



**What I Carry: Self-Assessment as the Foundation
for Managing Stress :**

School Nurses in the Age of Coronavirus:
Prevention and Well-Being for Self, Students, and Staff — Now More Than Ever!



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Donna, a nurse, psychotherapist, author and educator, has long addressed a wide range of life-altering experiences in the lives of children and families—loss, trauma, and stress. She has counseled professionals, young people and schools in the aftermath of individual and national tragedies — 9/11, Sandy Hook, and Hurricane Katrina. In addition to academic papers, Donna is the author of *The Seasons of Grief, Helping Children Grow Through Loss*. She taught at Columbia University School of Nursing, and holds master's degrees from Teachers College, Columbia University; Rutgers University, and a doctorate from the University of Pennsylvania. Her post-doctoral work includes the Prudential Fellowship for Children and the News at Columbia Journalism School. Donna consults for the New York Life Foundation and the Resilient Parenting for Bereaved Families Program at Arizona State University.

The Building Blocks of Well-Being



FOCUSING ON WELL-BEING. . . A Radical Approach

Happiness and Satisfaction

"PERMA"



Positive emotion
Engagement
Relationships
Meaning
Accomplishments


Physical
Economic
Social
Development-activity
Psychological
Emotional
Life satisfaction
Engaging Activities- work

Seligman, 2011

Today's webinar:

- How can we perform a self-assessment to identify stressors and concerns carried in our heart, mind and soul?
- What emotions are triggered by changes in schools and school nursing practice during the pandemic.
- How can we assemble a personal toolkit for health and well-being?






Session 2: Welcoming Self-Compassion and Enhancing Well-Being 10/21/2020 6 -7:30

- How do we provide self-compassion?
- Where do we find support in the work setting and personal lives?
- How do we recognize toxicity in relationships and environments.
- Identify and practice mind-body well-being strategies


Session 3: Finding Compassion in the Distancing 11/4/2020 6 -7:30

- How does compassion protect us?
- How can we be present for students, staff, and colleagues?
- What actions can we take that enhances compassion and empathy-building
- How do we know when boundaries become fuzzy leading to empathic distress?



Session 5: The Lost Year— Grieving Normalcy 12/2/20. 6 -7:30

- How the pandemic has brought about loss in the lives of students, staff and school nurses?
- How can we recognize grief, and grieving among students, colleagues and self?
- What is vicarious grief and how do we cope with it?



Session 4: The Challenges of Families and Relationships 11/18/2020 6-7:30

- How do we recognize parent/staff frustration and anger?
- What is a workable plan to manage social connections?
- How can we diffuse tension in relationships?



Session 6: Transforming Helplessness to Wholeness.
12/16/20 6 -7:30

- How can we recognize and accept our own vulnerability?
- What can we do to reframe uncertainty and fear?
- How do we find the best approaches to build resilience and minimize stress?
- What can we do to make a difference in one's life and the lives of others?
- How can we merge from the pandemic whole and on a journey of healing and growth?



THE THINGS THEY CARRIED . . .



. . . THE THINGS WE CARRY



THE THINGS THEY CARRIED. . .

. . . THE THINGS WE CARRY

The things they carried are very similar to what we carry to work. . .

- "The things they carried were largely determined by necessity, or near-necessities, were can openers, pocket knives, heat tabs, wristwatches, dog tags, mosquito repellent, chewing gum, candy, cigarettes, salt tablets, packets of Kool-Aid, lighters, matches, sewing kits, Military Payment Certificates, C rations, and two or three canteens of water."
- They carried photographs, bibles, letters, good luck mementos, even jokes and humor.
- What they carried varied by mission—some more complicated than others.
- "And because it was Standard Operating Procedure, they all carried steel helmets that weighed 5 pounds including the liner and camouflage cover."
- "They carried the sky. The whole atmosphere, they carried it, the humidity, the monsoons, the stink of fungus and decay, all of it, they carried gravity."
- "They carried all they could bear, and then some, including a silent awe for the terrible power of the things they carried."




#What We Carry. . . Words and images from Children


Take a few moments to think about what you carry.


In my backpack. . . in my pockets. . . on my shoulders . . . in my heart?

- My work.
- My colleagues.
- My family.
- My life.
- My memories.
- My emotions.
- Lessons I have learned.
- My hopes and dreams.




The Foundation of Your Assessment





What do YOU do to . . .

Relieve stress?
Reduce anxiety?
Combat negative
thoughts and emotions?




Think back to your childhood—
what made you **feel better** when
you were sick or sad or lonely? (a
place, story, person, food,
activity. . .)

List your responses. At least 3 to 5
things that gave you comfort.

1. _____
2. _____
3. _____
4. _____
5. _____

Art: LAlmress




Think about the *last time* you were upset, stressed out, sad, or just plain out of sorts!

List 3-5 things that give you comfort **NOW** (a book, person, music, poem, movie, song . . .)

1. _____
2. _____
3. _____
4. _____
5. _____

Art: LAirless



Take a few moments to finish each side of the paper—as a child and now as an adult.

Look at both lists. Think about the similarities in your comforting activities — as a child and as an adult.

How **OFTEN** do you practice strategies that sooth & calm you?

In the past 2 days?

The past week?

Past two weeks?

Past month?

Photo: DGaffney, ice cream makes everything better

And now. . . .



Time for . . .



And now. . .



Dr. Andrew Weil's 4. 7. 8. Breathing

Before you begin this breathing exercise please remember if at any time or for any reason this exercise doesn't feel comfortable to you or there are parts of it that you'd prefer not to do, simply follow along.

Start by bringing the tip of your tongue to the roof of your mouth. Once the tip of your tongue is at the roof of your mouth, just behind your teeth, you'll want to inhale naturally through your nose and begin to exhale completely through your mouth.

Begin to inhale quietly through your nose to the mental count of four, at that point you would pause your breath for a count of seven, and now begin to exhale completely through your mouth making a whooshing type sound to the count of eight.

Now, these numbers don't have to be exact. If you prefer a smaller number of inhalations or a pause that is a bit shorter, you can always alternate. The main thing is that the exhalation count is longer than the inhalation count.

It's recommended to practice once or twice a day. It can take some time to get used to it, and may feel a little bit uncomfortable in the beginning. Remember it's something you can do anywhere, at any time. The exercise can be done silently, in a seated position or laying down, and at any time during your day.

. . . Go to the link on the next slide for the exercise.



<https://www.youtube.com/watch?v=1Dv-ldGInlY>

Dr. Andrew Weil's 4. 7. 8. Breathing

Let us know how you are doing!

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