



“There can be no greater gift than that of giving one’s time and energy to help others without expecting anything in return.” - Nelson Mandela

Keynote - Caring for Others

Dr Julie Hendry

**Achieving Excellence in Radiography Education and Research
November 2024**

No disclosures

- Concepts of Caring
- The Kaleidoscope of Caring
- Caring & Pedagogy of Compassion
- Self-Care & the Practicalities of Caring
- Culture of Care, for Care

Why Caring..... It is who I am....

hello my name is...

My Name is: Dr Julie Hendry

My role is: Associate Professor and Professional Lead Radiotherapy & Oncology, Associate Dean for Student Outcomes

A bit about me: Hi everyone! I am a therapy radiographer and have been for many years. I left school to train at The Royal Marsden School of Radiotherapy, it wasn't a degree then! I qualified in 1986, so I am proud to be a therapy radiographer for 35+ years (feeling old...). I progressed in the clinical setting being a Band 8 Clinical Specialist when I left for education in 2009. I now lead our profession at St George's University and have a role across SGUL as Associate Dean for Student Outcomes. My practice, clinical or educational, centres around the person with caring and compassion at its heart. This was the topic of my Doctorate. My Masters looked at information and support too.

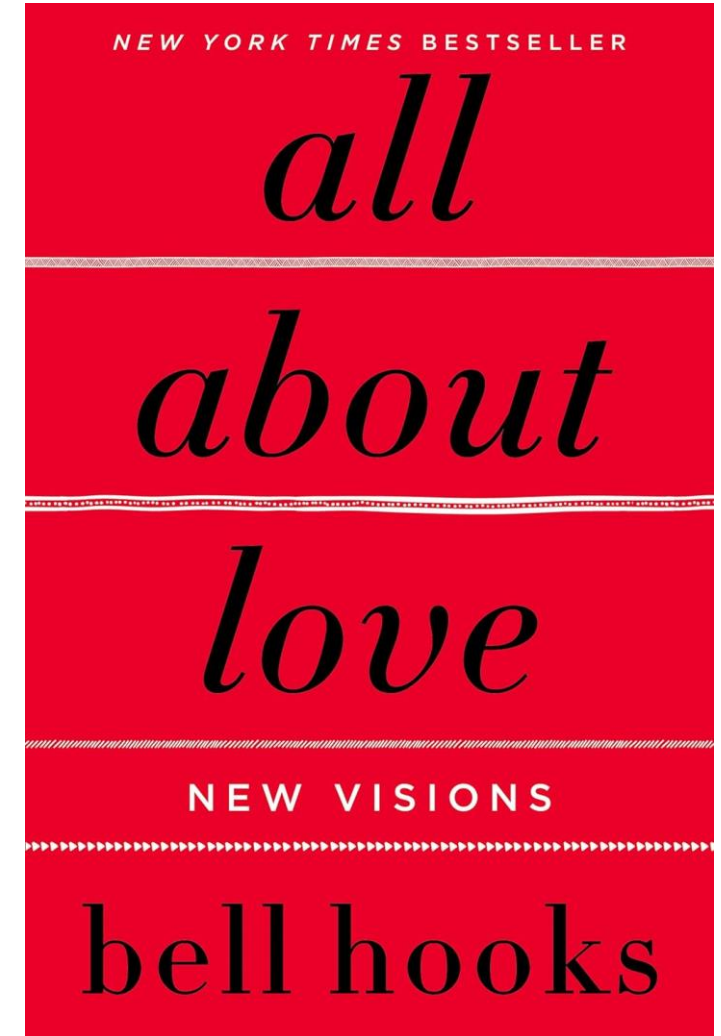
I am passionate about radiotherapy, we have a pivotal role in providing excellence and quality patient care, beyond purely delivering treatment. I love animals. I enjoy reading, especially fantasy. I am still learning to knit and have started yoga...both difficult for me!! 😊



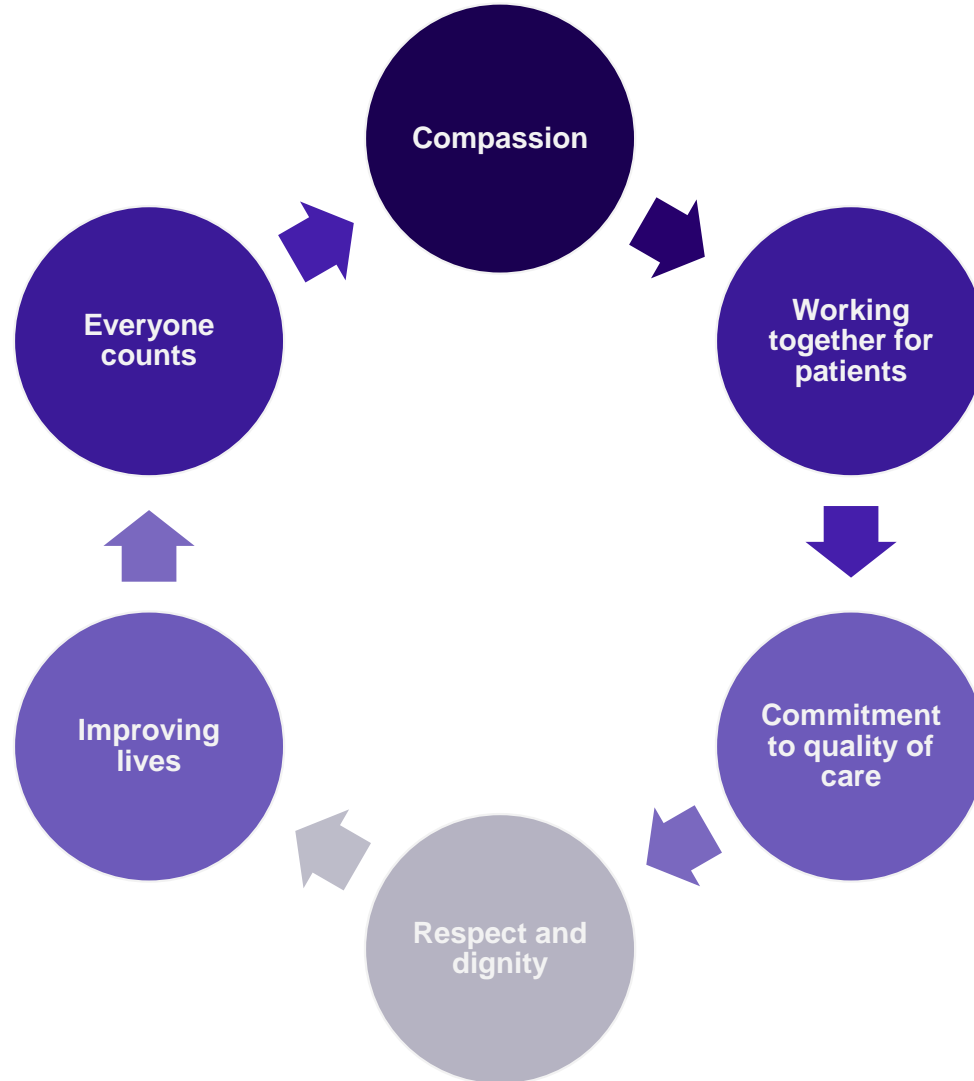
- Critical curriculum to establish how we developed quality caring in our students
- No conceptualisation of caring
- Variation between students, clinical radiographers and educators – was this significant?
- Difference between individuals – patients – was this significant?
- How might we foster caring in students?
- Can we foster caring in students?
- Caring through multiple lenses
- Caring Compassionate Pedagogy
- Belonging, & Well-Being
- Culture of Caring
- Fluffy and/or Pragmatic



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The NHS Constitution for England, 2023



“All staff should have rewarding, worthwhile jobs, with the freedom and confidence to act in the interest of patients. To do this, they need to be trusted, actively listened to and provided with meaningful feedback. They must be treated with respect at work, have the tools, training and support to deliver compassionate care, and opportunities to develop and progress. Care professionals should be supported to maximise the time they spend directly contributing to the care of patients.”

'Awareness of one's relationship to all living creatures.' (Roach, 2002, p50) Participation in another's experience, being sensitively aware of their pain and providing a quality presence to share experiences. Caring/compassion - a humanising **attribute**.

Caring and compassion involve certain **attributes** or **characteristics** such as *'...empathy, sensitivity, kindness and warmth...'* (Haslam, 2015, p.2) which he suggests are lacking in poor quality, impersonal 'task-based' care. He also describes how people wish for dignity, respect, and compassion, all of which are attributes that *'cost nothing'*. Haslam (2015, p2) defines compassion as the *'...humane quality of understanding suffering in others and wanting to do something about it'*.

Hendry (2013, p.251) suggests educators act as **transformative** *'leaders to student followers'*, where learning through experiences, life and understanding can be facilitated by transformative teaching.

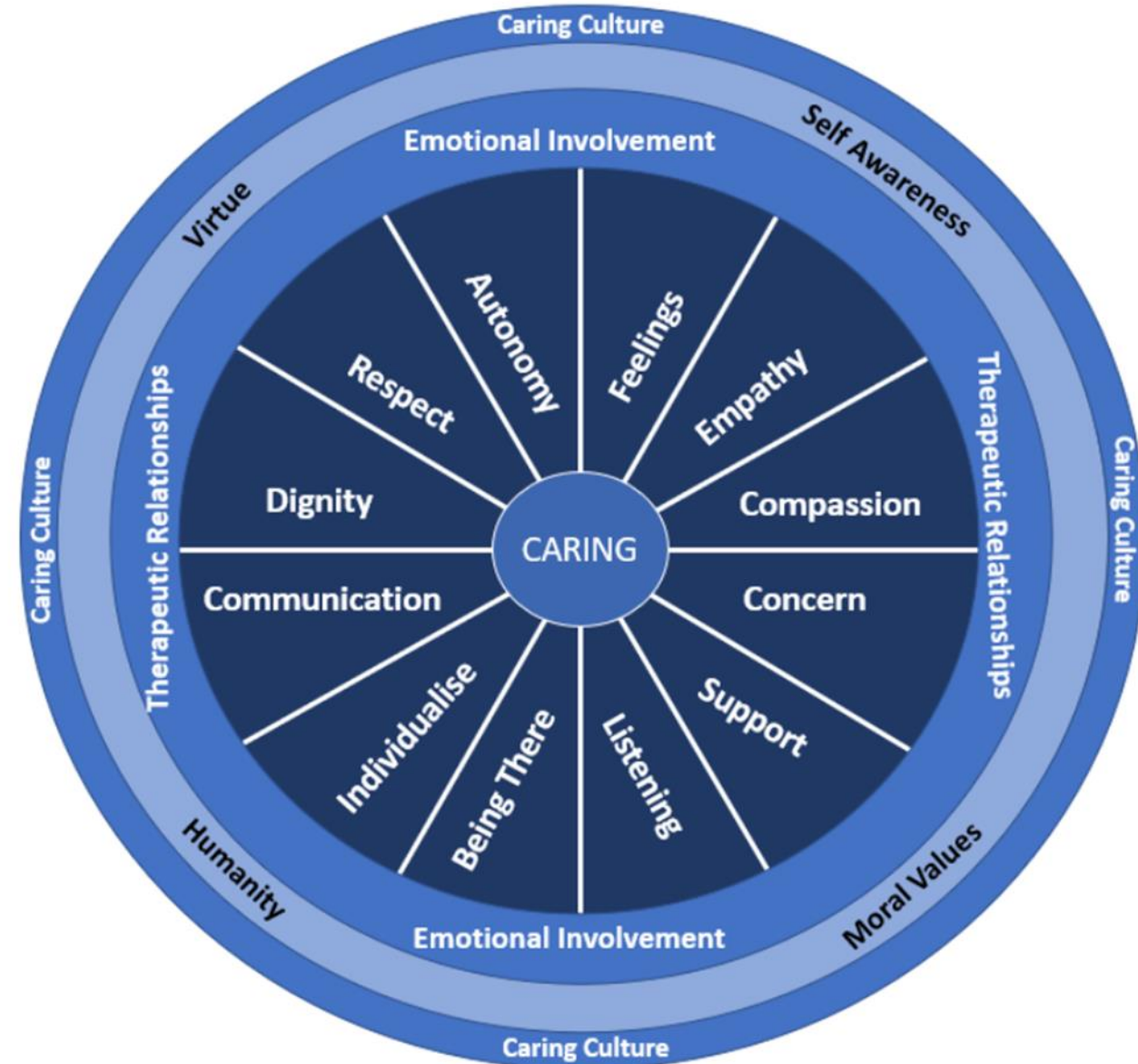
- Walker and Gleaves (2015) constructed a theoretical framework of the caring HE teacher, suggesting two main pedagogic elements to caring teaching.
 - Firstly, the importance of **actively developing relationships**
 - Secondly, including **trust and individualisation** within these relationships
- Timely interactions with students; knowing and having insight into the students as individuals; acting authentically and consistently
- Thayer-Bacon and Bacon (1996, p.255) suggest teachers who demonstrate compassion and care about their students, **stimulate growth, effect change and are remembered, more likely being successful in teaching their students.**
- All staff should **enact emotive, caring moral practice** towards students (Hargreaves, 1998; Carr, 2006)

Caring & Compassion Explored

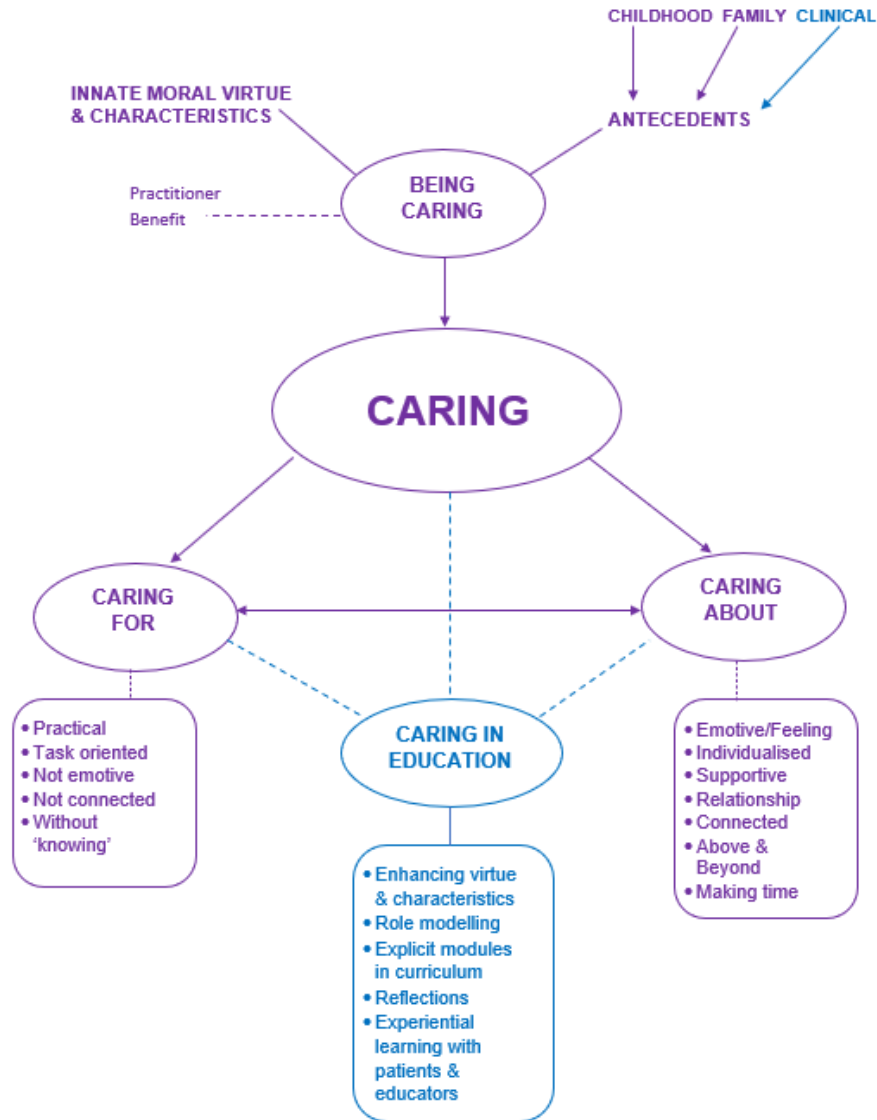
- Emotion impacts students' memory, focus and attention and utilises social interaction. (Goralnik *et al.*, 2012, p415)
- Building relationships with students through caring teaching practice requires a shift from impersonal, highly regulated, vertical relationships of educator and student to a more personal, equal, and horizontal relationship (Brown and Evans, 2004).
- A caring teacher uses relational aspects of **mutuality, recognition, empowerment, humanity and equality** (Gordon, Benner and Noddings, 1996). Noddings' (1997) philosophy of caring meetings with students suggests the cultivation of social justice and social capital in education.
- Essential for strategies to become fully embedded within classrooms through **modelling, practice, dialogue and a non-hierarchical setting** (Freire, 1970)
- Relationships are essential to learning, caring and emotional pedagogy (Andersson, Ohman and Garrison, 2018; Moen *et al.*, 2020).

Concepts of Caring (Hendry, 2022)

- Caring – nebulous and hard to define but we know when it is absent (Hendry, 2022)
- Shared emotional connection beyond classroom
- Benefits to students and staff
- Applicable to clinical and academic settings
- Role modelling enables demonstration of ‘*caring for*’ and ‘*caring about*’ patients...
- ...and other students



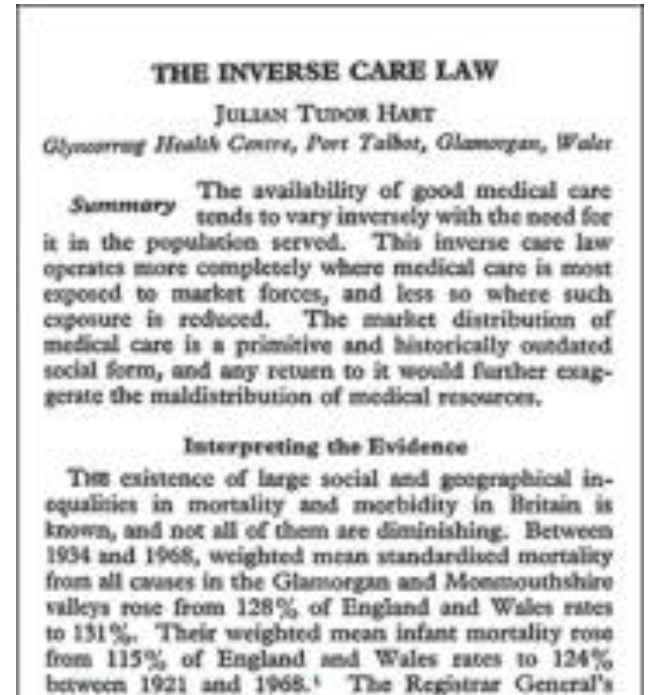
Caring Pedagogy & Educator (Hendry, 2022)



Composite Theme	Core or Sub-Themes
Being Caring	<ul style="list-style-type: none"> • Personality • Antecedents in life and experiences • Traits and virtues • Emotionality and perceptiveness • Practitioner fulfilment
Caring For Students	<ul style="list-style-type: none"> • Practical actions • Signposting • Information • Communication • Processes and tasks for students
Caring About Students	<ul style="list-style-type: none"> • Knowing the student • Connecting with students • Individualised practice • Relationships and rapport • Holism & Humanity • Making time and prioritising • Active listening • Above and beyond / small things • Empathy, compassion, dignity, empowerment
Caring in Curriculum and Pedagogy	<ul style="list-style-type: none"> • Enhancing innate abilities • Role models • Experiential learning • Reflection • Explicit/Implicit

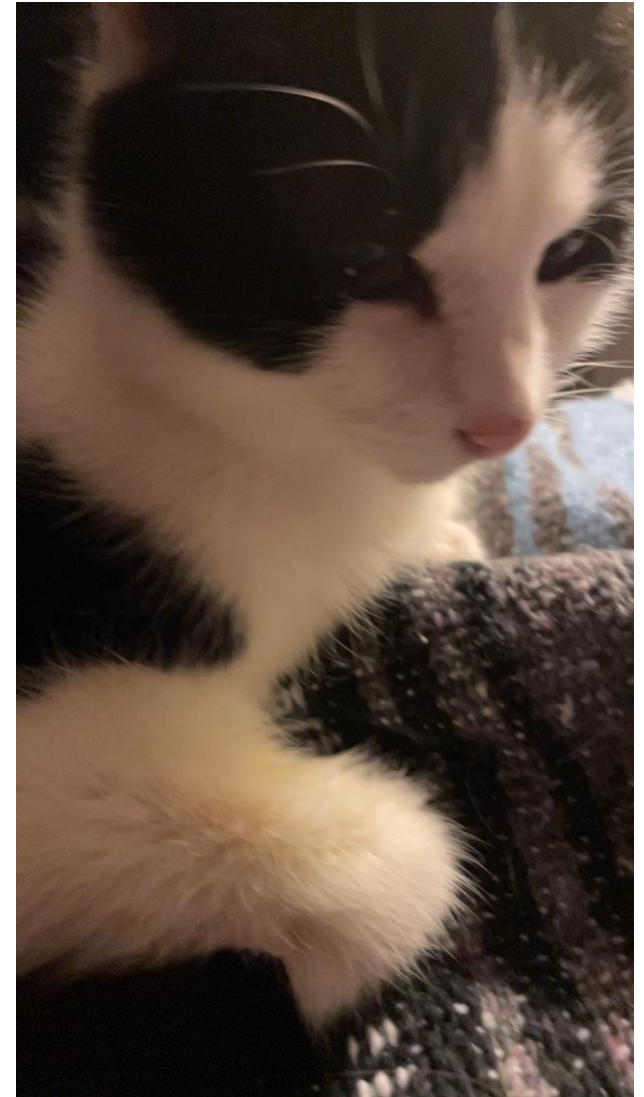
The Kaleidoscope of Caring

- Social Justice
- Inequity – Inverse Care Law (Tudor Hart, 1971)
 - Disadvantaged populations need more health care than advantaged populations but receive less
 - Injustice in health care that results in unfair social inequalities in health
- Belonging
- Values & Altruism
- Spiritual / Religion
- Trauma & Self Esteem
- Self Compassion & Caring

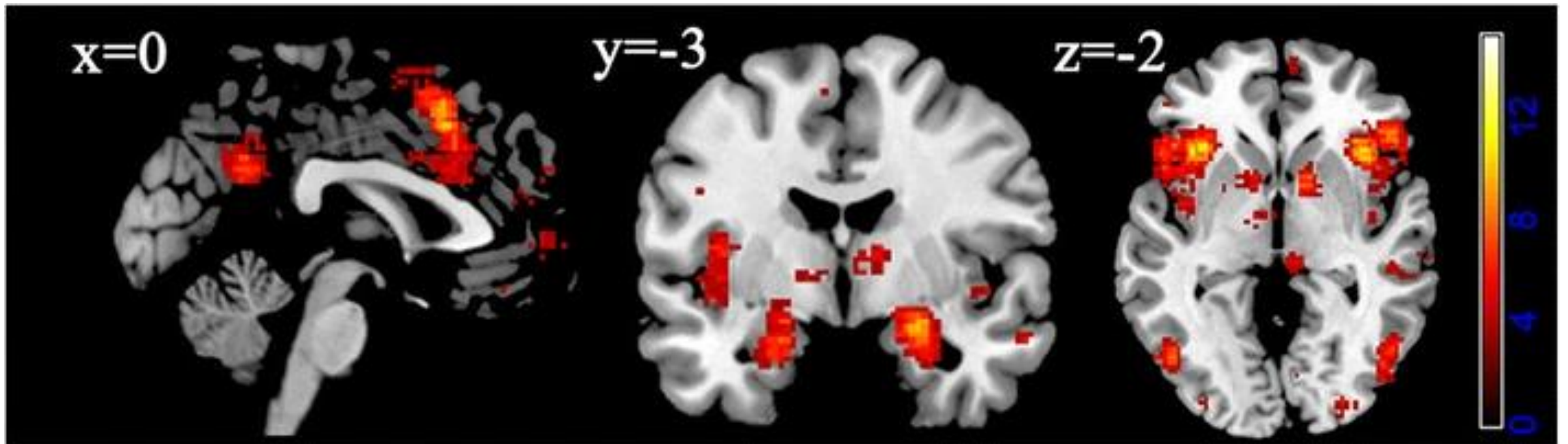


What does neuroscience say, Fluffy or Fact?

- Compassion can be found in the orbital part of the left inferior frontal gyrus, in the right cerebellum, the bilateral middle temporal gyrus, in the bilateral insula and the right caudate nucleus.
- People displaying a lower compassion tend to have either lower neural activity or a grey matter volume in neural areas associated with reward (Kim, Cunningham & Kirby, 2020)



fMRI demonstrates areas linked to empathy, compassion and altruism (Hou et al, 2017)



Empathy can be defined as ‘...*the ability to understand and share other people’s feelings*’ (Moudatsou et al., 2020, p.2). It involves feeling **with** another, for example pain.

“**Compassion** goes beyond feeling **with** the other to feeling **for** the other.” (Dowling, 2018, p750)

Haslam (2015, p2) defines **compassion** as the ‘...*humane quality of understanding suffering in others and wanting to do something about it.*’

“**Compassion Fatigue** is a state experienced by those helping people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped to the degree that it can create a secondary traumatic stress for the helper.” (Figley, 2018)

Or is it “Empathy Fatigue?”

Compassion generates positive emotions, it counteracts negative effects of empathy elicited by experiencing others' suffering. Unlike the dopamine depletion that can occur with pain and distress networks (empathy), the neural networks activated when people feel compassion activates brain areas linked to reward processing. These are full of receptors for oxytocin crucial in attachment and bonding.

Caring & Compassion do not fatigue — they rejuvenate!

- Cultivate caring & compassion (other-centred)
- Reverse empathetic stress (self-centred)
- Self-care, mindfulness & meditation

We need to normalise self-care
We need to normalise caring
We need to rediscover humanity
We need to rediscover kindness

Types of Self-Care

Physical



Sleep
Stretching
Walking
Exercise
Nutrition
Yoga

Emotional



Stress Management
Coping Skills
Compassion
Therapy
Journaling

Social



Boundaries
Support System
Positive
Social Media
Communication
Friends

Spiritual



Time Alone
Meditation
Prayer
Nature
Sacred Space

Personal



Hobbies
Creativity
Goals
Identity
Authenticity

Space



Safety
Healthy
Environment
Stability
Clean Space

Financial

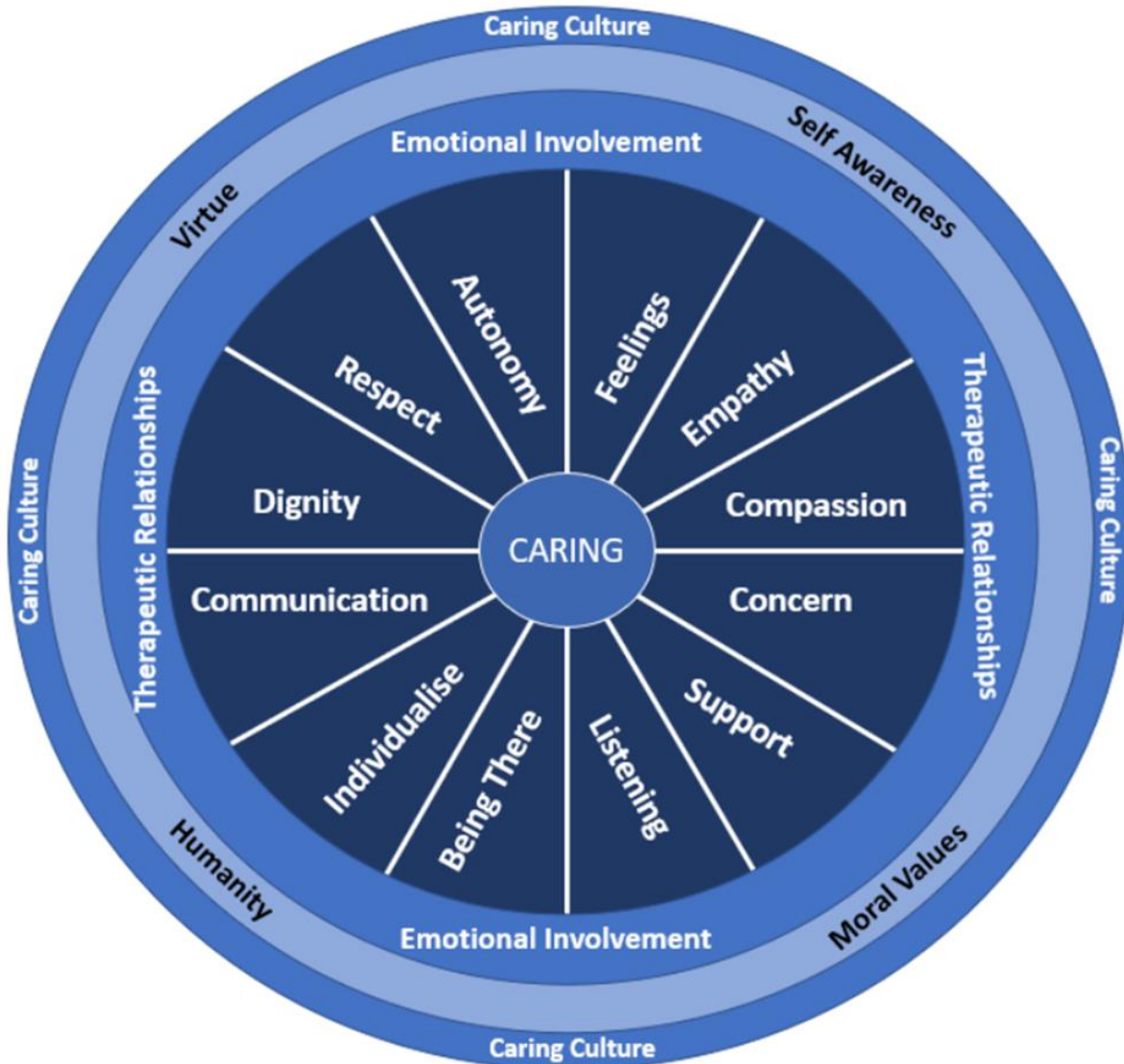


Saving
Budgeting
Money
Management
Paying Bills
Boundaries

Work



Time
Management
Work
Boundaries
Breaks



6 BENEFITS FROM HUGGING



Calms your mind
and eases your
heart rate



Relieves pain
through release
of endorphins



Protects against
high stress/
cortisol levels



Strengthens the
bond between the
people hugging



Helps fight
feelings of
loneliness



Increases oxytocin
levels which is good
for heart health



Look after yourself



@Sonia_sparkles
Soniaparkles.com



KEEP HYDRATED



LUNCH AWAY FROM DESK



USE YOUR VOICE



SHARE YOUR FEELINGS



TAKE REGULAR BREAKS



GO FOR A WALK



GO HOME ON TIME



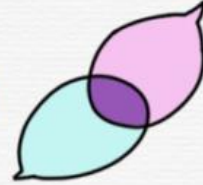
ORGANISE YOUR WORK



ASK FOR HELP



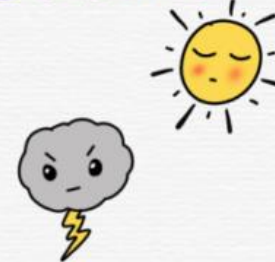
DELEGATE MORE



KEEP COMMUNICATING



SEND LESS EMAILS



WALK AWAY FROM CONFLICT



TAKE DEEP BREATHS



REFLECT ON YOUR DAY



TAKE YOUR TIME



FOCUS ON SUCCESS



ASK CURIOUS QUESTIONS



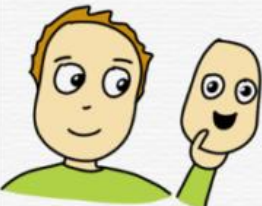
HELP EACH OTHER



BE CLEAR



TREAT YOURSELF + OTHERS



BE YOURSELF



BELIEVE IN YOURSELF



FOCUS ON THE GOOD



BE HONEST + BRAVE



TRY SOMETHING NEW



SPREAD KINDNESS



LISTEN TO YOURSELF

JOMO [dʒōmō] **noun**

Joy Of Missing Out; feeling content with staying in and disconnecting as a form of self-care.



Thank you!

Please do get in touch

Dr Julie Hendry

Associate Professor / Associate Dean

jhendry@sgul.ac.uk

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