

Children's Hospital Colorado

10<sup>th</sup> Annual

# Kali Whittle Resilience Conference

Friday, August 23, 2024

Conference sessions will be hosted live and in-person in the Children's Hospital Colorado Medical Conference and Education Center on the Anschutz Medical Campus (AMC). All team members are welcome. Group in-person livestreamed sessions will be hosted at Briargate, Colorado Springs Hospital, North and South campuses. Sessions will also be available virtually for those working remotely.

*In-person event with a virtual option*

## 50 Vitality

POINTS PER SESSION

**Presented by**

Children's Hospital Colorado  
Kali Whittle Conference Planning Committee



Children's Hospital  
Colorado

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## OVERVIEW, TARGET AUDIENCE AND LEARNING OUTCOME

Healthcare is fast paced, demanding, continually changing and tightly regulated. This combination of factors creates an environment that may lead to burn out, moral distress, compassion fatigue, secondary trauma, anxiety and decreased personal satisfaction. This conference brings together experts to support team members by creating opportunities and providing tools to find peace and healing in the midst of caring for others. Learners will report increased knowledge of accessibility and availability of resources to support themselves and others after taking part in this event.

## HOW TO PARTICIPATE

### In-person Learners

Main and concurrent sessions will be held at Anschutz Medical Campus (AMC) in the 2<sup>nd</sup> Floor Conference Center

Main sessions will be livestreamed for in-person participation in the following conference rooms:

- North Campus – Acorn
- South Campus – Tennessee
- Briargate – Oklahoma
- Colorado Springs Hospital – 4<sup>th</sup> Floor Classroom

### Virtual Learners

Zoom Link: <https://us06web.zoom.us/j/85950217784>. Please change your screen name to include your first and last name.

Can't join us live? Most sessions will be recorded!

## THANK YOU

Special acknowledgements to:

- Kali Whittle Family
- Kali Whittle Conference Planning Committee

We gratefully acknowledge the generous financial support from the Kali Whittle endowment fund that allows for healthcare providers to learn creative and practical tools to find peace and healing in the midst of caring for others.

We are thankful for the members of the Kali Whittle planning committee and all the event presenters who dedicate their time and talents to support and enhance the physical, mental, emotional and spiritual health of Children's Hospital Colorado team members.

For more information about Children's Hospital Colorado's Resilience and Well-Being Team or to get involved: Darla Gurry-Levy | 720-777-0571 | [darla.gurry-levy@childrenscolorado.org](mailto:darla.gurry-levy@childrenscolorado.org)

# AGENDA

Friday, August 23, 2024

8:00 AM - Kick off your day with in-person mindful moments.

**Yoga** at Anschutz Medical Campus in the Labyrinth outside on southwest corner of hospital for all levels. Bring a yoga mat or towel to participate.

**Organized walks** at North, South, and Colorado Springs Campuses. Team members can meet at the main entrances at 7:55 AM

Times	Main Sessions	Concurrent Sessions
	In-person at AMC   Livestreamed   Virtual via Zoom	In-person at AMC   No livestream or virtual options
9:00	<p><b>The Power of Relational Integrity</b></p> <p><i>Cynda Rushton, PhD, MSN, BSN, RN</i></p> <p>Join us for this 90-minute keynote with Dr. Cynda Rushton, Professor of Clinical Ethics, Nursing and Pediatrics at John Hopkins University and co-creator of the Mindful Ethical Practice and Resilience Academy. This session will address the importance of, and challenges to, relational integrity, the power of that space where we feel heard, respected, and included.</p> <p><b>In-person   Livestreamed   Virtual</b></p>	
10:30	Break	
10:45	<p><b>CODE-4 Counseling</b></p> <p><i>Sara Metz, PsyD.</i></p> <p>This presentation will explore the application of the Gottman Institute's Sound Relationship House model as a reflective tool for enhancing both personal and professional relationships. Attendees will learn practical strategies to foster trust, commitment, and effective communication, improving overall relational health and workplace dynamics.</p> <p><b>In-person   Livestreamed   Virtual</b></p>	<p><b>Grow Your Own “I Matter” Tree</b></p> <p><i>Stacey Coss, MSN, RN, CPEN Sasha Jacobs, BSN, RN, NCSN, Caritas Coach, HeartMath Trainer</i></p> <p>This concurrent session will create an art project through guided, creative self-reflection. This session will help you to connect with your heart and intuition to identify and meaningfully document your core strengths, gifts, and resources.</p> <p><b>AMC in-person only   Mt. Princeton</b></p>
11:45	Break	
12:00 PM	<p><b>Alex's Lemonade Stand – The Light that Leads the Way</b></p> <p><i>Liz Scott, Co-Executive Director Alex’s Lemonade Stand</i></p> <p>Join us for our lunch-time keynote with Liz Scott, mother of Alex Scott – the founder of Alex’s Lemonade Stand Foundation for Childhood Cancer. Hear about the moments of light that lit the way as Alex and her family journeyed her battle with neuroblastoma, and planted the seeds for the foundation that would be set up in her honor and has awarded almost \$200 million in research grants since its inception.</p> <p><b>In-person   Livestreamed   Virtual</b></p>	

Times	Main Sessions	Concurrent Sessions
	In-person at AMC   Livestreamed   Virtual via Zoom	In-person at AMC   No livestream or virtual options
1:00	Break	
1:10	<p><b>Food, Shelter, Safety, Belonging</b></p> <p><i>Marvyn Allen, MPA, BSW Robert Franklin, II, MPA</i></p> <p><i>The Department of Diversity, Health Equity &amp; Inclusion will present on the human need for belonging and its connection to health equity at Children’s Colorado. Together, we will explore the meaning of belonging and what makes us feel a sense of belonging, participate in activities that you can take with you back to your teams, and identify actionable steps to foster belonging at Children’s Colorado.</i></p> <p><b>In-person   Livestreamed   Virtual</b></p>	<p><b>Artful Thinking: An Exercise to Encourage Reflection, Empathy, and Conversation</b></p> <p><i>Andrew Sirotnak, MD</i></p> <p><i>This interactive session will provide you with a 'pause to reflect' on artwork images and share in dialogue what you see and feel. Taking this reflective practice to the workspace can spark conversation with each other and support holistic care for our patients.</i></p> <p><b>AMC in-person only   Mt. Princeton</b></p>
2:00	Break	
2:10	<p><b>Creating Harmonious Community Through Joyful Connections and Self-discovery</b></p> <p><i>Danella Pochman, MS, RN, CPNP-PC, NC-BC Anna Woodroof, MS, RN, NPD-BC, CPHON</i></p> <p><i>This presentation offers participants evidence-based tools to increase confidence, enhance overall self-concept, and spark collective joy; sending ripple effects into every aspect of life.</i></p> <p><b>In-person   Livestreamed   Virtual</b></p>	<p><b>Resiliency Flags</b></p> <p><i>Sarah Lovett, LPC, ATR-BC, LCAT</i></p> <p><i>This session will be an expressive exploration of visualizing our resiliency through creating flags of affirmation. Using mixed media and a variety of sensory materials participants can assemble a flag with any words or imagery that reflect their own expression of resilience. Participants can have the option of assembling their flag as part of a larger group project to be displayed somewhere, or keeping it for themselves and putting it in their office space or home, etc.</i></p> <p><b>AMC in-person only   Mt. Princeton</b></p>
3:00	Break	
3:10	<p><b>Speaker Panel Discussion with Dr. Rushton</b></p> <p><i>Cynda Rushton, PhD, MSN, BSN, RN</i></p> <p><i>Review the day and get answers from today’s speakers. Facilitated by Dr. Rushton.</i></p> <p><b>In-person   Livestreamed   Virtual</b></p>	
4:00-4:15	Wrap-up and Evaluation	

## CONTINUING EDUCATION CREDIT

**Registration, attendance,** and completion of an **evaluation** are required for successful participation and to collect a certificate of attendance. Claim only the hours you participate.

### Mark Your Attendance

Please mark your attendance for the day at <https://bit.ly/46jsDPr>.

### Evaluation

After you have marked your attendance, you will receive an email from Children's Hospital Colorado Continuing Education with a link to the course evaluation. You will have until **September 6, 2024**, to complete the evaluation and collect your continuing education credit.

### Education Credit

**Nursing:** Children's Hospital Colorado is approved with distinction as a provider of nursing continuing professional development by Colorado Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. This program for 6.25 contact hours is provided by Children's Hospital Colorado.

**Other:** A general certificate of attendance will be available.

## FACULTY

### Guest Speakers

**Cynda Hylton Rushton PhD, RN, FAAN**

Anne and George L. Bunting Professor of Clinical Ethics  
Johns Hopkins University  
Berman Institute of Bioethics & School of Nursing  
Baltimore, MD

**Danella Pochman MS, RN, CPNP-PC, NC-BC**

Affiliate Faculty  
Loretto Heights School of Nursing, Regis University  
Founder & CEO  
Gravity Coaching, LLC

**Liz Scott**

Co-Executive Director/Alex's Mom  
Alex's Lemonade Stand Foundation

### CHCO Speakers

**Marvyn Allen, MPA, BSW**

Trainer & Consultant  
Diversity, Health Equity & Inclusion  
Children's Hospital Colorado

**Stacey Coss, MSN, RN, CPEN**

Clinical Practice Specialist  
Children's Hospital Colorado

**Robert Franklin II, MPA**

Director  
Diversity, Health Equity & Inclusion  
Children's Hospital Colorado

**Sasha Jacobs, BSN, RN, NCSN, Caritas Coach, HeartMath Trainer**

Associate Clinical Manager  
School Health Program  
Children's Hospital Colorado

**Sarah Lovett, LCAT, LPC, ATR-BC**

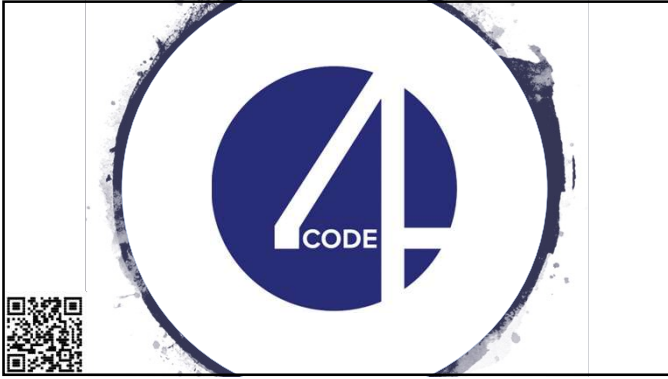
Creative Arts Therapist  
Behavioral Health Clinician  
Ponzio Creative Arts Therapy Program  
Children's Hospital Colorado

**Andrew Sirotnak, MD**

Professor and Vice Chair for Faculty Affairs  
Certified Physician Development Coach  
Department of Pediatrics  
University of Colorado  
The Kempe Center| Child Protection Team  
Children's Hospital Colorado

**Anna Woodroof MS, RN-BC**

Professional Development Specialist  
Professional Development Department  
Children's Hospital Colorado



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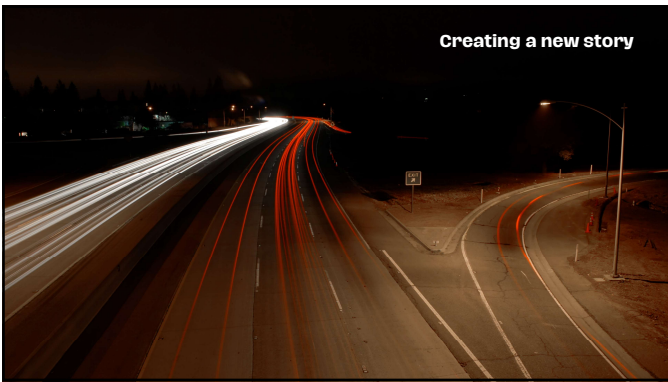
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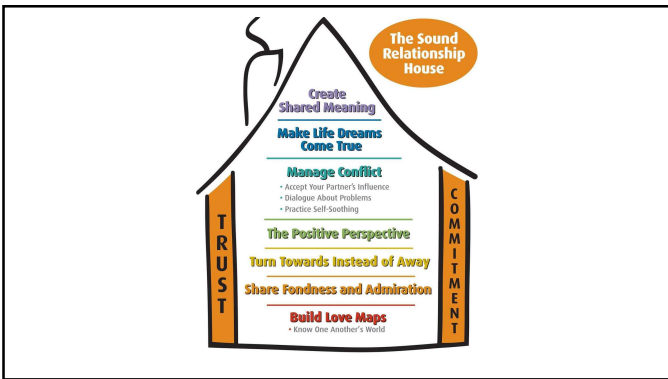
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

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**THE FOUR HORSEMEN**  
AND HOW TO STOP THEM WITH THEIR ANTIDOTES

<p><b>CRITICISM</b> Verbally attacking personality or character.</p> 	<p><b>GENTLE START UP</b> Talk about your feelings using "I" statements and express a positive need.</p> 
<p><b>CONTEMPT</b> Showing a sense of self-worth or intent to hurt or abuse.</p> 	<p><b>BUILD CULTURE OF APPRECIATION</b> Reinforce yourself of your partner's positive qualities and help motivate for positive actions.</p> 
<p><b>DEFENSIVENESS</b> Volunteering yourself to ward off a personal attack and reverse the blame.</p> 	<p><b>TAKE RESPONSIBILITY</b> Accept your partner's perspective and offer an apology for any wrongdoing.</p> 
<p><b>STONEWALLING</b> Withdrawing to avoid conflict and convey displeasure, distance, and rejection.</p> 	<p><b>PHYSIOLOGICAL SELF-SOOTHING</b> Take a break and spend time doing something soothing and distracting.</p> 

The Gottman Institute

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One of the top indicators of job productivity is having a best friend at work. People with a best friend at work are more engaged, focused, enthusiastic, and loyal. They take fewer sick days and are less likely to leave the organization.



The Sound Relationship Workplace

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How can leadership promote friendship amongst colleagues?

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**Question of the Week:** Post a fun, open-ended question on a board or in a chat group, and encourage everyone to share their answers throughout the week. This can be a simple way to spark conversations.

**Two-Minute Wins:** Start or end meetings with each person sharing a quick win or positive experience from their day or week. This helps to build a culture of positivity and recognition.

**Unit Trivia:** A quick trivia session about the hospital, team members, or industry during a break. It's a fun way to increase knowledge and build camaraderie.

**Mini Challenges:** Set up quick challenges (e.g., who can solve a puzzle the fastest) that can be done in under 5 minutes. These can be done weekly and encourage friendly competition.

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**Relationship Mapping Exercise**

- 1** Draw Your Relationship Map
- 2** Label the Connections
- 3** Reflect on the Map
- 4** Set Intentions for Growth

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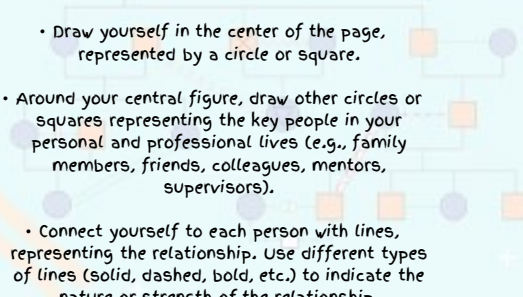
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**Draw Your Relationship Map:**

- Draw yourself in the center of the page, represented by a circle or square.
- Around your central figure, draw other circles or squares representing the key people in your personal and professional lives (e.g., family members, friends, colleagues, mentors, supervisors).
- Connect yourself to each person with lines, representing the relationship. Use different types of lines (solid, dashed, bold, etc.) to indicate the nature or strength of the relationship.



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**Label the Connections:**

Label each connection with a word or short phrase that describes the current state of that relationship (e.g., supportive, challenging, distant, energizing, draining).



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**Reflect on the Map:**

Which relationships feel the strongest and most positive?

Are there any relationships that need attention or improvement?

Do you notice any patterns in how you interact with others across personal and professional domains?

How do your professional relationships impact your personal ones, and vice versa?

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### Set Intentions for Growth:

Choose one or two relationships that you would like to focus on improving or nurturing. Write down specific actions or intentions you can take to strengthen these relationships.



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### NEW CHAPTER

**Identity: Who am I?**

Principles: What is it that I hold most dear? What are the 3-5 principles that I want to guide my decision-making, no matter how I feel or what I think?

Character: What are my strengths, and what am I capable of? What are my gifts?

**Sense of Purpose: Why am I here?**

Passions: What do I care most deeply about? Why do I feel passionate about these particular things?

Beliefs: What do I believe about the world? What do I think is possible? What have I learned from my struggle that I want to share with others?

**Connection: Where do I belong? Who will I serve?**

Connection to Self: What practices in my life help me struggle well and live well?

Connection to Others: Who am I with when I feel the most joy? Who are my 3-5 closest acquaintances? Who do I feel drawn to support and serve?

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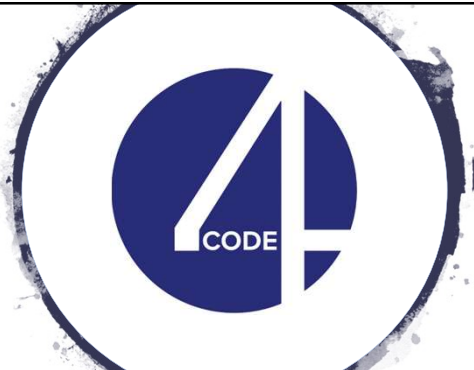
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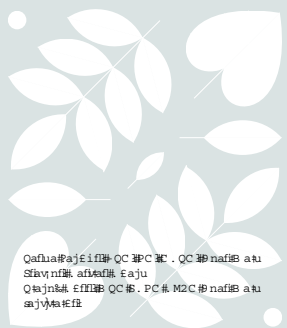
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I Matter  
Tree



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Think about a  
time...



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Reminding ourselves  
we are authors of  
our own story

- Effective Energy Management
- Choose Mindset
- Nurture Purpose
- Building Community

Dr. Jean Watson Watson Caring Science Institute	HeartMath Domains of Resiliency	Andy Bradley Compassionate Communities	Dr. Jenny Reese & Abbie Beesham CJ Flourish	Edhori Tolle Awakening to Life Purpose	Angela Duckworth & Caroline Adams Miller Grit	Dr. Carol Dweck Growth Mindset
Pema Chodron Living Beautifully	Barbara Fredrickson Positivity Psychology	Knud Logstrup The Ethical Demand	Parker Palmer Hidden Wholeness	Kristen Neff Self-Compassion	Viktor Frankl Man's Search for Meaning	Eric Gentry Antibodies to Compassion Fatigue

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## Practice Stillness

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## The Power of the Heart



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## Heart-Focused Breathing Technique

- Focus your attention in the area of the heart.
- Imagine your breath is flowing in and out of your heart or chest area, breathing a little slower and deeper than usual.
- Find an easy rhythm that's comfortable.



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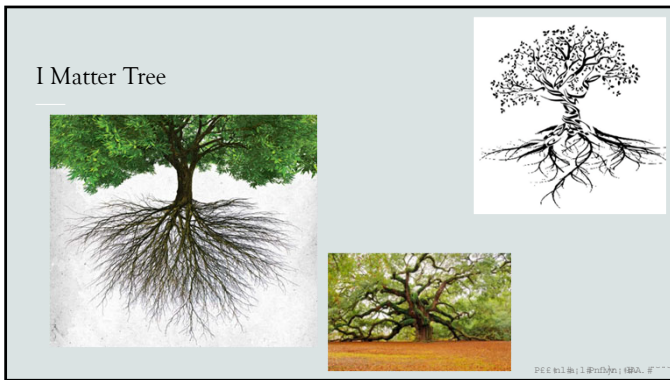
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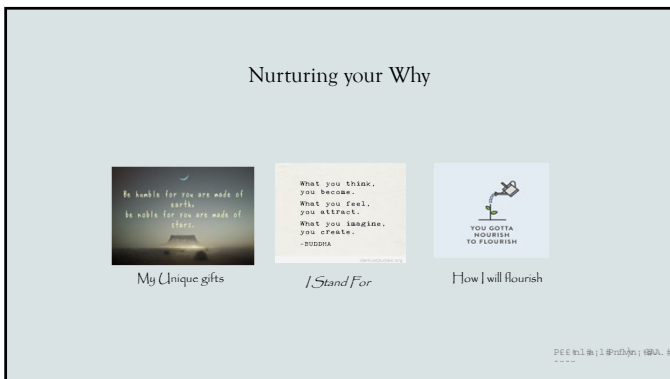
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**Her First Lemonade Stand**





"It was the best thing that ever happened to me."

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**More Lemonade and Hope**



2001



2002



2003






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**Alex's Million Dollar Goal**



In 2004, Alex knew that she would lose her life to cancer.

She decided that she wanted to raise \$1 million to make sure other kids with cancer would have the chance at a cure that she would not.

She wanted to take one last stand to help other kids have the chance at a cure that she would not.

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“ If everyone has lemonade stands, I think we can do it.” ”



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### ALSF Today

Today, Alex's Lemonade Stand Foundation is the largest independent pediatric cancer research and family services charities in United States.

More than \$300 million has been raised to help kids with cancer!



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### Alex's Legacy



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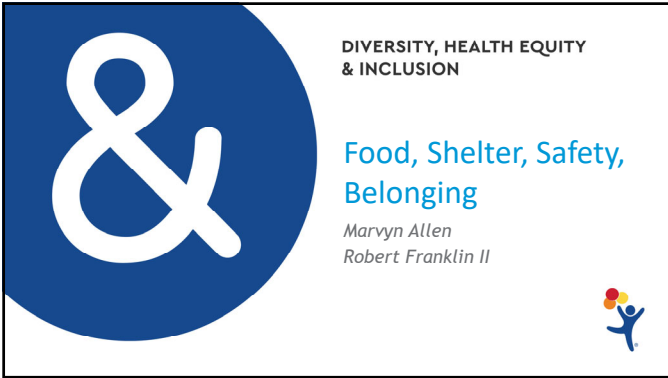
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 **MARVYN'S STORY OF BELONGING**

DIVERSITY, HEALTH EQUITY & INCLUSION




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 **What ideas would you share to build & foster belonging?**

DIVERSITY, HEALTH EQUITY & INCLUSION

Sharing Ideas to Promote Belonging




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**Thank you!**

[ExperienceDifferent@childrenscolorado.org](mailto:ExperienceDifferent@childrenscolorado.org)

 Children's Hospital Colorado  
Here it's different.

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*art therapy*  
**INSIGHT: MATERIALS**

The materials that we are using today are soft and sensory in their nature- this is intentional. This hopefully reminds us to reflect on the gentleness and self care that we need to bring to our relationship with ourselves in order to maintain balance! These materials invoke a sense of comfort, of slowing down, of coziness, to remind us that this is important in our work-life balance.



Yarn      Fabric      Pom-Poms

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*art therapy*  
*insight:*  
**FLAGS**

Flags have a lot of cultural symbolism and can represent different things depending on our own personal histories.



Prayer or Intention      Wind Element  
 Sending a Message      Culture

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**EXPRESSING RESILIENCY**  
*through art*



- Self-expression
- Stress reduction
- Social-emotional development
- Perseverance
- Hope
- Reflection & Processing
- Connection

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**10TH ANNUAL KALI WHITTLE RESILIENCE CONFERENCE**

**Artful Thinking: An Exercise to Encourage Reflection, Empathy, and Conversation**

Andrew Sirotnak, MD  
Professor of Pediatrics  
Physician Team Member,  
Child Protection Team




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**Our Conference Goal and Your Homework!**

This interactive session will provide you with a 'pause to reflect' on artwork images and share in dialogue what you see and feel.


Taking this reflective practice to the workspace can spark conversation with each other and support holistic care for our patients.



Emmett (*the artist's son*)  
by Wes Magyar



Me (*the artist's friend*)  
by Wes Magyar



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**Your Invited Speaker**



- 30 years at CHCO as physician team member caring for abused children
- Educator, teacher and faculty mentor
- Pediatrics department leadership team
- Certified physician coach
- Husband, uncle, sibling
- CHCO Art Review Council Art donor and CHCO collection steward
- Arts & Culture = part of my resilience bucket
- 2018 Spark Talk alumnus! Archived on Marketing and Communication webpage. Check it out and bring tissues.






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### Objectives and Agenda

- 1) Understand the utility of arts and humanities in medical education
- 2) Review some published reports and literature on this topic for context and future reference
- 3) Describe and then practice Visual Thinking Strategies
- 4) Connect and have fun!

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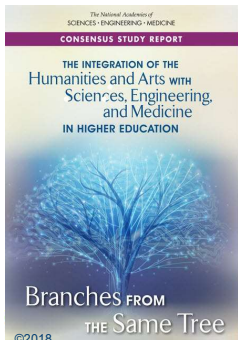
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*The arts teach creative means of expression, understanding of different perspectives, an awareness of knowledge and emotions throughout the human experience, and the shaping and sharing of perceptions through artistic creation and practices in the expressive world.*

*The humanities teach close reading practices as an essential tool, an appreciation for context across time and space, qualitative analysis of social structures and relationships, the importance of perspective, the capacity for empathic understanding, analysis of the structure of an argument...*

*Einstein asserted that "all religion, arts, and sciences are branches from the same tree."*

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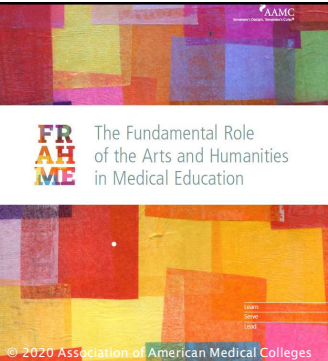
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### Fundamental Role of the Arts and Humanities in Medical Education (FRAHME)

The primary goal of this longitudinal, cross-continuum initiative is to improve the education, practice, and well-being of physicians through deeper integrative experiences with the arts and humanities.

This report provides an overview of the current landscape of approaches that integrate arts and humanities into health care education curricula and guidance about how to effect the integration.

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### Numerous goals for integrating arts and humanities within medical education

- **Decrease burnout and compassion fatigue!**
- Ingraining aspects of empathy, professionalism and altruism
- Enhancing clinical communication and observation skills
- Increasing collaboration and inter professionalism
- Develop better tolerance of ambiguity and paradox
- Increase sensitivity to form and content in language
- Increase comprehension of patient stories



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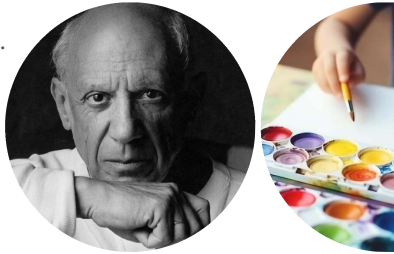
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### Pablo Picasso

“Every child is an artist. The problem is how to remain an artist once we grow up”

“It took me four years to paint like Raphael, but a lifetime to paint like a child.”



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### Visual Thinking Strategies (VTS)



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### Visual Thinking Strategies (VTS)

- **Visual Thinking Strategies (VTS)** is a pedagogic approach involving discussions of works of art aimed to encourage learners to **look carefully, verbalize their observations and ideas, and interact with others** regarding their interpretations of the images
- Used in many educational settings including health care
- Has been studied in the medical school education and adopted in many academic health settings
- Standardized, trained facilitators are often used
- We are going to practice today so you can use this in your work with each other, our patients and families!

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What is the scope of published literature on arts and humanities in medical education?

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### Fostering Wonder Through the Arts and Humanities: Using Visual Thinking Strategies in Medical Education

Zheng D, Yenawine P, MA, Chisolm M. Academic Medicine, Vol. 99, No. 3 / March 2024

- **Wonder** - that emotion or state of consciousness in which one's attention is fixed on phenomena beyond one's comprehension - is a central virtue and driving force of all education.
  - Giving oneself (and others) permission to wonder is the start!
- **Capacity for Wonder Scale** - characterizes wonder as having two components: **perspective shifting** (similar to curiosity) and **emotional reawakening** (similar to awe) and both are core experiences of VTS
  - Encourage 'out of the box' ideas and sharing
  - Build a 'collective meaning' with others
  - Extend and welcome an appreciation of differences

12

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**Five Ways VTS Supports Wonder**


**EXPLORATION** - experience the familiar as if for the first time

**IMPROVISATION**- take opportunity to uncover answers for oneself

**IMAGINATION** – find what is possible beyond one’s existing knowledge

**PERSONAL INTEREST** – allow learners to pursue ideas on their own

**ETHOS OF EDUCATORS** – instill values of interdisciplinary knowledge, shared thinking, vulnerability, inclusivity and in a nonjudgement manner



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**Transformative experiences at art museums to support flourishing in medicine**

Tackett et. al. Medical Education Online; April 2023 <https://doi.org/10.1080/10872981.2023.2202914>

- Hybrid 4-week arts-based elective for Baltimore medical students
  - Arts based learning, jazz seminar, mask making, and VTS
- Pre and post surveys using scales:
  - Capacity for wonder (CFW)
  - Tolerance for ambiguity (TFA)
  - Interpersonal reactivity index (IRI)
  - Openness to diversity
- Qualitative results showed that the course helped learners:
  - Reconnect with one’s individual characteristics and interests
  - Better appreciate others’ perspectives
  - Develop identifies as physicians
  - Engage in reflection, mindfulness and renew sense of purpose

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**More than visual literacy: art and the enhancement of tolerance for ambiguity and empathy**

BenWich and Gilbey. BMC Medical Education (2017) 17:200

**Visual Thinking Strategies (VTS)** used in 90-minute medical humanities course with (2) cohorts of 1<sup>st</sup> year students.

- mainly modern era images, and depicting situations with sick, dying or deceased patients
- three questions followed by discussions and then surveyed about
  - Understanding self and others’ feelings
  - Acceptance of multiple meanings
  - Teamwork and observation ability
- 67% thought that the intervention contributed to their acceptance of multiple possible meanings
- 52% thought their visual observation ability was enhanced
- 34% thought that their ability to feel the sufferings of other was being enhanced

➤ Tolerating ambiguity was shown to be connected to increased empathy

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The Doctor  
by Sir Luke Fildes, (1891)

1. What is going on in this image?
2. What do you see in the image that makes you think that?
3. What more / what else do you see?



*The Doctor*, by Sir Luke Fildes, 1891

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16

Let's demonstrate VTS  
using this painting




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17



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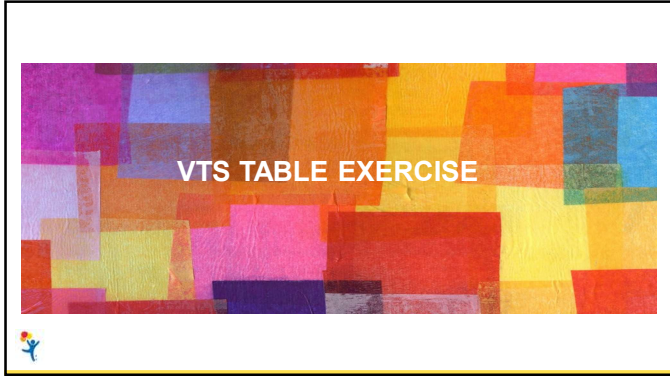
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**Answer these questions  
and discuss at your table**

**What's going on in this picture?  
(What is it mainly about?)**

**What do you see that makes you say that?**

**What else do I notice or wonder or feel?**



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**Group Sharing from Tables**

**What image did you  
choose?**



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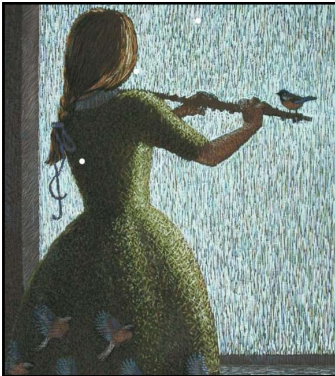
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**A.O. Ivanov  
Magic Flute**

4<sup>th</sup> floor NICU  
waiting area

24

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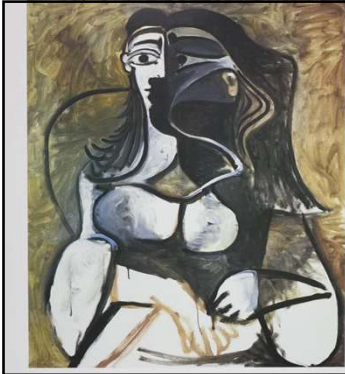
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**Pablo Picasso**  
**Woman in an Armchair**  
New Orleans Museum of Art

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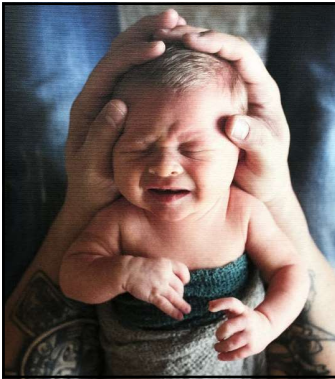
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**Eliza Note**  
**Cradled by Dad**  
1st floor Health Pavilion

26

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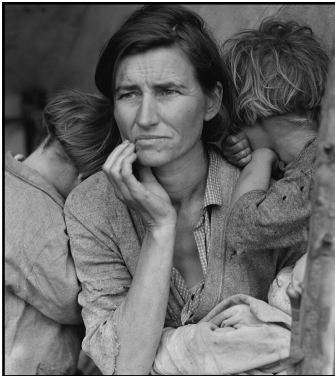
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**Dorothea Lange**  
Migrant Mother, Nipomo, CA, 1936

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**Jim Beckner**  
**Stardust in the Shade**  
**Boettcher Atrium**

28

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**Andrew Wyeth**  
**Christina's World**  
**MOMA, NY**

29

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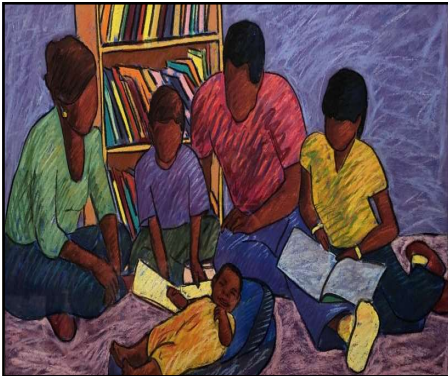
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**Tony Ortega**  
**Mateo**  
**2<sup>nd</sup> floor AMC**  
**Outpatient**

30

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**Emery Franklin**  
**Love #2, 2010**  
[www. Fine Art America](http://www.Fine Art America)

31

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**Nancy Cole**  
**Rainforest**  
**2<sup>nd</sup> floor AMC**  
**Outpatient Clinic**  
**Check in Area**

32

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**Joan Miro**  
**Two Women Surrounded**  
**by Birds**  
[www.barnesfoundation.org](http://www.barnesfoundation.org)

33

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**Kelsey Sletto**

Untitled;  
2011

3rd floor  
AMC  
CPCU  
Entrance

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34



**Rafael Lopez**

**Drum Dream Girl**

[www.rafaellopez.com](http://www.rafaellopez.com)

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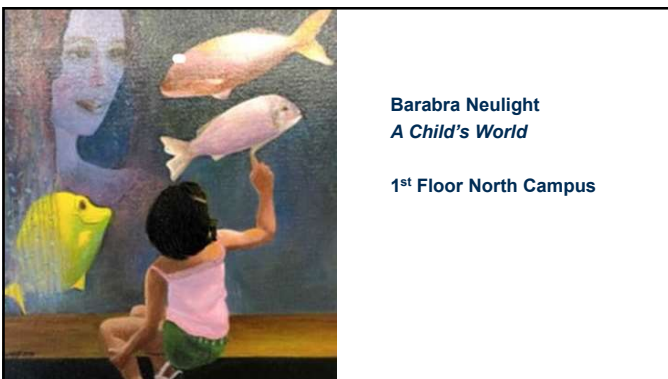
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35



**Barabra Neulight**  
*A Child's World*

1st Floor North Campus

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36



Ken Goldman  
Caring For Learning

Childrens Hospital  
Central California -  
murals

37

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**What did you experience today that you can take to your work units, teams and patient care areas?**



38

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**Thank you!**  
**Connect with each other!**  
 Connect with me @  
[andrew.sirotnak@childrenscolorado.org](mailto:andrew.sirotnak@childrenscolorado.org)



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KALLIE WHITTLE 2024

# Creating Harmonious Community Through Joyful Connection and Self-Discovery

Presented by: Danella Pochman MS, RN, CPNP-PC, NC-BC & Anna Woodroof MS, RN-BC



## Disclosure

- Danella Pochman is the founder and CEO of Gravity Coaching, LLC.
- Anna Woodroof has no disclosure.





"No matter where you are on your journey, that's exactly where you need to be. The next road is always ahead,"

-Oprah Winfrey 2015



Share your favorite roadtrip song!



snack!

Mentimeter



# ROAD TRIP!!

WHERE ARE WE GOING?

HOW WILL WE GET THERE?

WHAT ARE WE PACKING?

SNACKS?

MUSIC?

Mentimeter



# ROAD TRIP

Mentimeter



- **Purpose:** Where you are going and why.
- **Values:** How you will get there.
- **Goals:** Mile-markers on your journey.
- **Attitude:** Thoughts and beliefs about something that are reflected our behavior.



Mentimeter

## ATTITUDE & PERSONALITY TRAITS

Personality traits can be examined objectively through a tool such as the **Core Self-Evaluation Scale**

Core Self-Evaluation:

- How an individual sees themselves
- How a person perceives and assesses situations
- Can effectively predict our attitudes, motivations, and behaviors





# NEURODIVERSITY & INEQUALITIES

Neurodiversity implies a range of differences in individual brain function

- Social implications for being neurodivergent in a neurotypical society
  - Affects core self-evaluations (among other things)

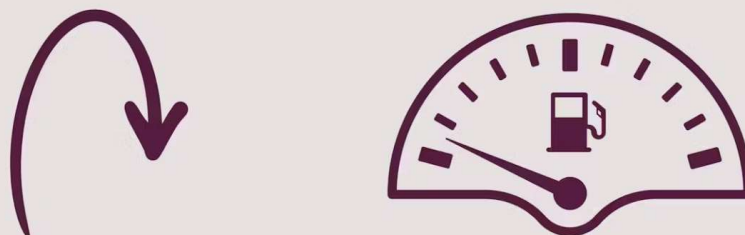
Inequality: deeply rooted systems of oppression cannot be changed overnight

Research supports that it is entirely possible to rewire negative self-evaluations

- Will look different for EACH of us
- Begin to notice negative thoughts & recognize them as “thoughts”, not “facts”
- Challenge these thoughts- are they true? Are they always true? Are they sometimes not true? Look for evidence to support different thoughts.



## Making a YOU-Turn



# CORE SELF-EVALUATION SCALE

Mentimeter

- |  |                          |
|--|--------------------------|
| 1. ___ I am confident I get the success I deserve in life.           | <b>1</b>                 |
| 2. ___ I rarely or never feel depressed.                             | <b>Strongly Disagree</b> |
| 3. ___ When I try, I generally succeed.                              | _____                    |
| 4. ___ Experiencing failure has no impact on my sense of self-worth. | <b>2</b>                 |
| 5. ___ I complete tasks successfully.                                | <b>Disagree</b>          |
| 6. ___ I consistently feel like I am in control of my work.          | _____                    |
| 7. ___ Overall, I am satisfied with myself.                          | <b>3</b>                 |
| 8. ___ I have no doubts about my competence.                         | <b>Neutral</b>           |
| 9. ___ I determine what will happen in my life.                      | _____                    |
| 10. ___ I feel in control of my success in my career.                | <b>4</b>                 |
| 11. ___ I am capable of coping with most of my problems.             | <b>Agree</b>             |
| 12. ___ Things typically look pretty bright and hopeful to me.       | _____                    |
|  | <b>5</b>                 |
|  | <b>Strongly Agree</b>    |

\*Adapted from: Judge, T., Bono, J., & Thoresen, C. (2003). The core self-evaluations scale: Development of a measure. *Personnel Psychology*, 56, 303-318.



# CORE SELF-EVALUATION SCALE

Mentimeter

**LOCUS OF CONTROL:** \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**SELF-EFFICACY:** \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

11. \_\_\_\_\_

**SELF-ESTEEM:** \_\_\_\_\_

1. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**EMOTIONAL REGULATION:** \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

12. \_\_\_\_\_



# CORE SELF-EVALUATION SCALE

What area(s) had the highest scores? \_\_\_\_\_

What area(s) had the lowest scores? \_\_\_\_\_

What area would you like to focus on? \_\_\_\_\_

- There are no right or wrong results, only information about your current self-concept.
- How you choose to use this information is entirely up to you.
- The workbook pages offer insights into each area of the CSE, including ways to begin improving the area you would like to focus on.



# CORE SELF-EVALUATIONS (CSE)

CSE: shown to increase life satisfaction & job satisfaction, improve job performance & clinical decision-making

- Self-Esteem: Your confidence in your own worth, abilities, and significance
- Self-Efficacy: Your belief in your own ability to accomplish tasks or goals you have set for yourself
- Locus of Control: The extent to which you believe you can control events that affect you
- Emotional Regulation: Emotional intelligence
  - Neuroticism: tendency to experience negative emotions and emotional instability



## Affirmations-Mantras-Goals

- Self-compassion: When I feel like I made a mistake or needed to do better, I can tell myself "that was so human of me.
- Gratitude: I will write down 3 things I am grateful for every night before I go to bed for one month.
- I can remind myself that failure doesn't exist- I will either get the result that I wanted or the lesson that I needed.
- Physical activity: I will walk for 10 minutes every day after work for one month.
- Mindfulness: I will start a meditation practice by setting aside 10 minutes per day, 3 days per week for 6 weeks.
- Setting boundaries: When I say "no" to something I don't want, I am saying "yes" to something I do want.



## ROAD TRIP!!

- Break out into small groups of 3-5:
- Discuss:
  - What surprised you about the results?
  - What do you know now that you didn't know before.
  - What are you planning to focus on.
  - Share one action item to implement in the next week.
  - Consider SMART Goal template to share or goal setting methodology
  - Affirmation for self, commitment to self, mantra.

Please share a few thoughts or takeaways from your time together as a group.



## Making it Stick

- Set an alarm on your phone and label the alarm with the new thought/goal you are working towards.
- Use a mindfulness app like Headspace, Calm, or Insight Timer.
- Use an app called ThinkUp- you can record phrases in your own voice and listen to them to help incorporate an idea.
- Write your goal or thought on sticky notes and place them wherever you will see them often.
- Track your physical activity on a smart watch or phone.
- Share your goals with a trusted friend.



# Getting Creative

Take 5 mn to make it stick in the way the works best for you!

My focus for today

Today I

I DID THIS TODAY TO TAKE ME CLOSER TO MY GOALS

1.

2.

I STRUGGLED TODAY WITH

TOMORROW I'M LOOKING FORWARD TO

PROGRESS JOURNAL



“It’s impossible to map out a route to your destination if you don’t know where you’re starting from.”

– Suze Orman



# Q & A

0 questions  
0 upvotes



# Contacts

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Anna Woodroof, MS, RN-BC [anna.woodroof@childrenscolorado.org](mailto:anna.woodroof@childrenscolorado.org)





*Core Self-*  
**EVALUATION**

A SELF-EVALUATION OF YOUR  
UNIQUE PERSONALITY





01

CORE SELF-EVALUATION

02

SELF-ESTEEM

03

SELF-EFFICACY

04

LOCUS OF CONTROL

05

EMOTIONAL REGULATION

*table of*

# CONTENTS

# 01

# Core Self EVALUATION

Our self-concept is made up of our own beliefs about ourselves. We can identify with certain personality traits and reject others, and often times these beliefs feel like truth.

Yet a belief is simply a thought we continue to think over and over. Our brains offer us about 70,000 thoughts every day. Of those thoughts, 80% are negative and 95% are repetitive from the day before.

Over time, these thoughts become our belief, and our belief forms the basis of our self-concept. Yet we can challenge some of these negative beliefs by objectively evaluating what our brain is really thinking. And once we pull back the curtain, we can decide if those thoughts are serving us, or if we'd rather think (and therefore believe) something else.

The core self-evaluation (CSE) represents our subconscious, fundamental evaluation of ourselves. It looks at 4 dimensions of our personality- self-esteem, self-efficacy, locus of control, and emotional regulation. The CSE functions as our self-concept.



Individuals with a higher CSE tend to have more positive thoughts about themselves, and often feel more confident in their personal and professional lives. Individuals with a lower CSE tend to experience a more negative self-perception and may lack confidence. These differences can influence how we show up in the world.

Our brains are primed to look for evidence of what we believe. If we have a positive self-concept, we will see more ways that we show up positively in the world. Conversely, if we have a more negative self-concept, we will find evidence to support that belief.

The Core Self-Evaluation Scale is a 12-item instrument that analyzes an individual's CSE and provides information that can be used to improve one's self-concept.

# *a word about* NEUROSCIENCE

The primitive areas of our brains (our brain stem, amygdala, and cerebellum) are wired for survival. Survival requires certainty and efficiency. We need the ability to make the right decisions quickly in order to stay alive.

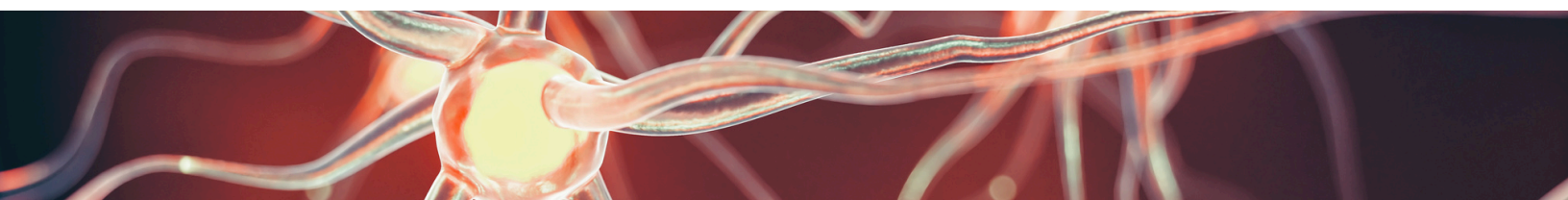
Very few things in our modern environment actually threaten our survival, but the primitive brain still functions as if our life depends on it. It needs to create certainty and be “right”, because uncertainty or being “wrong” can result in life or death.

The Reticular Activating System (RAS) of our brains creates efficiency by telling our brain what to focus on. It is primed for survival by looking for things to prove itself right. It filters the overwhelming amount of information from the outside world and offers what it thinks is relevant.

Neuroplasticity is the brain’s ability to learn and adapt to life experiences. It does this by creating neural pathways, which form the basis of our thoughts and feelings. Neural pathways create efficiency by eliminating the need for the conscious brain to think about everything.

Over time, through lived experiences and conditioning, our brain has developed thoughts and beliefs that impact our self-concept. What we believe about ourselves impacts our RAS, which goes to work looking for the evidence that we’re right. The neural pathways we have created with our thoughts and feelings become well-worn habits, and can be difficult to break.

Difficult, but not impossible. In order to change our self-concept, we need to identify thoughts that aren’t serving us, and give our brain new thoughts to think. We practice these new thoughts and create new neural pathways, which over time become habits. The basis of improving our core self-evaluation is challenging what our brain believes to be true, and offering it the possibility that something else might also be true.



# how to find your CORE SELF- EVALUATION

Below are several statements about you with which you may agree or disagree. Using the response scale below, indicate your agreement or disagreement with each item by placing the appropriate number on the line preceding that item.

**1**                      **2**                      **3**                      **4**                      **5**  
**Strongly Disagree**    **Disagree**            **Neutral**            **Agree**              **Strongly Agree**

1. \_\_\_\_ I am confident I get the success I deserve in life.
2. \_\_\_\_ I rarely or never feel depressed.
3. \_\_\_\_ When I try, I generally succeed.
4. \_\_\_\_ Experiencing failure has no impact on my sense of self-worth.
5. \_\_\_\_ I complete tasks successfully.
6. \_\_\_\_ I consistently feel like I am in control of my work.
7. \_\_\_\_ Overall, I am satisfied with myself.
8. \_\_\_\_ I have no doubts about my competence.
9. \_\_\_\_ I determine what will happen in my life.
10. \_\_\_\_ I feel in control of my success in my career.
11. \_\_\_\_ I am capable of coping with most of my problems.
12. \_\_\_\_ Things typically look pretty bright and hopeful to me.

*Adapted from: Judge, T., Bono, J., & Thoresen, C. (2003). The core self-evaluations scale: Development of a measure. Personnel Psychology, 56, 303-331.*

# Core Self EVALUATION

Your Core Self-Evaluation offers a general snapshot of your current overall self-concept, which in turn can influence your self-perception and behavior. There are no right or wrong answers, but in general a higher self-evaluation can correlate to improved life satisfaction, job satisfaction, and job performance. You can take steps to improve your self-evaluation by focusing on areas that you would like to improve. Using the boxes below, add up your scores for each personality trait (using the numbers from the Core Self-Evaluation that correlate to each trait). Focusing on any area has the ability to improve your overall self-evaluation, and you can choose the one that feels right for you.

LOCUS OF CONTROL: \_\_\_\_\_

6. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

SELF-EFFICACY: \_\_\_\_\_

3. \_\_\_\_\_

8. \_\_\_\_\_

11. \_\_\_\_\_

SELF-ESTEEM: \_\_\_\_\_

1. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

EMOTIONAL REGULATION: \_\_\_\_\_

2. \_\_\_\_\_

7. \_\_\_\_\_

12. \_\_\_\_\_

What area(s) had the highest scores? \_\_\_\_\_

What area(s) had the lowest scores? \_\_\_\_\_

What area would you like to focus on? \_\_\_\_\_

There are no right or wrong results, only information about your current self-concept. How you choose to use this information is entirely up to you. The workbook pages offer insights into each area of the CSE, including ways to begin improving the area you would like to focus on.

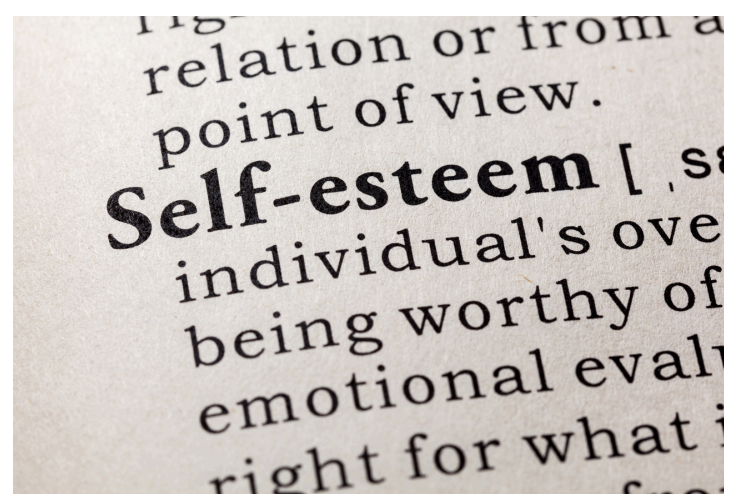
# 02 SELF-ESTEEM

Your self-esteem refers to your general belief in your own self worth. It reflects the extent to which you believe you have inherent value and that you matter as a person. It is based on your thoughts and feelings about yourself, and is shaped by your response to situations and environments that you experience throughout your life.

Individuals with lower self-esteem may fall into patterns of self-doubt, people-pleasing, and/or perfectionism. They may constantly second-guess themselves and worry about making mistakes. Perhaps they believe they must be perfect to be worthy. They may put the needs of others' above their own because they seek validation in how other people see and value them. They may look to outside circumstances (careers, relationships, etc.) to feel worthy, and if those things fail to offer reciprocity they may make it mean something negative about themselves as a human.

## SELF-ESTEEM

- Individuals with higher self-esteem feel more capable in making decisions, which can translate to more effective clinical decision-making
- Individuals with higher self-esteem may perceive the work environment as friendlier and less stressful
- Individuals with lower self-esteem may be more prone to other behaviors such as perfectionism, people-pleasing, or other maladaptive coping strategies



# ways to improve your SELF-ESTEEM

When you remember your worth is inherently part of you, and requires no proof from the outside world, you begin to show up with increased trust in yourself. You need less validation from external sources, and often have more to give. Here are a few ways to begin improving your self-esteem.

- Speak to yourself with compassion. If you make a mistake, you can say to yourself- *“how human of me”*.
  - We are humans, not robots. We are not perfect and should not expect perfection. Reminding ourselves of our humanity offers compassion for ourselves and others.
- Use self-expression to show up authentically.
  - Wear clothes that fit your body and feel great. Dress up or down in a way that aligns with how you want to feel. Trust that you require no validation for your appearance from anyone but yourself.
- Do a “thought download” to identify subconscious thoughts.
  - Write down *all* of the thoughts you have related to your self-worth and self-esteem. Pick one to focus on. Is this thought true? Can this thought also sometimes *not* be true? Challenge your brain on how true this thought actually is.



# 03 SELF-EFFICACY

Self-efficacy refers to your general belief in your ability to reach a goal or complete a task. While it is perfectly normal to feel more capable in one area of life than another, the CSE measures “generalized self-efficacy”, or your general belief in your abilities across multiple dimensions of your life.

Individuals with higher self-efficacy have a stronger belief that they will succeed. Believing they have the ability to influence the outcome may translate to their determination to succeed. They may be more willing to try new things and persevere when things become challenging.

Individuals with a lower self-efficacy may struggle to believe they can accomplish things in their life. They may give up easily when the task seems daunting, and may not even try for fear of failure. They may look to past failures as evidence that they will not be successful in the future.

## **SELF-EFFICACY**

- People with low self-efficacy may look to past failures as evidence they aren't capable
- In order to move towards our goals, we must create new evidence that we are capable of achieving our goals
- If we don't trust our inner voice for encouragement, we can use vicarious experiences and borrow from the support of others
- Our psychological state affects our abilities- if we are anxious or run-down, it can impact our performance





# *ways to increase your* SELF-EFFICACY

Albert Bandura first coined the phrase “self-efficacy” in 1977 with his Self-Efficacy Theory of Motivation. He identified 4 ways we interpret information regarding our self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and psychological/affective states. We can increase our self-efficacy by creating conditions in which we can be successful.

- Create mastery experiences for yourself.
  - Your brain wants evidence that you can accomplish goals. Set small, achievable goals to create that evidence, and be consistent with your actions.
- Use vicarious experiences to provide evidence for your brain.
  - Identify successful people that you can relate to, and use their success to create the possibility of your own.
- Foster your support system.
  - Praise that comes from peers, mentors, coaches, and other supportive individuals can increase your self-efficacy through verbal persuasion.
- Regulate your nervous system.
  - Your emotional state impacts not only your belief in yourself, but also your performance. If you feel anxious, run-down, or dysregulated, you may be unsuccessful at achieving your goals, providing further evidence that you aren't capable. Self-care is important for increasing self-efficacy.



# 04

# LOCUS OF CONTROL

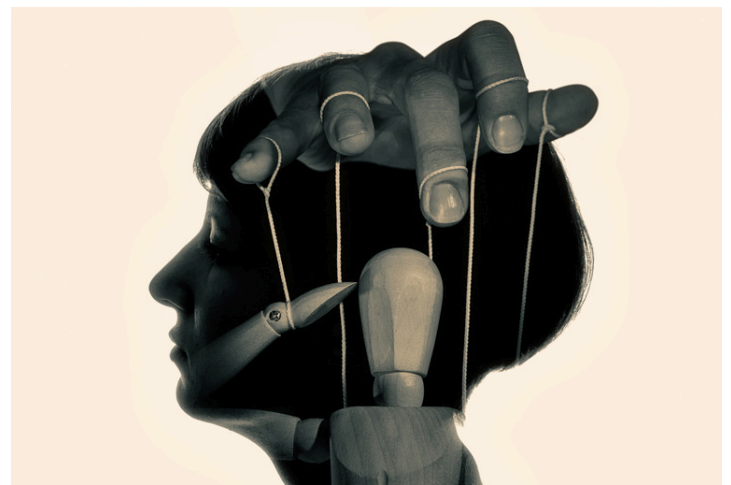
Your locus of control refers to the extent to which you believe you have control over events in your life. It is typically described as being internal or external.

An internal locus of control implies that you feel you have control over the outcomes of events in your life. You may attribute your achievements to your efforts and abilities rather than luck or fate. Individuals with a more internal locus of control tend to feel happier, less stressed and more empowered at work and in life. An internal locus of control is associated with increased personal achievement, which may be protective against burnout.

An external locus of control implies that you may not feel you have control over your outcomes. You may attribute your achievements to external factors such as luck or fate. Having an external locus of control can lead to a sense of uncertainty and unpredictability about future events, leaving you feeling powerless to influence the outcomes. Feeling uncertain about future events can further decrease your sense of control, and over time this can result in chronic stress and burnout.

## LOCUS OF CONTROL

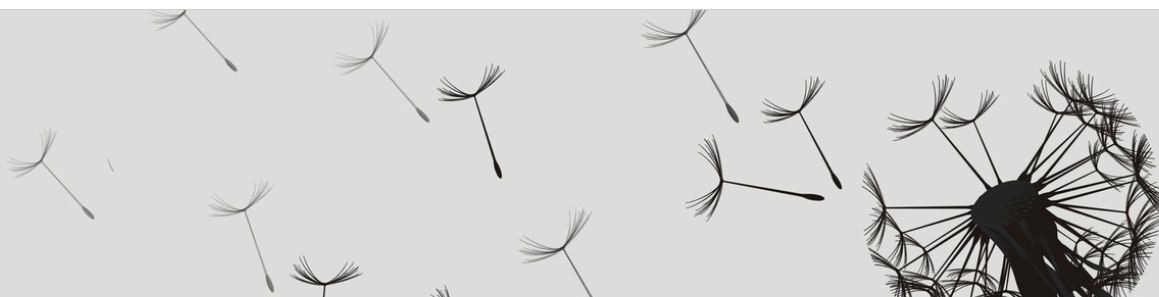
- Having a sense of control is a protective factor against chronic stress and burnout
- Feeling like you can influence the outcomes of events can leave you feeling happier and more empowered
- Feeling like you cannot influence the outcomes of future events can increase uncertainty, which in turn increases stress and can lead to burnout
- Shifting to a more internal locus of control can be protective against burnout



# *ways to shift your* LOCUS OF CONTROL

Shifting to an internal locus of control can give us a greater sense of control over the events in our lives, creating more certainty and ultimately reducing stress. It helps us attribute success to personal effort and skill, leading to greater feelings of accomplishment and self-worth. Feeling like our efforts matter can help us take proactive steps to achieve goals and overcome challenges. It helps us cultivate a greater sense of agency and resiliency in navigating life's challenges.

- Identify your personal values and beliefs, and use them to guide your decisions.
  - Have a clear sense of what matters to you and keep it at the forefront of your experience.
- While there are many aspects of life we can't control, there are always things we can. Identify what is within your control and focus your efforts there.
  - Aspects of our lives that are within our control include our attitudes, beliefs, efforts, actions, choices, and emotional responses.
- Be willing to take risks and experience failure, and use that experience of failure to examine the factors you have control over and could improve next time.
- Honestly examine your thoughts around your successes and achievements and identify how you were responsible. This is especially helpful if you experience Imposter Phenomenon.



# 05

# EMOTIONAL REGULATION

Emotional regulation is the ability to be aware of, control, and express one's emotions. Regulating emotions may not change a situation, but it allows your nervous system to respond (rather than react).

In our modern world, there are few threats to your actual survival, but the primitive brain is not wired to differentiate a real threat from a perceived threat. The goal of emotional regulation is to objectively evaluate your emotional response to the environment and modulate the intensity and duration of emotions.

Effectively regulating your emotions can reduce emotional exhaustion, which is one aspect of the burnout cycle. While emotional regulation may not impact the stressors you experience, it can help you manage the stress.

## **EMOTIONAL REGULATION**

- The ability to be aware of, control, and express one's emotions.
- In today's world, very few stressors result in life or death, but the primitive brain cannot differentiate between real and perceived threats.
- The nervous system's response may be out of context to the actual level of threat to safety.
- Emotional regulation can reduce emotional exhaustion.



# *how to increase your* **EMOTIONAL REGULATION**

Your brain and body are constantly talking to each other with two-way communication. “Top-down” communication occurs when a situation triggers thoughts or beliefs that create stress in your body. “Bottom-up” communication occurs when your body reacts to stress before your brain has the chance to catch up. Just as this two-way communication is used in an emergency to keep you safe, it can also be used to regulate your emotions.

- Top-down regulation arises from the prefrontal cortex and focuses on cognitive processes that contribute to stress
  - Modalities such as coaching and Cognitive Behavioral Therapy (CBT) involve challenging negative thought patterns and replacing them with more adaptive coping strategies
- Bottom-up regulation targets the body’s physiological responses to emotions
  - Modalities such as somatic exercises, deep breathing, progressive muscle relaxation, mindfulness, movement, and yoga target the body’s physiological responses to promote relaxation and regulate emotions
  - This is particularly helpful for individuals who struggle with overwhelming emotions or have difficulty accessing or changing their thoughts.



*thank you*

FOR BEING HERE

Your unique perspective and talents bring so much value to the world. Getting to know yourself and taking steps to feel better will ripple out and positively impact everyone around you. You are worth spending time with. Thank you for making the time to show up for yourself today. You are worth it.

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