Insight in practice

Catherine Lambe
Professional Nursing Adviser

Anne Brinkman
Professional Nursing Advisor
Goals for this session

• What is insight?

• Why is it important?

• How can we help others to get it?
NCNZ & Professional regulation

Registration and renewal

- the criteria for who should enter and remain in the profession

Accreditation

- educational preparation for entering nursing

Codes and guidelines

- Advice and standards

Complaints and notifications

- Criteria that would lead to exclusion
Regulation & competence

• Competence is reflected in all four of the regulatory elements listed above

• Ensuring Competence is the major purpose of professional regulation

• The need for competent nurses and midwives is inarguably a public protection matter.
Competence awareness

• The awareness of competence or incompetence (often referred to as insight) is vital to public protection

• The question is - how do you develop the capacity for insight?
What do we mean by ‘insight’?

Insight

noun

• the *capacity* to *gain* an accurate and deep *understanding* of someone or something.

(https://www.google.co.nz/search?q=define+%27insight%27&rlz=1C1CHKB_en-gbNZ618NZ618&oq=define+%27insight%27&aqs=chrome..69i57j69i59j0l4.8272j1j8&sourceid=chrome&ie=UTF-8)
Brainstorm

Insight and/or competence falters

• causes
• reasons why
Main reference

Chiarella & Vernon’s 2016 study

Criteria for inclusion in the study

• Complaints dealt with locally, and did not proceed to prosecution
• A total of 712 complaints were analysed
• In total 148 excerpts were selected
• Thematic analysis was elicited from the qualitative and quantitative data
• Key elements of insight were identified
Insights into insight

• Chiarella & Vernon found that reflection was not the same as insight

• Reflection is simply the first step in a series of elements
Insight more closely defined

“Insight is awareness of one’s internal state and is associated with the ability to identify and express feelings; that is, people who inspect and monitor their thoughts, feelings, and behaviours well should have good self-reflection and insight. Further, self-reflection and insight are positively correlated.”

• (Grant, Franklin, & Langford, 2002, p. 822 as cited in Chiarella & Vernon, p2)
What does insight look like?

Ownership of the event

and

Action on reflection
Insight and reflection

• Does the nurse demonstrate insight

or a lack of insight?

• Their responses and behaviours post reflection are crucial
# Awareness, competence & safety

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<th>Competent</th>
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Whose responsibility is it to ensure competence?

Is it the regulatory authority’s issue?
Or
The employer’s?
Or
The individual’s?
Key elements of insight (study findings)

• Ownership of and taking responsibility for the incident
• Evidence of reflection on and analysis of the incident
• Evidence of reflection on and analysis of the registrant’s (nurse’s) own mental and/or physical state
• Analysis of the context in which the incident occurred
Key elements of insight (study findings, cont’d)

- Recognition of own failures or mistakes
- Expressions of remorse, sorrow or regret
- Making an effort to improve oneself through targeted education
- Thinking about and describing what the nurse would do differently next time
- Seeking out counselling/mentorship
The insightful (or not) nurse

• The issues of ownership of their role in the situation, followed by a willingness and then the impetus to improve seem to go to the heart of what is required for insight to be acceptable to the regulators.

(Chiarella & Vernon, p6)
Sources of concern for regulators

1. Not understanding the issue
2. Blaming others
3. Making excuses
4. Making no attempt to change
5. Non-compliance with improvement measures
Best approaches to developing insight

- Clear language to describe behaviours and attitudes
- Clear assessment templates of clinicians’ performance
- Taking a proactive educational approach to the development of insight
Coaching as a tool to grow insight

How can we help people to develop insight into their situation?
Acting dumb can be really smart

- In coaching, being too smart can be really dumb
- Don’t let your awesome brilliance get in the way – they are also awesome and brilliant!
- Facilitate their problem solving
Get curious

• Be willing to inhabit the space of not knowing
• We ask the best questions when we are curious
• The enemy of curiosity is judgement, which shuts down the process
• Ask “what do you think of that?”
Avoid the dark side of Empathy

• Too much empathy puts you in the shoes of the client
• We can get trapped in their perspective & feelings
• Locks you into a way of experiencing things

"Can we swap glasses? It might help me to see your point of view!"
Get on the balcony

- Great to use to explore conflict situations
- Ask “if you were on a balcony observing that interaction, what would you have seen?”
- Explore who was angry, body language, professionalism, were they listening to each other, how do you think they felt after the interaction?
- Enables the person to reflect on their state during the interaction.
Final tips

• People will sometimes be annoyed or feel betrayed by what you say
• The realisation of how they are to others/what they have done can be hard to accept initially
• Don’t expect an “Aha” moment – enjoy if you do.
• Coaching is supposed to be challenging in order for us to see our blindspots and grow
• Reflect on your coaching too.
References


• Hall, Chad “The Coaching Mindset – 8 ways to think like a coach” (2015) New Zealand Coaching and Mentoring Centre
References (cont’d)


