


**RESILIENCY IN NURSING:
EXPLORING INTIMATE SPACES OF
CARING**



PENS 2019
Shari Liesch APNP
Sunday Morning

The oak fought the wind and was broken, the willow bent when it must,
And it survived. Robert Jordan from the Fires of Heaven

GOALS

1. Define resiliency
Exploring your "Why" of nursing
(the goals & obstacles)
Impact of "Intimate spaces"
The 5 C's of me.
2. Explore life events & perceived impact on resiliency.
(ACES & the 7C's)
3. Identify key concepts for nurses leaders in building
resiliency
(equanimity, optimism, perseverance).
4. Your nurse journey:
intimate spaces & the spirit of nursing

Disclosures: none

RESILIENCE



Resilience
The Courage to Come Back

...the ability to find the inner strength to bounce back from a setback or challenge.

Resiliency

Figure 1 - Concept of resilience

RESILIENCE

- o Resilience is variable in time & space

Resilience has 2 dimensions:

1. Resistance
2. Construct:
 - o this involves imagining the future

Growth may happen

- In spite of problems,
- Because of problems
- Or a "mixture" of both
- What is positive adaption?
- What does it mean to adapt to difficulties?

Resistance: without working self out of cocoon, the butterfly would not be able to fly.
Nan Henderson

HOW IT BEGAN...

- o My dream of being a nurse started young...
- o Take a deep breath in...out...
- o What are your reasons for going into nursing?
 - Were there obstacles you had to overcome?



Jan 10, 2018 -
**Nurse Watch: Nurses Again Top
Gallup Poll of Trusted
Professions and Other Nurse
News**

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CARING & INTIMATE SPACES



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THE MANY PARTS OF NURSING

- o Physical care
- o Emotional support
- o Spiritual
 - Summer 2018 at a conference at Niagara Falls,
 - o Jade—hand bandaged- service with a smile—
 - o Invited her to be a nurse



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Invited into intimate spaces
"Sami's story"
Not her nurse, yet invited into this very tender moment

12 Weeks Ultrasound Boy:



IN MEMORY OF DEAN 8-13-2018



The white bear has a recording of his US heart beat



DOES YOUR PERSONALITY TYPE MATTER WHEN HOLDING INTIMATE SPACES?



How you experience & interpret life, provide care is impacted by how you are wired.

Then add:

- o Are you rested, feeling well?
- o Are you focused, or thinking about home, work stuff, the last patient?
- o Is someone in your life ill?
- o What about the personality type of the person(s) you are caring for?
- o How do we bounce back from the hard stuff?



Adverse Childhood Experience (ACE) Questionnaire Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:
Did a parent or other adult in the household often

- Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?
- Did a parent or other adult in the household often ... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
- Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Try to or actually have oral, anal, or vaginal sex with you?
- Did you often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
- Did you often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
- Were your parents ever separated or divorced?
- Was your mother or stepmother: Often pushed, grabbed, slapped, or had something thrown at her? or Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
- Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
- Was a household member depressed or mentally ill or did a household member attempt suicide?
- Did a household member go to prison?

Now add up your "Yes" answers: _____. This is your ACE

TYPES of ACES

The ACE study found three categories of adverse experiences: childhood abuse, which included emotional, physical, and sexual abuse; neglect, including lack of parental and emotional neglect; household challenges, which included growing up in a household where there was substance abuse, mental illness, divorce, death of a mother or stepmother, parental remarriage, or other changes of the household; and neglect, which included being neglected or having a household member go to prison.

Now add up your "Yes" answers: _____. This is your ACE

ABUSE

HOUSEHOLD CHALLENGES

NEGLECT

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acesstudy/about.html>

The ACE Pyramid

Association between ACEs and Negative Outcomes

ACEs have been found to have a graded dose-response relationship with 46+ outcomes to date.

Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acesstudy/ace-brfss.html>

ACE Scale Can Be Improved by Adding Additional Adversities to the Measure

Philadelphia ACE Study Questions

Original	Additional Adversities	Conventional ACEs	Expanded ACEs
<ul style="list-style-type: none"> Emotional abuse Physical abuse Sexual abuse Physical neglect Emotional neglect Mother treated violently Household substance abuse Household mental illness Incarcerated household member Parental separation or divorce 	<ul style="list-style-type: none"> Property victimization Peer victimization Exposure to community violence Socioeconomic status Someone close had a bad accident or illness Below average grades Parents always arguing No good friends 	<ul style="list-style-type: none"> Physical Abuse Emotional Abuse Sexual Abuse Emotional Neglect Physical Neglect Domestic Violence Household Substance Abuse Incarcerated Care Provider Mental Illness in the Home 	<ul style="list-style-type: none"> Witnessing Violence Living in Unsafe Neighborhoods Experiencing Racism Living in Foster Care Experiencing Bullying

<http://www.mahoningcountyooh.gov/DocumentCenter/View/45291/10242018---Childhood-Stress-and-Urban-Poverty---Roy-Wade>

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WHAT THEY FOUND...

Many of the Traditional ACEs are More Prevalent in an Urban Setting

	Philadelphia ACE Study (N = 1,286)	CEE Urban ACE Study (N = 42,187)
Emotional abuse	28.2%	38.8%
Physical abuse	25.1%	38.1%
Sexual abuse	26.2%	28.0%
Physical neglect	27.3%	34.8%
Emotional neglect	23.2%	33.5%
Someone close had a bad accident or illness	31.6%	33.9%
Mother treated violently	21.2%	22.0%
Household substance abuse	22.5%	22.7%
Household mental illness	17.6%	8.1%

Prevalence of Expanded ACEs

Expanded ACE Indicators	Prevalence (N = 1,784)
Witnessed violence	11.5%
Felt discriminated	34.5%
Adverse neighborhood experience	27.3%
Bulled	7.8%
Lived in foster care	2.5%

<http://www.mahoningcountyooh.gov/DocumentCenter/View/45291/10242018---Childhood-Stress-and-Urban-Poverty---Roy-Wade>

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Outcomes Associated with Adverse Childhood Experiences: A Life Course Perspective

Childhood:

Fetal Death
Developmental Delay
Behavioral Problems
Cognitive Impairment

Adolescence to Young Adulthood:

Mental Health
Academic Achievement
Juvenile Justice

Adulthood:

Mental Health
Physical Health
Disability
Early Mortality

Wade, Roy, Childhood Stress & Urban Poverty: The Impact of ACE's on health
A Qualitative Study of Adverse Experiences of Low-Income Youth in Philadelphia
<http://www.mahoningcountyooh.gov/DocumentCenter/View/45291/10242018---Childhood-Stress-and-Urban-Poverty---Roy-Wade>

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STRESS- ACE CREATION?

Impact of Toxic Stress

Adverse Childhood Experiences Impact Child Brain Development

<http://www.mahoningcountyooh.gov/DocumentCenter/View/45291/10242018---Childhood-Stress-and-Urban-Poverty---Roy-Wade>

STRESS & THE IMMUNE SYSTEM

Three Levels of Stress

Positive Stress:
brief increases in heart rate, mild elevations in stress hormone levels

Tolerable Stress:
Serious, temporary stress responses buffered by supportive relationships

Toxic Stress:
Prolonged activation of stress response systems in the absence of protective relationships

Stress weakens immune

- Duration matters
- Helped by early intervention
- It takes 1-2 hrs to fix post fight/flight
- Immune slow recovery to stress- a multi-step process

Source: National Center for Child Abuse and Neglect, The American Academy of Pediatrics and the U.S. Department of Health and Human Services

RESILIENCY & ACE'S FROM AAP

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Promoting-Resilience.aspx>

AAP, CONT.

Increase protective factors!

- Parental resilience
- Social connections
- Concrete help in times of need
- Parent knowledge of child development
- Social and emotional competence of children

Life supplies the challenges to test and strengthen the protective factors

<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/resilience/Pages/Promoting-Resilience.aspx>

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KNOWING ACES

The Importance of ACEs Knowing

- Trauma informed approaches
 - Adjusting office/provider processes to decrease patient stress
 - Molding huddles to anticipate patient needs
 - Provider mindfulness
- Helping patients rewrite their narrative
 - Learn self-regulation skills
 - Identify triggers
 - Effective use of mindfulness and exercise
- Collaborative care plans

Protective factors

Prevent toxic stress

Improve health outcomes

Children grow into healthy adults

<http://www.mohingestantweb.gov/DocumentCenter/View/45291/10412018-Childhood-Stress-and-Urban-Poverty--Roy-Wild>

RESILIENCY = ELASTICITY

USING RESILIENCY TO PROTECT AGAINST ACE'S (ADVERSE CHILD EXPERIENCE): 7 Cs

- **Competence**— allow youth to recover by self from a fall
- **Confidence**-- need to be able to navigate, think outside the box
- **Connection**— other supportive people, provides security, independence, creative solutions
- **Character**—clear sense of right & wrong, commitment to integrity
- **Contribution**— the well being of others, receive gratitude- giving feels good, more easily turn to others for help, with out shame
- **Coping**—less likely to turn to dangerous quick fixed when stressed
- **Control**- understand privileges & respect are earned through responsibility- learn to make wise choices & feel a sense of control

<https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Building-Resilience-in-Children.aspx>

SELF DETERMINATION THEORY & RESILIENCY

<ul style="list-style-type: none"> ■ Competence (higher) <ul style="list-style-type: none"> • Recognition • Ability • Strengths • Gifts ■ Autonomy: (mid range) <ul style="list-style-type: none"> • Choices • Voice/make decisions • Feel supported • Longevity • Power, less hostility 	<ul style="list-style-type: none"> ■ Relatedness (fundamental) <ul style="list-style-type: none"> • Belonging • Connected to others that are supportive • Support <ul style="list-style-type: none"> ○ Professional ○ Personal ○ Teambuilding
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REFLECTING AUTONOMY

Autonomy--*noun*

- 1.the right or condition of self-government.
 - Dictionary.com
- (choices)
- I have a voice and am able to make decisions about things that are important to me and others.
- Others support me I my choices.

REFLECTING RELATEDNESS

- o (belonging)
- o I feel I belong and am connected to important relationships that support and encourage me.
- o I also support and encourage others in actions and spirit.



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REFLECTING COMPETENCE

- o (recognition)
- o I have abilities, strengths and gifts that are recognized by myself & others.
- o When I use these to meet goals & help others, I feel a sense of accomplishment and worth
- o Task master & future orientated



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THE IMPORTANCE OF SUPPORT

- o It helps to have mentors, team work
- o In parenting:
 - o expectations & follow through
 - o Some make it look so easy
 - o For others, chaos abounds
- o What is needed:
 - o 1 person
 - o "Grandma" effect
- o In the research: ACE's:
 - o Getting out of fight or flight-mode as soon as possible →
 - o change from emotional- quick response to →
 - o frontal lobe, cerebral cortex →
 - o more thought, cause and effect, learning from blunders, etc.



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SO FAR: PERSONAL SKILLS

- o Social skills & competencies
 - Developmental tasks
 - Career
 - Giving back...
- o Self esteem:
 - Overall sense of self-worth or personal value;
 - Seen as a personality --tends to be stable and enduring.
 - A variety of beliefs about self, appraisal of one's own appearance, beliefs, emotions, and behaviors.
 - o (dictionary.com accessed 3-25-2016)
- o Humor:
 - comic, absurd, or incongruous quality causing amusement;
 - mental disposition or temperament
 - (dictionary.com, accessed 3-25-2016)

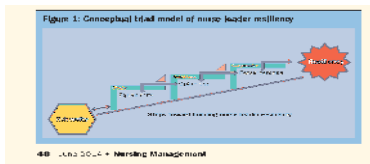
**Take a few moments- think about ACE's and resiliency through your eyes...

5/13/2019



NURSE LEADER RESILIENCY KEY CONCEPTS

- o Look at the role of
 - o Equanimity
 - o Optimism
 - o Perseverance as a nurse leader



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EQUANIMITY

- o Mental calmness, composure, and evenness of temper, especially in a difficult situation

Handling multiple needs at once

- o Family upset with new diagnosis,
- o Cause of delayed puberty is a tumor
- o Teen not following plan, parent asking for help
- o One at end of life while another celebrating joy of remission
- o Or a child comes in for "routine" appointment in severe DKA
 - The next patient is waiting



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OPTIMISM

- o Hopefulness & confidence about the future or the successful outcome of something
- o I have choices, my future is directed by my thoughts and choices
- o I have the power to look at options: best plan, did it work, adjust
- o Plan, do, check, adjust with belief in outcome



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PERSEVERANCE

- o Ability to move forward with courage and energy
- o Steadfastness in doing something despite difficulty or
- o Delay in achieving success
- o Component of Grit:
 - Passion & perseverance



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BRAIN POWER & EMOTIONS

- o Brain is always changing, growing
 - Most cells we have now did not exist 7 years ago
- o Emotional regulation is an active process
- o Writing, mindful meditation helps
- o It helps to tap into happy & optimism
 - Practice using
 - o More readily available
 - As engage in + self-talk & reflection,
 - We increase own competence → identify strengths & "can do" attitude

If there is a set back
auto re-set thoughts; shift negative to accomplishments
(music can help- favorites?)

If emotions are labeled, we quiet it...
(Affective labeling)



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GRATITUDE

- o Just like writing can heal, gratitude impacts well being
 - Mindful moment– gratitude this moment
- o Practicing gratitude boosts our happy.
- o Relationships play a role in perception of happy
 - Gratitude is the best predictor in relationship satisfaction
- o Look for gratitude– list 3 things daily
- o Increases emotional resilience, dopamine, mood regulation,
 - Decreases stress, BS, BP, inflammation, pain, heart disease
 - Increased cognitive power, immune response, sleep



WHEN CARE IS PROVIDED

The brain knows about caring;
& perceptions of the person who cares & cares given to

I touch, you are calmed vs.
I touch, while you glance away

Compassionate intent is

Send healing message

Can be Hands on or distant, intentional

Conscious/subconscious knows the intent of caring

Prior knowledge & experience of care is instilled into this moment of caring

Caring is complex, an art form

Illness, like cupid's arrow, is impermanent...

We are not always in charge...
Sometimes caring means letting go

Fear is about future threat or worry...

On the surface, it holds the spirit trapped,
Keeps illness lodged in physical realm

Sometimes we can manage worry with words...

Sometimes we are wounded healers: we show active compassion, even when tired

Being open to pain & going deeper →
Builds resiliency

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CARING MAY INVOLVE LOSS

- o Loss is like an unwanted guest
- o Can write to release or contain thoughts,
 - are able to revisit thoughts later if choose
- o Loss is inevitable,
 - cannot control flow of life but can control how deal with loss
- o The feeling of grief can be like moving through the dark- or riding a roller coaster



LADDER OF HEALING

From "The School Beneath the Wave," by Richard Lloyd Parry
Collective loss- the Tsunami of 3/2011

- o The ladder rungs are levels of your life journey...
- o Label your rungs...
- o Write words, phrases, symbols from the experiences
- o Where are you now?
- o "Grief is the raw presence of the deceased- it overwhelms"
- o It creates a space that is empty that can never be filled".
- o Cannot replace who is lost...
- o But...
- o We can make a choice to be in touch or not with what is beautiful in life
 - What gives you a sense of peace?
 - Is it a person, place, activity?
 - List 100 things that are beautiful:
 - o What you see, hear, smell, taste, touch...
 - o Gratitude...



EMOTIONS ASSOCIATED WITH CARING

- o Impact of encounter
- o Intimate spaces
- o Danglings?



NURSE TOOL: WRITING FOR HEALTH

- o Writing can be letters, notes, journaling: focused or not, pen to paper is more focused
 - o Able to talk (write) about feelings without worry about listener response*
 - o Pennebaker model
 - Writing for 15-20 min about what is on your heart
 - o RES- poetry therapy (Mazza)
 - Reflective/ Expressive/ Symbolic
 - Expressive- listed words that held meaning
 - Symbolic: meaning, symbols, express/share
- David from David & Goliath grew from shepherd to King, wrote Psalm 23, often used for comfort & strength.




PRACTICE MODEL RES (POETRY)

- **R = receptive/prescriptive component**
 - Introduction of literature
 - Reading known poem/lyrics, discuss meaning, purposeful, caution
- **E = expressive/creative component**
 - Use of client writing
 - Journal, poem, diary
 - Express emotion, gain order, concreteness
 - Sentence stems: When I am alone... Or When I care...
- **S = symbolic/ceremonial component**
 - Use of metaphors (something that stands for something else),
 - Rituals(validate occurrence [holidays],
 - Produce change; endings-- recognize past, let go, move on) storytelling (create/listen, real/fantasy)
 - Empowerment- story circles: share experience, meaning attached to problems, find common ground → call to action.

Nicholas Mazza 2017, page 17

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EMBRACING THE NURSE SPIRIT



Examples:

Sensing Hope (Day 3 of AHNA group)
 Hope is the color white,
 It sounds like birdsong,
 It feels like power.
 It tastes sweet,
 It smells like air scent after a summer rain
 It makes you feel renewed.

Homeless is the color gray,
 It sounds like silence,
 It feels like forever,
 It tastes bitter,
 It smells like decay,
 It makes you feel helpless.

Mazza, pg 65

The Endocrine nurse spirit...


- Is the color...
- It sounds like...
- It tastes...
- It smells...
- It makes you feel...

THE FOUR SEASONS & RESILIENCY







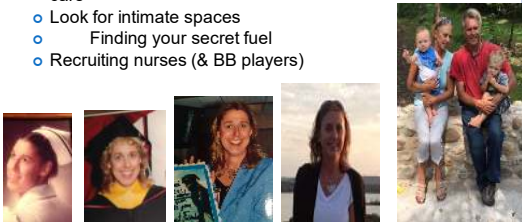



For the resilient:
Daily group of emotions used is different:
They find silver lining: letting negative emotions co-exist with other emotions
I am sad about..... yet grateful for

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CREATING & HOLDING INTIMATE SPACES

- o Caring for the nurse who provides care
- o Look for intimate spaces
- o Finding your secret fuel
- o Recruiting nurses (& BB players)





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COMPASSION



Day 2: 6 word story: **Compassion**
Compassion flowing freely, grounded in me.
One hand on self, reaching another.
Compassion flowing from within yourself.

- o Compassion = care & compassion
- o Empathy: the ability to understand & share the feelings of another
 - Meeting others where they are at
 - Moving them toward their highest level






My Rx for you:
Lots of color in your life!

- 4-5 fruit/veggies
- 9 inch plate
- Daily activity
- Trusting, supportive relationships
- Time to create & reflect
- Positive attitude
- Forward thinking
- Time to write
- Warmth & safety

Questions?
Shari Liesch, APNP, CDE
Nurse, author: Nurspiration

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UNCONSCIOUS BIAS & ACE'S



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A Butterfly's Birthday

Daybreak calls,
 She gently takes flight, wings alive and aglow,
 Kissing each flower good morning,
 Bidding them to rise—decorating her world,
 Painting my world, with colors so magnificent.
 She tickles each blossom, soon they are singing,
 An enchanting choir fills the air. Our world is alive!
 With all eyes at attention, sweet sounds echo about.
 Contented, she drifts down to her favorite rock,
 Peeking over the peaceful ripples of the bay.
 She rests, soaking up energy from the sun's rays,
 Until gentle breezes call her, to come and play.
 Today as I rested on the sandy shore,
 Peaceful breezes sang,
 The butterfly sat down beside me. My heart swelled.
 I tried to reach out to her,
 But she flew away...eluding my touch.
 I was saddened she left me so alone,
 Yet, I thought I heard her whisper,
 "Today I celebrate, come and play!"
 By Shari Lisch RN, August 1999



EXTRAS

Common Pennebaker Method:

Over the next 4 days,
 write about emotional upheavals,
 or the most traumatic or emotionally
 upsetting experience.

The four times of writing must be
 separated by at least 10 minutes, but
 not longer than one week.

(Minimum of writing is 15 minutes for at
 least three times).

Write continuously, grammar or spelling
 does not matter.

Explore deepest thoughts, emotions
 about an event (e.g., childhood event,
 link to relationships, future goals).



NURSE RESILIENCY

- o The nurse experience
 - Bounce back
 - Optimism
 - Deal with setbacks
 - Manage distractions
 - Channel positive emotional energy- get unstuck
 - Develop a path to success
 - Stay the course, be creative
- o These traits are not “done” rather are woven within the role



01/26/2018

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Group Resiliency

- Being part of group processed in different part of brain
- Even though motivated differently it works together
- Brain processes information close to us
- Group info treated same as info about self
 - Increased empathy
 - Acceptance
- Increased intent & understanding
- Organizational resiliency improves
 - General well being
 - Career development
 - Learning/innovation
 - Teamwork
- Confidence is contagious

01/26/2018

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SHARING: “BOUNCING BACK” REFLECTING RESILIENCY...

- o What resiliency strengthening and personal “traits” or skills were discovered?
 - Flexibility, adaption, thrive in the midst of change, empathy
- o For survival, brain has affinity to & wired to pay more attention to the negative (CNN)
- o Always on alert (tiger vs kitty?)
- o B. Fredrickson PhD, 2009



5/13/2019

IMPROVING MENTAL FITNESS

- o Ask for help
- o Provide support
- o Encourage expression
- o Show empathy
- o Give choices
- o Have a warm demander!
- o Consider other's view
- o Be inclusive
- o Encourage others to learn



Isabel Savvie
Isabel.Savvie@gnb.ca

NURSE EMOTIONS & BURN OUT

Erickson & Grove

- o Reviewed emotions & burnout

Knowing

- emotional demand is critical
- how work stress translates to burnout & turnover

Influenced by work place organization more than the challenge of care

- How emotions are managed: surface acting VS deep acting (how one feels on the inside)
- o Younger nurse experience more stress & burnout
- o Increased burnout if more surface acting & more masking of emotions

- o Burnout related to:

- Older nurse:
 - o if low level of + emotions
- <30 yr old:
 - o if experience agitation

- o Covering up true feelings lead to increased burnout

For practice:

- o Positive emotions may insulate us
- o Mentoring needs an emotional, supportive part



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BUILDING GRIT THROUGH FOSTERING RESILIENCY

Building grit through fostering resiliency

- Grit grows with connections & coping
- Growth mindset
- Grow from inside out
 - Or outside in
 - Think of culture of institution can become who you are
 - Sports teams, West Point, schools, programs
- More positive emotion
 - better grit,
 - better emotional well being

- Fosters decreased
 - skepticism
 - social isolation
 - Stress

Grit growing action steps:
1 foot in front of the other
Hold on to goal
Practice (time tested)
Fall 7 times, get up 8

Grit: passion/ perseverance
Drive & direction

1/24/2017

01/06/2017

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FINDING HEALING

- Heal- subjective
- New sense of whole
- Face challenge with what brings joy
- When suffer-
 - Mental scatter
 - Tunnel vision
 - Impatient
 - Numb
- Trust change
- Let pieces fall where may
- Be present
- Resilience-
 - Outcome of impermanence
 - Able to choose growth
 - Life- positive, changing

Cyclical: Peak/valley, hope peak carries to next peak, help survive "down" moments

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JOURNALING FOR NURSING STUDENTS

- Journaling for nursing students-
- Links nursing learning to personal & clinical experience
 - Writing links thought & action
 - Organize thoughts while incorporate self, opinions, emotions, & desires
 - Writing skills = thinking skills
 - Reflective writing = actively thinking about practice; explore, event, skills, knowledge, attitude
 - Helps one think reflectively, develops self
 - as care provider, and person.
 - The story is a gift-
 - their personal journey,
 - change is constant,
 - their journal is a memory, chronology of career, life events.
 - What about other careers?

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DE-STRESS POEM

Acrostic: the first, last or other letter line up to form a word.

T Time goes by
 I It never stops
 M My heart beats, too
 E Ending it would change my form.

○ Acrostic about a stress reducing, immune supportive strategy

J
 O
 Y

 L
 A
 U
 G
 H



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SET ONE GOAL FOR BUILDING OWN RESILIENCE

What I manage well:

My strengths:

My support:

My goal:

My drive: (motivation)

My direction: (baby steps)



NURSE FROM THE HEART

To nurse is to provide care:
With grace, compassion, detail.
Handling ups and downs,
Highs and lows,
Offering a boost,
Or providing a lifeline.

Published in Journal of Art and Aesthetics 2016

CONCEPT

Actions fueled from deep within,
Guiding words; spoken or sometimes whispered.
Empathy stemmed from a deep drive;
To support, teach, nurture,
As cares are given
From the heart.

To nurse is to provide care.
To nurse with soul is tuning in
To essential emotions
Pulsating from within.
Fueling, enhancing, amplifying,
Effects of cares given
From the heart.