/01/11/mind-reading-jon-kabat-zinn-talks-about-bringing-mindfulness-meditation-to-medicine/>

<http://www.monash.edu/counselling/mindfulness.html>

Auckland facilitators Dianne May & Sue Dykes

<http://www.mindfulnessauckland.co.nz/>

Retreats – Te Moata Tairua

<http://www.temoata.org/Home.html>