

CHS 496

Care, Health and Society: Self Care in the Caring and Health Professions

T.Th., 9:30-10:45a.m, Room: 225 Building: Saguaro Hall

Instructor: Leslie Langbert, MSW, LCSW (FL)

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Course Website: D2L

Office Hours: by appointment to be held between 1-3 pm Wednesdays.

COURSE DESCRIPTION: The emotional, physical and spiritual demands of the caring and health professions are significant. Students are introduced to the importance of wellness and self-care practices as they consider careers in the helping professions. This course will explore the impact of cultivating compassion vs. empathy in working with clients/patients, as well as offer students an opportunity to cultivate a wellness/self-care practice in their own lives. The course culminates in a research paper on the student's selected wellness/self-care practice.

COURSE OBJECTIVES:

1. Understand the phenomenon of compassion fatigue or 'burnout' in the helping professions.
2. Identify the symptoms and stages of professional burnout on physical, emotional and spiritual levels.
3. Compare empathy and compassion as elements of caring and health professions and their relationship to professional well-being.
4. Seek to understand the intentional cultivation of compassion through exploration of thought/behavior patterns, and brain neuroplasticity.
5. Explore techniques for self-care and wellness through your own personal experience.
6. Articulate the research-based effects/benefits of a self-care/wellness practice that can support caring professionals' wellness and buffer against 'burnout'.

COURSE FORMAT. This is primarily a lecture course. Students are expected to attend class, complete assigned readings and keep a journal throughout the semester. Class participation in the discussion of the readings and lectures is expected. Students may very well be asked questions about reading and lecture content. Students will turn in their journal at assigned dates throughout the semester. Such class participation will be calculated into final grades.

REQUIRED READINGS: all required readings can be found in D2L on line and are listed in the syllabus. They include:

JOURNAL ARTICLES:

Miller, K. I., Stiff, J.B., and Hartman Ellis, B. (1988). Communication and empathy as precursors to burnout among human service workers. *Communication Monographs*, 55 (3), 250-265.

Killian, K.D. (2008). Helping till it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. *Traumatology*, 14(2), 32-44.

Willams, C.A. (1989). Empathy and burnout in male and female helping professionals. *Research in Nursing and Health*, 12. 169-178.

- Patrick, K.S. (1984). Professional roles at risk for burnout. *Family and Community Health*, February, 1984, 25-31.
- Sprang, G., Clark, J.J., and Whitt-Woosley, A. (2007). Compassion fatigue, compassion satisfaction, and burnout; factors impacting a professional's quality of life. *Journal of Loss and Trauma*, 12 (). 259-280.
- Figley, C.R. (2002). Compassion fatigue: psychotherapists' chronic lack of self-care. *JCLP/In Session: Psychotherapy in Practice*, 58(11), 1433-1441.
- Sivilli, T., and Pace, T. (2014). *The human dimensions of resilience: a theory of contemplative practices and resilience*. The Garrison Institute, NY.
- Pace, T., Negi, L., Adame, D., et. al (2009). Effect of compassion meditation on neuroendocrine, innate immune and behavioral responses to psychosocial stress. *Psychoneuroendocrinology*, 34. pp. 87-98.
- Harvard Medical School (2011). Understanding the stress response. Harvard Health Publications.
- Thomas, J. (2013). Association of personal distress with burnout, compassion fatigue, and compassion satisfaction among clinical social workers. *Journal of Social Service Research*, 39. 365-379.
- Decety, J. and Jackson, P.L. (2006). A social-neuroscience perspective on empathy. *Current Directions in Psychological Science*, 15 (2). 54-58.
- Rushton, C.H., Kaszniak, A.W., and Halifax, J.S. (2013). Addressing moral distress: application of a framework to palliative care practice. *Journal of Palliative Medicine*, 16 (9). 1-9.
- Ozawa-de-Silva, B.R., Dodson-Lavelle, B., Raison, C.L., and Negi, L.T. (2012). Compassion and ethics: scientific and practical approaches to the cultivation of compassion as a foundation for ethical subjectivity and well-being. *Journal of Healthcare, Science and the Humanities*. 2(1), 145-161.
- Halifax, J. (2011). The precious necessity of compassion. *Humanities: Art, Language, and Spirituality in Health Care*. 41(1). 146-153.
- Klimecki, O.M., Leiberg, S., Ricard, M. and Singer, T. (2013). Differential pattern of functional brain plasticity after compassion and empathy training. *Social Cognitive and Affective Neuroscience*. (in press). 1-7.
- Cosley, B.J., McCoy, S.K., Saslow, L.R., and Epel, E.S. (2010). Is compassion for others stress buffering? Consequences of compassion and social support for physiological reactivity to stress. *Journal of Experimental Social Psychology*, 46. 816-823.
- Neff, K. (2003). Self-compassion: an alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2. 85-101.

- Gilbert, P., and Proctor, S. (2006). Compassionate mind training for people with high shame and self-criticism: overview and pilot study of a group therapy approach. *Clinical Psychology and Psychotherapy*, 13. 353-379.
- Makransky, J. (2007). Love is all around. *Tricycle*, Fall 2007. 30-33.
- Batson, C.D., Lishner, D. A. , Cook, J., and Sawyer, S. (2005). Similarity and nurturance: two possible sources of empathy for strangers. *Basic and Applied Social Psychology*, 27 (1), 15-25.
- Mikulincer, M., and Shaver, P.R. (2005). Attachment security, compassion, and altruism. *Current Directions in Psychological Science*, 14 (1), 34-38.
- Cacioppo, J.T., and Hawley, L.C. (2009). Perceived social isolation and cognition. *Trends in Cognitive Science*, 13(10). 447-454.
- Emmons, R. A., and McCullough, M.E. (2003). Counting blessings vs. burdens: an experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2). 377- 389.

BOOK CHAPTERS:

- Sharon Begley, *Train Your Mind, Change Your Brain*, Chapters 6 and 8
- Franz deWaal, *The Age of Empathy*, Chapter 7
- Jeffrey Hopkins, *A Truthful Heart*, Chapters 2, 7, 8, and 9
- Dacher Keltner, *Born to Be Good: The Science of a Meaningful Life*, Chapter 11
- Matthieu Ricard, *Happiness: A Guide to Cultivating Life's Most Important Skill*, Chapter 6
- Gyatso, T. (1991). *Path to bliss: A practical guide to steps of meditation*. Ithica, NY. Snow Lion Publications. [Chapters 11 &12]

JOURNAL ASSIGNMENTS: You will be required to keep a journal throughout the semester that you will turn in for review (see specific due dates in the Course Outline section). The journal is designed to help you reflect on your experiences with a self-care/wellness practice(s) of your choice that include a mindful or contemplative component or focus (e.g. yoga, meditation, breathwork, etc.). You may also write about topics of your choosing, as long as they reflect your personal experiences. You are required to complete at least one journal entry each week of at least one single spaced typewritten page. You may choose to keep a handwritten journal if you'd like (those entries should be at least 2 pages in length).

RESEARCH PAPER: In lieu of a Final Exam, you will develop a research paper due at the end of the semester during Finals Week. By September 11th, you must identify a wellness or self-care practice with a contemplative or mindful awareness focus you would like to research and personally explore. Once your topic/practice has been approved, you will begin to engage with the practice at least 1x/week (more is encouraged!), observing your experiences, and keeping a journal about them. In

addition, research the scientific literature regarding the practice you selected, identifying any significant findings that suggest how it may contribute to the well-being of helping professionals. Include your own experiences to support or contrast the research findings.

GRADES: your grade will be based upon:

1. **Class attendance** (missing significant numbers of class periods will result in a lowered grade).
2. **Class Participation, journal assignments, exercises.**
3. **2 mid-term exams** (in class, multiple choice, short answer).
4. **Research paper** (5 pages, double-spaced, typed, 1 inch margins, 12 font, stapled, with name, date, and class number—Soc. 496, on the first page in the top right hand corner. See Research Paper Instructions for details).

GRADE WEIGHTS

Attendance, Class Participation, Journal, etc.:	10 points
Midterm 1:	30 points
Midterm 2:	30 points
Research Paper Final:	<u>30 points</u>
Total:	100 points

COURSE OUTLINE AND READING ASSIGNMENTS

Week 1 (Aug. 26, 28): Understanding ‘Compassion Fatigue’ and Professional ‘Burnout’

When you read these articles be prepared to answer in class questions such as:

What is compassion fatigue? What is ‘burnout?’

What are the symptoms and stages of both?

Readings:

Figley, C.R. (2002). Compassion fatigue: psychotherapists’ chronic lack of self-care. *JCLP/In Session: Psychotherapy in Practice*, 58(11), 1433-1441.

Miller, K. I., Stiff, J.B., and Hartman Ellis, B. (1988). Communication and empathy as precursors to burnout among human service workers. *Communication Monographs*, 55 (3), 250-265.

Killian, K.D. (2008). Helping till it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. *Traumatology*, 14(2), 32-44.

Week 2 (Sept. 2, 4): Helping Professions and Burnout: Who is Most At-Risk, and When Does it Occur?

When you read these articles be prepared to answer in class questions such as:

What are the factors that contribute to compassion fatigue/burnout?
Analysis by profession- what professionals are most at risk?
What are the differences between men and women at risk of compassion fatigue/burnout?

Readings:

Williams, C.A. (1989). Empathy and burnout in male and female helping professionals. *Research in Nursing and Health*, 12. 169-178.

Patrick, K.S. (1984). Professional roles at risk for burnout. *Family and Community Health*, February, 1984, 25-31.

Sprang, G., Clark, J.J., and Whitt-Woosley, A. (2007). Compassion fatigue, compassion satisfaction, and burnout; factors impacting a professional's quality of life. *Journal of Loss and Trauma*, 12 (). 259-280.

Week 3 (Sept. 9,11): Physiological Impact of Stress and Compassion Training as a Path to Alleviate It

Readings:

Sivilli, T., and Pace, T. (2014). *The human dimensions of resilience: a theory of contemplative practices and resilience*. The Garrison Institute, NY.

Pace, T., Negi, L., Adame, D., et. al (2009). Effect of compassion meditation on neuroendocrine, innate immune and behavioral responses to psychosocial stress. *Psychoneuroendocrinology*, 34. pp. 87-98.

Harvard Medical School (2011). Understanding the stress response. Harvard Health Publications. Retrieved 6/10/2014 from http://www.health.harvard.edu/newsletters/Harvard_Mental_Health_Letter/2011/March/understanding-the-stress-response

Recommended Video:

https://www.youtube.com/watch?v=0p_HHHOumRo
Understanding the Autonomic Nervous System

By Sept. 11th: Identify a wellness/self-care practice with a contemplative/mindful awareness focus. Once your practice/topic is approved by the instructor, you will begin to engage with the practice at least 1x/week (more is encouraged!) observing your personal experiences, and keeping a journal.

Week 4 (Sept. 16, 18): Empathy: Why It is Both Necessary and Not Enough

Group 1: Turn in Journal on Sept. 16
Group 2: Turn in Journal on Sept. 18

When you read these articles be prepared to answer in class questions such as:

What is the difference between empathy and compassion?

Why is experiencing empathy necessary in the helping professions?

Why is the cultivation of compassion a potential protective factor against burnout/compassion fatigue?

Readings:

Thomas, J. (2013). Association of personal distress with burnout, compassion fatigue, and compassion satisfaction among clinical social workers. *Journal of Social Service Research*, 39. 365-379.

Decety, J. and Jackson, P.L. (2006). A social-neuroscience perspective on empathy. *Current Directions in Psychological Science*, 15 (2). 54-58.

Rushton, C.H., Kaszniak, A.W., and Halifax, J.S. (2013). Addressing moral distress: application of a framework to palliative care practice. *Journal of Palliative Medicine*, 16 (9). 1-9.

Optional Readings:

De Waal, F.B.M. (2008). Putting the altruism back into altruism: the evolution of empathy. *Annual Review of Psychology*, 59. 279-300.

Week 5 (Sept. 23, 25): Moving Beyond Empathy: Preparing for Cultivation of Compassion

When you read these articles be prepared to answer in class questions such as:

Can compassion be learned?

What is the role of mindfulness in preparing to develop compassion?

What are the different types of compassion?

Readings:

Ozawa-de-Silva, B.R., Dodson-Lavelle, B., Raison, C.L., and Negi, L.T. (2012). Compassion and ethics: scientific and practical approaches to the cultivation of compassion as a foundation for ethical subjectivity and well-being. *Journal of Healthcare, Science and the Humanities*. 2(1), 145-161.

Halifax, J. (2011). The precious necessity of compassion. *Humanities: Art, Language, and Spirituality in Health Care*. 41(1). 146-153.

Klimecki, O.M., Leiberg, S., Ricard, M. and Singer, T. (2013). Differential pattern of functional brain plasticity after compassion and empathy training. *Social Cognitive and Affective Neuroscience*. (in press). 1-7.

Optional Readings:

Cosley, B.J., McCoy, S.K., Saslow, L.R., and Epel, E.S. (2010). Is compassion for others stress buffering? Consequences of compassion and social support for physiological reactivity to stress. *Journal of Experimental Social Psychology*, 46. 816-823.

Gyatso, T. (1991). *Path to bliss: A practical guide to steps of meditation*. Ithica, NY. Snow Lion Publications. [Chapters 11 &12]

Week 6 (Sept. 30, Oct. 2): **Let It Begin With Me: Developing Self-Compassion**

When you read these articles be prepared to answer in class questions such as:

What is the difference between self-esteem and self-compassion?

What is the point of cultivating self-compassion as it relates to dealing with our own suffering and the suffering of others?

Readings:

Chapter 6 – The Alchemy of Suffering in Matthieu Ricard’s book, *Happiness: A Guide to Developing Life’s Most Important Skill*

Neff, K. (2003). Self-compassion: an alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2. 85-101.

Optional Readings:

Gilbert, P., and Proctor, S. (2006). Compassionate mind training for people with high shame and self-criticism: overview and pilot study of a group therapy approach. *Clinical Psychology and Psychotherapy*, 13. 353-379.

Gyatso, T. (1989). *Teachings on Je Tsongkhapa’s three principle aspects of the path*. Library of Tibetan Works and Archives. 11-25.

Week 7 (Oct. 7): **Review for Exam 1.** (Oct. 9): **Take Exam 1.**

Week 8 (Oct. 14, 16): **Something Like Me, Nothing Like Me, Exactly Like Me: Equanimity**

Group 1: Turn in journal Oct. 14th

Group 2: Turn in journal Oct. 16th

When you read these articles be prepared to answer in class questions such as:

Why is security in emotional attachment important in the ability to develop compassion?

What is the impact of maintaining ‘categories’ of others on the helping professional’s ability to be effective?

Readings:

Begley, S. *Train Your Mind: Change Your Brain* Ch. 8 – ‘Blaming Mom?: Rewiring for Compassion’

Chapter 7 – ‘Crooked Timber’ in Franz De Waal’s book, *The Age of Empathy*

Cikara, M., Bruneau, E.G., and Saxe, R.R. (2011). Us and them: Intergroup failures of empathy. *Current Directions in Psychological Science*, 20(3). 149-153.

Mikulincer, M., and Shaver, P.R. (2005). Attachment security, compassion, and altruism. *Current Directions in Psychological Science*, 14 (1), 34-38.

Optional Readings:

Chapter 2 – ‘Equality’, in Jeffrey Hopkins’ book, *A Truthful Heart: Buddhist Practices for Connecting With Others*

Chapter 8 – ‘Making Progress’, in Jeffrey Hopkins’ book, *A Truthful Heart: Buddhist Practices for Connecting with Others*

Week 9 (Oct. 21, 23): Understanding Interdependence in the Cultivation of Compassion

“The whole idea of compassion is based on a keen awareness of the interdependence of all these living beings, which are all part of one another, and all involved in one another.” –Thomas Merton

Be prepared to answer in class questions such as:

Describe an example of interdependence?

What feelings does a sense of interdependence foster?

How can recognizing interconnectedness benefit and protect from a sense of social isolation and it’s negative consequences?

Readings:

Makransky, J. (2007). Love is all around. *Tricycle, Fall 2007*. 30-33.

Cacioppo, J.T., and Hawley, L.C. (2009). Perceived social isolation and cognition. *Trends in Cognitive Science*, 13(10). 447-454.

Emmons, R. A., and McCullough, M.E. (2003). Counting blessings vs. burdens: an experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84(2). 377- 389.

Week 10 (Oct. 28, 30): Empathy and Endearment in the Cultivation of Compassion

This week will explore the development of empathy and holding others in affection as essential to the development of compassion. This week will utilize video illustration and group process/activity/discussion to explore this concept.

Batson, C.D., Lishner, D. A. , Cook, J., and Sawyer, S. (2005). Similarity and nurturance: two possible sources of empathy for strangers. *Basic and Applied Social Psychology*, 27 (1), 15-25.

Week 11 (Nov. 4, 6): Compassion, Boundaries and Acceptance

This week’s focus will be on the development of boundaries and acceptance of the helping professional’s role in alleviating suffering of clients/patients...particularly the exploration and

understanding of the professional's role to recognize the individual's ability to alleviate their own suffering.

Group 1: Turn in Journal Nov. 4th

Group 2: Turn in Journal Nov. 6th

When you read these articles, be prepared to answer questions in class such as:

What do we now know about compassion that changes Western philosophers' views of it?

Readings:

Chapter 11 – 'Compassion' in Dacher Keltner's book, *Born to Be Good: The Science of a Meaningful Life*

Lickerman, A. (2013). What compassion is, redux. *Psychology Today*. Found online at www.psychologytoday.com/blog/happiness-in-world/201303/what-compassion-is-redux

Week 12 (Nov. 11th): **Veteran's Day Holiday.** (Nov. 13th): **Review for Exam 2**

Week 13 (Nov. 18): **Take Exam 2.** (Nov. 20): TBD

Week 14 (Nov. 25): **Semester Review** (Nov. 27th): **Thanksgiving—No Class.**

Week 15 (Dec. 2): **Preparation and Questions for Research Paper**

Week 16: (Dec. 9): **Self-Care in Preparation for Finals Week!**

DECEMBER 16th: RESEARCH PAPER DUE

Other Class Procedures and Rules:

Subject to Change: Other than grade and absence policies, this syllabus is subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Class Atmosphere: Any true discussion involves taking risks. As long as your points are honest and supportable, they need to be respected by everyone in the classroom. Encouragement, questions, discussion, and laughter are part of this class, but scoffing is never allowable, just as disruptive behavior is grounds for dismissal.

Common Courtesy: As respect for, and courtesy to your classmates and the instructor, please turn off cell phones prior to the beginning of class, come to class on time and do not leave early, and refrain from side conversations, text-messaging, doing email, and reading non-course material. **Laptops, iPads, etc.** should also be turned off and not opened.

Attendance: The UA's policy concerning Class Attendance and Administrative Drops is available at: <http://catalog.arizona.edu/2014-15/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at <http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See: http://uhap.web.arizona.edu/chapter_7#7.04.02

Learning is an active process; therefore, class attendance is expected regularly. This includes arriving on time and staying for the entire duration of the class session. If you miss a class, you are responsible for the material discussed and should get notes and assignments from another student (not from the instructor). If you foresee having many absences, however, you need to reconsider your enrollment in this course. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences

Each student will be allowed 2 excused absences during the semester (official Dean of Students pre-approved absences are separate from these). If you have an official Dean's pre-Approved absence (e.g. if you are part of an athletic team, or otherwise on official UA business, or observe a religious holiday) YOU must provide me with the documentation that this absence has been approved by the Dean, PRIOR to the date of your planned absence.

You may use your 2 excused absences however you wish, however, they are not to be used to postpone/avoid taking an exam on the scheduled date. Should you miss an exam date, you will take an exam different than that of your classmates, although equal in level of difficulty. You MUST provide legitimate medical reasons (e.g. doctor's note, etc) or other official documentation to describe the reason for your absence if you miss an exam date. Examples of non-legitimate excuses are; attending any extracurricular event outside of your scheduled course responsibilities, forgetfulness, feeling ill that morning (unless you are admitted to ER).

Absences in excess of the 2 allowed without required documentation will result in the Participation part of your grade being deducted by .5 point for each additional absence after 2.

This policy allows you to have 'life situations' come up during the semester so that you won't be penalized for it. This does not create a system in which you receive additional excused absences beyond the 2, if you miss more days and have documentation. Dean Approved absences are the only exception to this, and these must be PRE-APPROVED and provided BEFORE your planned absence.

Officially Excused Absences; Per University Policy:

All holidays or special events observed by organized religious will be honored for those students who demonstrate affiliation with that particular religion.

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Academic Integrity: Honesty is the foundation of academic integrity in good teaching and learning. All members of the academic community, including students, are responsible for upholding academic integrity through personal accountability. Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>. Academic integrity includes but is not limited to plagiarism (copying others' work, including from the Internet, without proper quotations and citations), cheating, misrepresentation of your work, or being a party to any of the aforementioned activities.

Behavior in the Classroom: Students are expected to observe the University's Student Code of Conduct as it pertains to classroom behavior (<http://dos.web.arizona.edu/uapolicies>). The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>

To foster a positive learning environment, students may not text, chat, make phone calls, play games, read the newspaper or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Students with Disabilities: It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Confidentiality of Student Records: <http://www.registrar.arizona.edu/ferpa/default.htm>