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00:00:07.810 --> 00:00:26.879

Anne Browning (she / her) Univ. of Washington: Thank you. Well, hello, everyone. My name is Anne Browning, the Associate Dean for Well-Being with the School of Medicine within UW Medicine and today we're gonna talk a little bit about resilience and emotional intelligence. This is the first of 4, a 4 part series looking at well-being that we've run often in kind of the autumn sequence, and then in the spring as well. It's been nice to get to know folks across UW Medicine through running this series over the last kind of 2 years or so.

4

00:00:41.970 --> 00:01:06.609

Anne Browning (she / her) Univ. of Washington: we are going to record this session as a heads up. I'll have folks interact. But we're going to use slido so it's a nice way of doing kind of anonymous interaction and I'll walk you through what that looks like. So everybody will get to kind of participate. These are kind of a little more lecture style with interaction through slido, so feel free. You're kind of at that point afternoon where you want to keep your camera off.

5

00:01:06.610 --> 00:01:17.059

Anne Browning (she / her) Univ. of Washington: That's fine. If you want to keep it on. It always helps me to like. Look at the face or 2. But thank you for for taking the time to be here today, jump into it.

6

00:01:19.530 --> 00:01:23.620

Anne Browning (she / her) Univ. of Washington: So in this first session we'll look at kind of understanding resilience.

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00:01:23.710 --> 00:01:42.049

Anne Browning (she / her) Univ. of Washington: and understanding how resilience operates as a process. We'll look at some of the the keys to cultivating resilience and some of the behavioral practices we can do to help ourselves be resilient. And then we're also gonna look a little bit deep dive into emotional intelligence again today.

8

00:01:43.140 --> 00:02:07.570

Anne Browning (she / her) Univ. of Washington: So for the 4 part series, the the arc of the trajectory that will be on. We'll look at science and emotional intelligence. Then next month we'll turn to compassion and empathy, and pursuing kindness to ourselves, and then looking towards exploring gratitude and positive emotion. And then, lastly, we'll shift to coping with uncertainty, which is certainly been a major topic in our lives or last several years.

9

00:02:09.860 --> 00:02:17.850

Anne Browning (she / her) Univ. of Washington: So we'll practice using Slido. And one thing I like to do at the beginning of sessions is just kind of pause.

10

00:02:17.920 --> 00:02:31.179

Anne Browning (she / her) Univ. of Washington: Get a sense of how we're doing so the way one of the ways I try to do this is, ask people their weather report. So you had to describe your current emotional state in terms of the weather outside.

11

00:02:31.510 --> 00:02:40.950

Anne Browning (she / her) Univ. of Washington: How are you feeling right now? Is it sunny? Is it foggy? Is it a hurricane? What is your kind of internal weather report feel like.

12

00:02:43.580 --> 00:02:52.259

Anne Browning (she / her) Univ. of Washington: So this is Slido. So if you have kind of a fancy high-tech phone and you can put it onto

13

00:02:52.340 --> 00:02:56.879

Anne Browning (she / her) Univ. of Washington: the kind of picture taking that. Hold it up to the QR. Code

14

00:02:56.960 --> 00:03:08.580

Anne Browning (she / her) Univ. of Washington: and punch it, and it'll pop up with your slide. Oh, if you don't have a fancy phone nearby, not a problem. You can go to [slido.com](https://www.slido.com) just in your browser.

15

00:03:08.840 --> 00:03:13.960

Anne Browning (she / her) Univ. of Washington: and you can punch in that hashtag who overcast nice.

16

00:03:28.240 --> 00:03:32.149

Anne Browning (she / her) Univ. of Washington: cloudy, and humid electric feeling there. I like it

17

00:03:33.210 --> 00:03:40.650

Anne Browning (she / her) Univ. of Washington: sensible. Okay. Overcast hurricanes foggy, but it's burning off all right

18

00:03:43.500 --> 00:03:47.540

Anne Browning (she / her) Univ. of Washington: with some sun breaks in the afternoon. I like it stormy.

19

00:03:48.710 --> 00:03:54.449

Anne Browning (she / her) Univ. of Washington: One of the reasons I like to do this is we. We often skip that pause to kind of

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00:03:54.660 --> 00:04:20.910

Anne Browning (she / her) Univ. of Washington: stop one thing before we start the next actually like check in and see kind of how we're feeling and how we're doing. And I think this has been hard as we move into more virtual environments to actually like reinsert that kind of check, in that we often would do. As we're entering in a conference room or leaving a room together but trying to have like a minute of a quick way in which and whatever group we're with.

21

00:04:21.390 --> 00:04:40.610

Anne Browning (she / her) Univ. of Washington: we kind of get a sense of how folks are doing, how they're showing up. And in a way, it's nice. You know, we're gonna see some folks who are getting some good sun breaks and other folks who are in really really bad storms right now, and in a way, when we know that we could just kind of within. Our teams within. Our groups.

22

00:04:40.790 --> 00:04:54.439

Anne Browning (she / her) Univ. of Washington: kind of, you know. Hold the folks who are having those stormier days and just be a little bit more aware of kind of that. Something is going on for them. We don't actually know what we we can know that there's something pretty big in their world.

23

00:04:54.900 --> 00:04:57.130

Anne Browning (she / her) Univ. of Washington: Good. I'm seeing a lot of overcast.

24

00:04:57.710 --> 00:05:00.849

Anne Browning (she / her) Univ. of Washington: excellent, and windy, very foggy.

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00:05:01.340 --> 00:05:06.009

Anne Browning (she / her) Univ. of Washington: excellent. Thank you all. So this is Slide. I will use this throughout the presentation.

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00:05:07.280 --> 00:05:18.940

Anne Browning (she / her) Univ. of Washington: So my background before I jumped into working with you medicine. I've actually been at the University of Washington for a very long time actually over 20 years on the campus

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00:05:19.010 --> 00:05:45.629

Anne Browning (she / her) Univ. of Washington: and the the last set of work I did on upper campus working primarily with our undergraduates, but then also kind of with our faculty and staff there as well, was to build out the you know Brazilian slab, and really start to to kind of take a deeper dive into understanding. What resilience coping mechanisms look like, and how they can operate for us. What does it need to kind of really prioritize? Well, being

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00:05:45.810 --> 00:06:00.640

Anne Browning (she / her) Univ. of Washington: not just kind of, you know our students or our patients or our learners, but really thinking about what that means for for us as faculty and staff as well, which ends up being very important. If we want to think about the ecosystem that we're in.

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00:06:03.730 --> 00:06:18.440

Anne Browning (she / her) Univ. of Washington: This is a really lovely quote from Tracy Jackson, from Louisiana Justice Institute. She wrote, and this is like on the side of a bar in Louisiana. Stop calling me resilience, because every time you say. Oh, they're resilient.

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00:06:18.450 --> 00:06:22.270

Anne Browning (she / her) Univ. of Washington: That means you can use something else to name.

31

00:06:22.340 --> 00:06:51.629

Anne Browning (she / her) Univ. of Washington: I would actually pause and say, You know, I've seen over the time that I've been researching and doing work on resilience, that the the word, the phrase, the term, can be used as kind of a request made of folks who are under resourced, and almost as a way of kind of protecting the status quo, and just asking individuals to be more resilient and and not challenges system. And I think this is a good quote to kind of say that

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00:06:51.890 --> 00:07:10.080

Anne Browning (she / her) Univ. of Washington: we want to be very specific about when we're talking about resilience. What do we mean? And and that would wanna make sure that we're not putting labels on any type of person, but rather kind of thinking about what are the ways in which we can have healthy coping mechanisms to navigate? Really hard things, including

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00:07:10.290 --> 00:07:17.039

Anne Browning (she / her) Univ. of Washington: stay well, so that we can challenge the systems and structures that are inequitable in our environments.

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00:07:17.080 --> 00:07:26.169

Anne Browning (she / her) Univ. of Washington: So resilience is it? Is it a trait, a characteristic or process? I think this becomes a really important piece of the puzzle in terms of

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00:07:26.280 --> 00:07:32.060

Anne Browning (she / her) Univ. of Washington: how we're framing resilience. One of the things we we did with the resilience lab

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00:07:32.090 --> 00:07:56.689

Anne Browning (she / her) Univ. of Washington: was really, look at the literature on resilience, and see kind of how it has been framed, and how it has shifted over time. I think there was this notion that resilience was kind of a treat for a fixed internal asset that some folks had, and others less so. Then there was this movement to really think about resilience as a characteristic so dynamic kind of internal. It can change over time.

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00:07:56.860 --> 00:08:02.700

Anne Browning (she / her) Univ. of Washington: Kind of kind of, you know, factor in one's abilities move through the world.

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00:08:03.000 --> 00:08:09.699

Anne Browning (she / her) Univ. of Washington: and really, where the literature has traveled, and certainly where we've landed is thinking about resilience as a process

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00:08:09.740 --> 00:08:22.010

Anne Browning (she / her) Univ. of Washington: and understanding. There's a dynamic experience with kind of internal and and external resources and assets and the environments. We're in the context, we're in really impacts, kind of how

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00:08:22.130 --> 00:08:27.500

Anne Browning (she / her) Univ. of Washington: how we were able to kind of show up. We certainly saw this over the pandemic

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00:08:28.000 --> 00:08:47.799

Anne Browning (she / her) Univ. of Washington: The number of folks who would, you know, talk to me and say, Gosh! The the typical resilience coping mechanisms I've used in the past just aren't cutting anymore, like the context shifted. And with it kind of what we need to do to be able to show up and be well needed to shift as well. So there is this process that is going on.

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00:08:49.740 --> 00:08:59.239

Anne Browning (she / her) Univ. of Washington: I often show this and and refer to it as the scary graph. And it's built on what we understand as a.

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00:08:59.310 --> 00:09:14.540

Anne Browning (she / her) Univ. of Washington: you know, from the research at looking at kind of crisis and recovery patterns. And you'll see kind of at this this point of outbreak or point of kind of crisis. We often see this, you know, kind of

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00:09:14.610 --> 00:09:20.720

Anne Browning (she / her) Univ. of Washington: increase in overall emotional response and actually kind of emotional positive, your well-being.

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00:09:20.850 --> 00:09:49.429

Anne Browning (she / her) Univ. of Washington: And there is this kind of like heroic response period we can think of very early in the pandemic, and this kind of honeymoon phase around community cohesion. From where I said, I remember when Lizzo was buying lunches for our emergency departments, and it just seemed like the world was kind of rallying around. Our healthcare team was really tough as we see this pattern and certainly saw it and felt it here. And then, you know, after that kind of honeymoon phase.

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00:09:49.430 --> 00:10:13.310

Anne Browning (she / her) Univ. of Washington: there's a lot of work and a lot of recovery, and a huge slog, and folks often will fall kind of emotionally into this value of disillusionment. And that persists, you know, often off a single event for a year or more. What is really challenging, I think in that first, you know, 18 months, I think we saw, like 4 or 5 distinct waves of covid with our environment.

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00:10:13.530 --> 00:10:41.309

Anne Browning (she / her) Univ. of Washington: And some of those cascade effects really were impacting our ability to to recover, I think, for our healthcare teams and folks across even medicine. It has been like an ongoing challenge where some of the cascade effects in terms of staffing, etc., have actually made it really hard to fully recover. And some of the challenges we're seeing now, you know, feel kind of removed from covid, and yet are kind of ongoing impacts of the pandemic.

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00:10:41.800 --> 00:10:56.909

Anne Browning (she / her) Univ. of Washington: Now, when I share this graph, you know II sometimes get folks who will look at it, and they're like I'm doing pretty well. Other folks would look at this, and they're like that explains a lot. And so, whichever you are, I also I hope that I'm sharing this

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00:10:57.080 --> 00:10:59.250

Anne Browning (she / her) Univ. of Washington: part of what you can take away is.

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00:10:59.610 --> 00:11:08.219

Anne Browning (she / her) Univ. of Washington: gosh, it's it's okay, and, in fact, very normal to be going through some like highs and lows emotionally in terms of how you are feeling.

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00:11:08.380 --> 00:11:29.660

Anne Browning (she / her) Univ. of Washington: especially after kind of the chronic stress of the last several years. And a lot of what we'll talk about in terms of like resilience and emotional intelligence today. Positive emotions in the future is there's actually quite a bit we can do in terms of increasing our resilience, coping to help us kind of mitigate those downturns and and be a little bit better place.

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00:11:31.200 --> 00:11:34.539

Anne Browning (she / her) Univ. of Washington: So important thing to note. I mentioned some of this

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00:11:34.650 --> 00:11:52.389

Anne Browning (she / her) Univ. of Washington: like chronic and acute stress functions pretty differently in our our lives. Some cute stressors actually improve our distress. Tolerance, improve our resilience over time. But chronic stress is incredibly incredibly hard on us physically, mentally. Health wise.

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00:11:52.480 --> 00:12:00.209

Anne Browning (she / her) Univ. of Washington: And you know, COVID-19 is really been kind of a chronic stressor globally now, last several years.

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00:12:00.260 --> 00:12:11.170

Anne Browning (she / her) Univ. of Washington: I would say it didn't impact everyone equitably or equally, I think you know, for some folks are going to be well and Covid hits for others. They were living, you know, under

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00:12:11.230 --> 00:12:25.470

Anne Browning (she / her) Univ. of Washington: kind of circumstances of of, you know, structural inequalities that were impacting them, such as racism. And then covid hits and gets layered on top of that. So sometimes when I talk about resilience coping.

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00:12:25.770 --> 00:12:44.250

Anne Browning (she / her) Univ. of Washington: I recognize that, you know, I wanna make sure that this doesn't sound like we're putting a bandit on an individual, you know, and ignoring that kind of systemic issues. Really, this is again, about making sure you have the resources to stay engaged and incredibly important work of systems change that has to come

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00:12:45.580 --> 00:12:48.489

Anne Browning (she / her) Univ. of Washington: alright onto some

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00:12:48.950 --> 00:13:06.139

Anne Browning (she / her) Univ. of Washington: some deeper dives into to resilience. And I'll pause and say part of my work and journey has been through looking at brain health and working as a fellow for equity and brain health with the Global Brain Health Institute, Csf, so I have kind of this

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00:13:06.360 --> 00:13:18.239

Anne Browning (she / her) Univ. of Washington: neurobiological approach to thinking about kind of our our brains relative to our well being and so kind of some integration around that kind of neurobiological responses that we have.

61

00:13:18.680 --> 00:13:39.259

Anne Browning (she / her) Univ. of Washington: So the good news is that our brains are wildly malleable and adaptable, more so than I think we we really gave credit to. We used to have the sense that our brains would get kind of hardwired into a certain way of knowing or being in the world. And now we can see actually that our our brains.

62

00:13:39.460 --> 00:13:49.079

Anne Browning (she / her) Univ. of Washington: you know, we have neuroplasticity, and we can like change the structure and function of our brains throughout our lifespan and kind of shift around neural networks.

63

00:13:49.140 --> 00:13:55.409

Anne Browning (she / her) Univ. of Washington: So this sentence at the bottom, I think, is a really important one in this talk. what we think.

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00:13:55.590 --> 00:14:12.290

Anne Browning (she / her) Univ. of Washington: what we do and what we pay attention to you changes the structure and function of our brains. So really like, you know, the the thoughts we are ruminating on activities. We do even kind of this mindfulness piece. What we pay attention to that over time shifts

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00:14:12.300 --> 00:14:15.379

Anne Browning (she / her) Univ. of Washington: the structure and function of our brain. So having some

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00:14:15.510 --> 00:14:22.579

Anne Browning (she / her) Univ. of Washington: intentionality around where we focus our attention can be a very powerful shift that we can make.

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00:14:24.680 --> 00:14:27.400

Anne Browning (she / her) Univ. of Washington: So why study resilience?

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00:14:27.760 --> 00:14:42.099

Anne Browning (she / her) Univ. of Washington: It's interesting researchers who who actually kind of ceded the field of studies and resilience. Didn't actually start by by focusing on or looking at resilience itself. They were looking at

69

00:14:42.110 --> 00:14:52.350

Anne Browning (she / her) Univ. of Washington: kids, young children and their developmental trajectories. And in really they were looking at kind of aces, so adverse childhood experiences

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00:14:52.710 --> 00:15:00.819

Anne Browning (she / her) Univ. of Washington: that those kiddos had, and for the most part the higher number of aces that kiddo had kind of the flatter their developmental trajectory.

71

00:15:01.290 --> 00:15:04.450

Anne Browning (she / her) Univ. of Washington: There was a very interesting thing they started to notice.

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00:15:04.490 --> 00:15:12.430

Anne Browning (she / her) Univ. of Washington: Some kids, despite having tons of aces in their background, were really thriving. And so the research question

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00:15:12.440 --> 00:15:21.239

Anne Browning (she / her) Univ. of Washington: flipped and actually started to to shift towards for those who are thriving in the face of adversity. What was allowing them to be the odds

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00:15:22.690 --> 00:15:32.030

Anne Browning (she / her) Univ. of Washington: over time, and looking at the research on resilience. These 3 factors have really filtered up as the things a person can do and cultivate

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00:15:32.100 --> 00:15:34.740

Anne Browning (she / her) Univ. of Washington: to help them experience resilience.

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00:15:34.900 --> 00:15:48.689

Anne Browning (she / her) Univ. of Washington: So cultivating healthy attachments and connections for these kids. It didn't have to be directly to a parent or guardian, but to a trustworthy adult, for sure. being able to cultivate positive emotions and be able to cultivate a sense of purpose.

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00:15:48.770 --> 00:15:54.269

Anne Browning (she / her) Univ. of Washington: And when we are doing those 3 things together again, our likelihood of experiencing resilience goes way up.

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00:15:54.400 --> 00:16:12.340

Anne Browning (she / her) Univ. of Washington: And you'll note, I'm saying, cultivating, because this is a process and experiencing resilience, because this isn't like, you know something I do where I bounce back in the right way several times, and I get my merit badge for resilience that I pro my sash, and I'm good to go. This is like a constant

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00:16:12.530 --> 00:16:23.720

Anne Browning (she / her) Univ. of Washington: kind of process. And it's context specific. So I have to shift what I'm doing to cultivate these things relative to the environment, some end. So it's kind of constantly evolving in that sense

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00:16:25.160 --> 00:16:37.109

Anne Browning (she / her) Univ. of Washington: overall. Of those 3 keys I feel like the the one that feels kind of the most ethereal or kind of hard to tack down. It's often this idea of, you know, cultivating positive emotions or positive lens.

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00:16:37.370 --> 00:16:43.200

Anne Browning (she / her) Univ. of Washington: The practice that is kind of most impactful behind this is actually incredibly simple.

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00:16:43.250 --> 00:16:45.569

Anne Browning (she / her) Univ. of Washington: practicing gratitude

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00:16:45.950 --> 00:16:47.900

Anne Browning (she / her) Univ. of Washington: even just pausing

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00:16:48.040 --> 00:17:01.320

Anne Browning (she / her) Univ. of Washington: once a week, and and research has shown like, if we try and do kind of a gratitude practice every single day it can become a little routine and lose some of its its impact. But once a week, maybe Sunday nights

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00:17:01.630 --> 00:17:05.570

Anne Browning (she / her) Univ. of Washington: sit down and write out like, what are 3 things that you're really grateful for?

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00:17:05.810 --> 00:17:11.519

Anne Browning (she / her) Univ. of Washington: It's amazing what that does over time to kind of shift your lens in your perspective.

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00:17:11.609 --> 00:17:17.440

Anne Browning (she / her) Univ. of Washington: I would say, you know. even even though I've been in this work. Gosh! Since you know.

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00:17:17.910 --> 00:17:27.549

Anne Browning (she / her) Univ. of Washington: 2,014 or so, and by extension, that means, like, you know part of stuck being in or around this resilience work, since about 2,014 or so.

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00:17:27.550 --> 00:17:48.400

Anne Browning (she / her) Univ. of Washington: I'll still find myself like ruminating on negative thoughts and feelings and kind of getting stuck into that pattern. And it, you know, really, okay, like, what are what are 2 things you're grateful for right now. She could totally call me out, but it was like such a helpful briefing when we get kind of stuck in that

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00:17:48.460 --> 00:17:52.430

Anne Browning (she / her) Univ. of Washington: that swirling rumination on the heart thing right in front of us

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00:17:52.630 --> 00:18:03.749

Anne Browning (she / her) Univ. of Washington: to actually pause and kind of do that more expansive thinking about what we are grateful for in the big picture, and with that kind of perspective shift, we'll often be much more creative.

92

00:18:03.830 --> 00:18:16.180

Anne Browning (she / her) Univ. of Washington: Put in perspective, the hard thing in front of us allows us to kind of move through it or move around it in a very different kind of capacity. Second thing, I'd say, here.

93

00:18:16.260 --> 00:18:21.879

Anne Browning (she / her) Univ. of Washington: write people. Thank you. Letters. I think this action actually does kind of 2 things.

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00:18:22.030 --> 00:18:44.520

Anne Browning (she / her) Univ. of Washington: One, it is really awesome to receive a really nice thank you. Letter from somebody but 2. We often underestimate kind of the psycho social boost we get as the writer of a Thank you. Letter from expressing our gratitude to someone else. You know, both in kind of creating this deeper relationship with somebody, but also that expression of gratitude is huge, kind of positive

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00:18:44.590 --> 00:18:47.829

Anne Browning (she / her) Univ. of Washington: emotional state for us as well.

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00:18:48.100 --> 00:18:55.979

Anne Browning (she / her) Univ. of Washington: I would say, this is pre pandemic for me, but I had a really good practice going for a while. I'll try to write one. Thank you. Letter a week.

97

00:18:56.500 --> 00:19:01.959

Anne Browning (she / her) Univ. of Washington: and I still put it, send out. Thank you. Emails and whatnot. But I haven't as good at like writing cards.

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00:19:02.250 --> 00:19:07.499

Anne Browning (she / her) Univ. of Washington: And it was actually very impactful to kind of go through my week and actually

99

00:19:07.670 --> 00:19:22.819

Anne Browning (she / her) Univ. of Washington: pay attention to the world through this lens of what did I, wanna at the end of a week, express gratitude for, and it shifted what I was paying attention to, and what I was noticing in the actions of folks around me, and in a very, very positive way.

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00:19:26.210 --> 00:19:28.140

Anne Browning (she / her) Univ. of Washington: All right. So

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00:19:28.350 --> 00:19:34.359

Anne Browning (she / her) Univ. of Washington: these are some of the behavioral practices that we can do to support our resilience and our wellbeing.

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00:19:34.410 --> 00:19:50.019

Anne Browning (she / her) Univ. of Washington: My friend Paula Dakano. He's a Phd. In school psychology, and he was one of the kind of founding members of the Resilience lab with me. Polluted this, you know, really really deep dive into kind of all the literature around.

103

00:19:50.080 --> 00:20:04.569

Anne Browning (she / her) Univ. of Washington: You know, healthy coping mechanisms, developers like what mean activities. Is also obsessed with acronyms. So you'll see down the left hand side there that actually spells out refresher and, you know.

104

00:20:04.800 --> 00:20:10.939

Anne Browning (she / her) Univ. of Washington: have a rough day. We have you like one or 2 that refreshes that you can like

105

00:20:11.070 --> 00:20:22.940

Anne Browning (she / her) Univ. of Washington: focus in on doing in the next week. I found that to be like a really nice grounding way of kind of coming back to this list and thinking about kind of my own behavior, behaviors and patterns

106

00:20:23.320 --> 00:20:27.320

Anne Browning (she / her) Univ. of Washington: as a heads up. I'm gonna ask you in slide. Oh, in a couple of minutes.

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00:20:27.730 --> 00:20:39.849

Anne Browning (she / her) Univ. of Washington: what are maybe 2 of these? Maybe with 3 you'd like to even think about and focus on doing more of over the next 2 weeks in your world, and I'll go through them real quick

108

00:20:40.070 --> 00:20:57.890

Anne Browning (she / her) Univ. of Washington: relationships. They take time and energy, their investment. And yet they are such a a powerful way of connecting with others to kind of gain. Kind of our own kind of purpose and well being connection is incredibly powerful

109

00:20:58.390 --> 00:21:22.220

Anne Browning (she / her) Univ. of Washington: exercise this is. This is really just like moving your body in a meaningful way to you as often as you can daily, if possible, and for some folks this is going to be, you know, walking around the block with a pet in the evening, and for other folks this is gonna be like a hardcore peloton yoga situation. But whatever it is for you and your body

110

00:21:22.700 --> 00:21:30.070

Anne Browning (she / her) Univ. of Washington: exercise, movement is incredibly powerful for kind of your own

111

00:21:30.150 --> 00:21:40.820

Anne Browning (she / her) Univ. of Washington: patterns and emotions and processing. We do a lot more of that physically, and I think, necessarily realize and exercise is an incredibly powerful conduit to wellbeing.

112

00:21:41.780 --> 00:22:05.330

Anne Browning (she / her) Univ. of Washington: fun, recreation, enjoyable activities. This one I wildly used to underestimate. And I think this is one of my biggest pandemic learnings was how important fun and enjoyable activities actually are to our wellbeing. So one of the things I try to tell folks to consider is in any 2 week period

113

00:22:05.550 --> 00:22:17.800

Anne Browning (she / her) Univ. of Washington: have have something that you were looking forward to on your calendar. You know a dinner with friends and evening out, you know, getting to go to museum, whatever it is for you

114

00:22:17.920 --> 00:22:26.300

Anne Browning (she / her) Univ. of Washington: having something on your calendar that you can look forward to. There's a concept in psychology called anticipatory joy.

115

00:22:26.610 --> 00:22:43.030

Anne Browning (she / her) Univ. of Washington: And the way it works is that you know the the excitement building toward getting to go on a vacation or take a trip or have that fun night out is as positive and impactful on us in the buildup cycle as doing the thing itself.

116

00:22:43.330 --> 00:22:59.780

Anne Browning (she / her) Univ. of Washington: and in a way having those things on our calendar to look forward to has a positive boost to us, for, like that duration of this 2 weeks prior to us, actually getting to to, you know. Go on the ski trip. What have you? And and

117

00:23:00.300 --> 00:23:11.849

Anne Browning (she / her) Univ. of Washington: overall it's it's for me. This was a huge learning that you know. Our brains really can only focus on a handful of things at once, and the more we give it something positive to look forward to.

118

00:23:11.970 --> 00:23:20.769

Anne Browning (she / her) Univ. of Washington: the less we really worry and lunate about the hard thing we're doing in that particular day. That's right in front of us and work life, etc.

119

00:23:21.920 --> 00:23:27.850

Anne Browning (she / her) Univ. of Washington: Fun or excuse me, relaxation and stress management. I think this one, you know

120

00:23:28.080 --> 00:23:32.969

Anne Browning (she / her) Univ. of Washington: really comes down to do. You have a a practice that you do.

121

00:23:33.000 --> 00:23:38.650

Anne Browning (she / her) Univ. of Washington: I can kind of pull out even, you know. Just take deep breaths for a minute

122

00:23:38.680 --> 00:23:50.600

Anne Browning (she / her) Univ. of Washington: and kind of reset. Yeah, feel your feet on the ground. When you feel kind of your intensity and frustration or stress levels coming up, do a way of like kind of coming back to present moment awareness.

123

00:23:50.660 --> 00:24:00.410

Anne Browning (she / her) Univ. of Washington: I do have a way of kind of managing some of those those tensions as they rise and kind of coming back into you and the core, and the moment you're in

124

00:24:01.110 --> 00:24:16.859

Anne Browning (she / her) Univ. of Washington: he's next to eating well, didn't sufficient sleep, I'd say we've often seen those kind of go out the window when stress levels start to rise. And yet they're among the most important for kind of regulating ourselves. Be able to regulate our emotions.

125

00:24:17.120 --> 00:24:25.459

Anne Browning (she / her) Univ. of Washington: paying attention to consumption, I think, is a a really powerful and important thing to be mindful of.

126

00:24:25.740 --> 00:24:53.430

Anne Browning (she / her) Univ. of Washington: Sufficient sleep. I know we saw huge sleep disturbances while literature came out on that early in the pandemic, and I think that is something that can be pretty persistent. I've certainly seen a lot on kind of you know. Where do you? Where your devices relative to where you sleep? How often are you on them, or like how soon you want them before you actually fall asleep, etc. So, having some good hygiene around, sleep can be very important

127

00:24:53.860 --> 00:24:56.589

Anne Browning (she / her) Univ. of Washington: helping others. This is

128

00:24:57.020 --> 00:25:05.099

Anne Browning (she / her) Univ. of Washington: an interesting one, and that it gives you a huge boost to see yourself have a direct, positive impact on other folks.

129

00:25:05.170 --> 00:25:15.649

Anne Browning (she / her) Univ. of Washington: and I think for a lot of us, and the work we do can be linked into that. It can be linked into volunteerism, other projects and work that you know, we have

130

00:25:15.860 --> 00:25:19.500

Anne Browning (she / her) Univ. of Washington: as a focus where we are positively impacting other folks.

131

00:25:19.860 --> 00:25:41.979

Anne Browning (she / her) Univ. of Washington: earth or time in nature. This, one's really interesting. There's some studies that came out of the U. University of Washington that looked at getting outside and getting into green space and just taking like a 10 to 15 min walk, would really reduce people's kind of rumination on negative thoughts and feelings

132

00:25:42.160 --> 00:25:52.999

Anne Browning (she / her) Univ. of Washington: research out of like Japan, Scandinavia looking at like forest bathing, and how like immersive experiences in nature actually will shift our bio rhythms and kind of help us reset.

133

00:25:53.310 --> 00:26:02.260

Anne Browning (she / her) Univ. of Washington: So you know, we're hitting the time of year. It's kind of nice blue sky right now. But we're hitting this time of year where it feels harder and harder to get outside.

134

00:26:02.330 --> 00:26:15.140

Anne Browning (she / her) Univ. of Washington: Nights get darker, etc. But I heard kind of a good comment that is like, there's no such thing as bad weather. That's just bad gear so if you need to up your your jacket game. What have you but like

135

00:26:15.230 --> 00:26:23.489

Anne Browning (she / her) Univ. of Washington: getting a way to be comfortable outdoors? Even the winter in the dark days, etc., I think can be a really helpful thing to still be getting that nature.

136

00:26:23.790 --> 00:26:41.800

Anne Browning (she / her) Univ. of Washington: This last one reason or sense of purpose often pull us all this with kind of connection to religiosity or spirituality and secular senses is really just a connection to something greater than ourselves. I certainly think during you know, the pandemic. And really, even.

137

00:26:41.800 --> 00:26:54.999

Anne Browning (she / her) Univ. of Washington: you know, following through, you know, to now with the kind of public serving mission of you know, medicine. Actually think there's a really lovely way in which a lot of us kind of anchor our sense of purpose and work that we do.

138

00:26:55.340 --> 00:27:17.089

Anne Browning (she / her) Univ. of Washington: and that, you know, doing that having that kind of strong anchor and a sense of purpose with our work, or whatever it is in our lives that that we can connect to, that it helps us when things feel a bit untethered, and when kind of the big, hard stuff is coming up to really be able to anchor and kind of what we're doing and why we're doing that

139

00:27:17.470 --> 00:27:26.090

Anne Browning (she / her) Univ. of Washington: image at the bottom there, if you flown it. You know, Kevin Ste. Pressurized, you're supposed to have these like oxygen masks that fall from the ceiling.

140

00:27:26.210 --> 00:27:27.920

Anne Browning (she / her) Univ. of Washington: It's interesting because they

141

00:27:27.960 --> 00:27:34.239

Anne Browning (she / her) Univ. of Washington: you know that you're saying that you're supposed to bring your own oxygen mask before you help anyone else around you.

142

00:27:34.320 --> 00:27:50.819

Anne Browning (she / her) Univ. of Washington: and it's tough, cause I think we've been socialized largely. It's like, put a mask on everyone else around us, and if there's any oxygen left that would start to breathe. and that is not sustainable. So trying to figure out kind of leveraging these refreshers

143

00:27:50.870 --> 00:28:03.910

Anne Browning (she / her) Univ. of Washington: and other other tactics that work for you like. What are the things that that you can do to make sure that you're putting your own oxygen mask on first and taking care of yourself so that you can stay connected and committed to the things around you.

144

00:28:05.920 --> 00:28:21.030

Anne Browning (she / her) Univ. of Washington: So a couple of reflections gonna pull up the slide. Oh, again. Here in a second, just thinking, kind of how you cultivate each of these keys to experience and

resilience. So that's your healthy attachments and connections, your positive emotions, your sense of purpose

145

00:28:21.130 --> 00:28:28.120

Anne Browning (she / her) Univ. of Washington: and those refreshers. What are these behavioral practices for resilience that you're working on improving or doing more of in your life?

146

00:28:28.290 --> 00:28:35.859

Anne Browning (she / her) Univ. of Washington: So I'm gonna click over site on. Give folks a couple minutes to type, and we know which which are of these are you kind of most

147

00:28:35.990 --> 00:28:42.640

Anne Browning (she / her) Univ. of Washington: interested in trying to lean into and do more of in your world. Give you all a moment or 2 to type here.

148

00:28:47.230 --> 00:28:50.840

Anne Browning (she / her) Univ. of Washington: first line, I see that you put play in the chat in terms of kind of

149

00:28:50.910 --> 00:28:59.769

Anne Browning (she / her) Univ. of Washington: fun and and fun recreation, enjoyable activities, 100%. Like, I think, in adulthood, we we often kind of forget

150

00:28:59.960 --> 00:29:06.589

Anne Browning (she / her) Univ. of Washington: the power of play. And it's it's nice when we can be around kiddos, and actually let ourselves play

151

00:29:06.630 --> 00:29:11.569

Anne Browning (she / her) Univ. of Washington: very, very good for us also. Very good for our kiddos if we can play with them

152

00:29:12.440 --> 00:29:20.789

Anne Browning (she / her) Univ. of Washington: good, helping others in relationships. Fun again, that that, like anticipatory joy of these is so powerful

153

00:29:20.860 --> 00:29:26.849

Anne Browning (she / her) Univ. of Washington: being in nature getting outdoors. Nature exercise, exercise in nature.

154

00:29:27.460 --> 00:29:45.309

Anne Browning (she / her) Univ. of Washington: I learned about larches recently. There they kind of a pine tree, but they they shift colors and lose their needles, and they go to a brilliant gold color right before, like they have ball foliage so I'm gonna try and do a big outdoor hike this weekend

155

00:29:45.340 --> 00:29:56.810

Anne Browning (she / her) Univ. of Washington: actually go see some marches. So get out hiking while you still can. This weekend's gonna be beautiful. So remember my birthday with friends later this month. Awesome. Let's write. Thank you. Excellent

156

00:29:57.490 --> 00:30:01.279

Anne Browning (she / her) Univ. of Washington: looking forward to something. Fun, more outdoor time in sunlight. Yeah.

157

00:30:02.340 --> 00:30:04.940

Anne Browning (she / her) Univ. of Washington: And physical activity. Yeah.

158

00:30:06.120 --> 00:30:07.050

Anne Browning (she / her) Univ. of Washington: Awesome.

159

00:30:09.880 --> 00:30:11.720

Anne Browning (she / her) Univ. of Washington: Curiosity to go

160

00:30:13.080 --> 00:30:18.779

Anne Browning (she / her) Univ. of Washington: connected more daily meditation. I've also kind of fallen off from my like

161

00:30:18.980 --> 00:30:21.409

Anne Browning (she / her) Univ. of Washington: good daily practice. But you know.

162

00:30:21.760 --> 00:30:26.119

Anne Browning (she / her) Univ. of Washington: once we build things into our routines, it's, you know humans are widely

163

00:30:26.400 --> 00:30:35.170

Anne Browning (she / her) Univ. of Washington: creatures of habit. It's really hard for us to ship patterns. but once we do, if we stick with that initial kind of 2 weeks start things.

164

00:30:35.270 --> 00:30:40.589

Anne Browning (she / her) Univ. of Washington: Then it becomes kind of just part of our own routine and much, much easier to do

165

00:30:42.180 --> 00:30:45.589

Anne Browning (she / her) Univ. of Washington: good. Thank you. All quiet time. I like that, too.

166

00:30:47.140 --> 00:30:49.869

Anne Browning (she / her) Univ. of Washington: Fun activities with the family. Excellent.

167

00:30:50.800 --> 00:30:54.779

Anne Browning (she / her) Univ. of Washington: See a couple more folks type in. Let's see. Jump forward.

168

00:30:55.690 --> 00:31:01.729

Anne Browning (she / her) Univ. of Washington: get the heart rate going nice when you're walking to work. Excellent catching up on reading. I have to try and do that too.

169

00:31:03.700 --> 00:31:04.800

Anne Browning (she / her) Univ. of Washington: Excellent.

170

00:31:05.950 --> 00:31:11.900

Anne Browning (she / her) Univ. of Washington: So we'll shift gears a little bit, talk a little bit about emotional intelligence here.

171

00:31:13.010 --> 00:31:14.640

Anne Browning (she / her) Univ. of Washington: how do we react to failure?

172

00:31:14.660 --> 00:31:22.649

Anne Browning (she / her) Univ. of Washington: And I would say, beyond failure, really, how do we react to threats? Environment? Kind of stress and threats.

173

00:31:23.000 --> 00:31:30.370

Anne Browning (she / her) Univ. of Washington: and I would say, our threat defense mechanism. It relies on this kind of reptilian, or, you know, underdeveloped part of our brain.

174

00:31:30.380 --> 00:31:35.849

Anne Browning (she / her) Univ. of Washington: So we get, you know, chemically horizontal and adrenaline, like coursing through our systems.

175

00:31:36.060 --> 00:31:42.189

Anne Browning (she / her) Univ. of Washington: you know, as though we are ramping up, for you know, a physical kind of you know battle.

176

00:31:42.430 --> 00:31:51.759

Anne Browning (she / her) Univ. of Washington: when often what we're experiencing these days is something like a threat to our self concept. And yet that response, trigger, you know, is is kind of

177

00:31:52.020 --> 00:31:55.869

Anne Browning (she / her) Univ. of Washington: problematic at best. So what's what's happening

178

00:31:57.180 --> 00:32:04.859

Anne Browning (she / her) Univ. of Washington: overall? This is amygdala hijacking. So basically, our thalamus is processing everything

179

00:32:04.900 --> 00:32:34.860

Anne Browning (she / her) Univ. of Washington: coming in all of our stimuli and right at the top of our brain center at the front is our amygdala. It's amazing. So anytime a threat is detected by our thalamus, our amygdala basically like takes over, and it shuts down all communication to our prefrontal cortex and our prefrontal cortex is kind of our executive functioning, our ability to perspective. Take and so that kind of reasoning and rational behavior goes offline often right when we need it most.

180

00:32:35.380 --> 00:32:40.320

Anne Browning (she / her) Univ. of Washington: And you know, typically this getting kicked into a fight flight or freeze mode

181

00:32:40.450 --> 00:32:46.799

Anne Browning (she / her) Univ. of Washington: was very evolutionarily helpful. If there was a lion working in the bushes.

182

00:32:46.870 --> 00:33:04.179

Anne Browning (she / her) Univ. of Washington: Perspective taking on. Is not that helpful? If you're like Hi! I wonder what that line last date. I wonder how fast they can run? Those people didn't make it like the folks that did were the ones that are very good kind of fight free, you know, freezer, or, you know, flight responses.

183

00:33:04.360 --> 00:33:10.379

Anne Browning (she / her) Univ. of Washington: So what's interesting, I think, is that over time we have seen this real shift

184

00:33:10.470 --> 00:33:16.030

Anne Browning (she / her) Univ. of Washington: towards kind of, you know, fighting as often landing as kind of self critique.

185

00:33:16.710 --> 00:33:31.749

Anne Browning (she / her) Univ. of Washington: you know, flights is really the sense of isolation in the sense of why the E are kind of this, like removal from a challenging situation and free, is often as kind of this rumination, or getting stuck on replay of kind of these negative thoughts or perspectives or events.

186

00:33:32.010 --> 00:33:46.539

Anne Browning (she / her) Univ. of Washington: I think that could be a real challenge. John, I see in the the chat you also mentioned on. I think that's one of the newer things concepts along with these these other 3, where it can be like this, almost like over

187

00:33:46.550 --> 00:33:58.739

Anne Browning (she / her) Univ. of Washington: adoration response as well. That that is interesting, I think, psychologically, actually, is very applicable to a lot of what. But we see in these kind of threat responses.

188

00:34:00.600 --> 00:34:12.570

Anne Browning (she / her) Univ. of Washington: So this is a lovely quote from Victor Franklin. Between stimulus and response there is a space. and in that space is our power to choose our response.

189

00:34:12.650 --> 00:34:16.010

Anne Browning (she / her) Univ. of Washington: And in our response lies our growth and our freedom.

190

00:34:16.670 --> 00:34:18.380

Anne Browning (she / her) Univ. of Washington: I think one of the

191

00:34:18.570 --> 00:34:24.869

Anne Browning (she / her) Univ. of Washington: really challenging things that that we've seen is that gap between stimulus and response.

192

00:34:24.980 --> 00:34:30.489

Anne Browning (she / her) Univ. of Washington: When we have been under chronic stress, as we all have for the last several years.

193

00:34:30.600 --> 00:34:46.459

Anne Browning (she / her) Univ. of Washington: it feels like it starts to collapse, and it gets very, very hard kind of like. Hold it without a whole lot of intention. I dropped early on, like I should not be allowed to parent during a pandemic, because, you know, my kid knew every single button to press, and I was just like

194

00:34:46.560 --> 00:34:50.400

Anne Browning (she / her) Univ. of Washington: reactive all over the place, even, you know, though I try to

195

00:34:50.429 --> 00:34:58.500

Anne Browning (she / her) Univ. of Washington: practice emotional intelligence best I can. And it's it's been a hard process to build that that gap back in.

196

00:34:58.610 --> 00:35:14.530

Anne Browning (she / her) Univ. of Washington: and I think we've seen it across our hospital systems and clinics and really cross, you know, medicine, you know, challenges with patients and their families and kind of colleague to colleague that that short fused can be something that we see and and kind of

197

00:35:14.570 --> 00:35:21.469

Anne Browning (she / her) Univ. of Washington: want, some awareness rather. And really thinking about. How do I? How do I increase that gap and really choose how I want to respond.

198

00:35:22.920 --> 00:35:30.810

Anne Browning (she / her) Univ. of Washington: Big part of this is is really thinking about emotional intelligence and kind of recognizing. If you don't manage your emotions.

199

00:35:30.890 --> 00:35:33.160

Anne Browning (she / her) Univ. of Washington: your emotions will manage you

200

00:35:33.200 --> 00:35:42.520

Anne Browning (she / her) Univ. of Washington: if you are stuck in ridiculous traffic. And you find yourself like laying on the horn and ticked off. Somebody's trying to cut in front of you.

201

00:35:42.970 --> 00:35:51.729

Anne Browning (she / her) Univ. of Washington: Traffic is totally neutral. Traffic is not good or bad. but we can kind of like get into like this anger, rage, state

202

00:35:51.790 --> 00:35:58.189

Anne Browning (she / her) Univ. of Washington: relative to traffic when actually, it's just a lot of people on the road at the same time trying to go in the same direction

203

00:35:58.770 --> 00:36:01.819

Anne Browning (she / her) Univ. of Washington: and recognizing it like. Unless we

204

00:36:01.830 --> 00:36:07.990

Anne Browning (she / her) Univ. of Washington: check our own emotions, we sometimes can just let anger drive our car and might as well just be in the backseat.

205

00:36:10.460 --> 00:36:30.499

Anne Browning (she / her) Univ. of Washington: The real shift and kind of understanding emotional intelligence is to start to recognize that emotions are information. Alright, a lot of these things get kind of conflated, so I'll pull them apart a little bit here. But emotions they trigger physical responsiveness they're sending their unexpected sound effects that go with them like shock and off

206

00:36:31.080 --> 00:36:38.410

Anne Browning (she / her) Univ. of Washington: feelings are a little bit more kind of like an intellectual private psychological experience, like love, is more of a feeling

207

00:36:38.540 --> 00:36:41.240

Anne Browning (she / her) Univ. of Washington: mood. And this is where I think things get interesting.

208

00:36:41.460 --> 00:37:05.130

Anne Browning (she / her) Univ. of Washington: It's kind of this prolonged emotional state, or the few stickiness of recent events. It was like the truly horrific, you know. Traffic you're in to get where we are going. Really, then kind of impacts how you walk in the door and greet folks, whether it's family or patients or colleagues. That mood is that stickiness

209

00:37:05.130 --> 00:37:19.049

Anne Browning (she / her) Univ. of Washington: the Yale Center for emotional intelligence. They did a study a little while back, where they brought a bunch of school teachers in for the study, and they divided the group in half, and they gave half of the school teachers a really positive emotional, Brian.

210

00:37:19.130 --> 00:37:25.930

Anne Browning (she / her) Univ. of Washington: and they give the other half the school teachers a really negative emotional crime. And then they asked them all to grade papers.

211

00:37:27.000 --> 00:37:39.009

Anne Browning (she / her) Univ. of Washington: Now you can kind of guess into it. The the folks with the positive prime graded higher was interesting. It was like one Gpa point difference. Again, it had a huge effect.

212

00:37:39.850 --> 00:37:41.230

Anne Browning (she / her) Univ. of Washington: The secondary

213

00:37:41.360 --> 00:37:49.930

Anne Browning (she / her) Univ. of Washington: part of this study that I actually think was even more interesting as all the teachers. To what effect do you think the emotional prime impacted

214

00:37:50.000 --> 00:37:51.690

Anne Browning (she / her) Univ. of Washington: your grading at it all.

215

00:37:52.100 --> 00:38:00.109

Anne Browning (she / her) Univ. of Washington: 85% of the teachers said that they were going to be. They were being completely objective, and the emotional Prep had no impact on them.

216

00:38:00.740 --> 00:38:08.220

Anne Browning (she / her) Univ. of Washington: The takeaway there is. Humans are notoriously crappy at accurately estimate how much their emotional state

217

00:38:08.350 --> 00:38:10.820

Anne Browning (she / her) Univ. of Washington: impacts, how they move through the world

218

00:38:11.010 --> 00:38:21.639

Anne Browning (she / her) Univ. of Washington: and getting good at recognizing your emotional state, and then being thoughtful about choosing and knowing how to shift it if you need to, and want to is incredibly powerful.

219

00:38:23.320 --> 00:38:38.180

Anne Browning (she / her) Univ. of Washington: One of the ways we can do this is really actually thinking about realizing that we embody promotion. So this image comes from a study out of Scandinavia, where they prime folks within, you know, very specific emotions.

220

00:38:38.290 --> 00:38:42.569

Anne Browning (she / her) Univ. of Washington: And then they asked folks to kind of draw in on the sketches kind of

221

00:38:42.610 --> 00:38:54.590

Anne Browning (she / her) Univ. of Washington: dealers and oranges for for increasing where they felt energy, increasing blues, for where they felt energy decreasing a couple of things was fascinating that you know.

222

00:38:54.630 --> 00:39:16.070

Anne Browning (she / her) Univ. of Washington: folks could actually in their body feel an emotional response, and that there was some synergy in terms of how people were responding. To me. It's also interesting to look at kind of just how close anger and pride to emotions that we think of is being very different actually feels similar in our body. So getting go to kind of

223

00:39:16.240 --> 00:39:21.680

Anne Browning (she / her) Univ. of Washington: viewing and understanding our reactions and kind of recognizing like what's gonna like.

224

00:39:21.900 --> 00:39:33.789

Anne Browning (she / her) Univ. of Washington: whatever was just sitting down like my heart rate just increased like my neck just got tense, my cheeks just flushed like, oh, man, I'm having reaction. What is that, too? What's going on?

225

00:39:34.950 --> 00:39:49.349

Anne Browning (she / her) Univ. of Washington: That curiosity can be incredibly powerful, and that that jump into awareness from kind of existential. I'm angry. I'm stuck in traffic and rest, driving my car this kind of exterior like

226

00:39:49.510 --> 00:39:56.420

Anne Browning (she / her) Univ. of Washington: holy cow. I'm recognizing that my hurry just kicked up a notch. I feel myself starting to sweat a bit like

227

00:39:56.720 --> 00:40:07.650

Anne Browning (she / her) Univ. of Washington: I'm experiencing anger with my body, and I recognize that that automatically is starting to get us past that hijacking towards kind of this curiosity.

228

00:40:09.760 --> 00:40:32.359

Anne Browning (she / her) Univ. of Washington: Part of this is getting good at kind of recognizing where we are in terms of our mood. This is, this is fascinating. This move meter comes from the center for emotional intelligence, and it is being taught in a lot of the Seattle public schools. My kiddo school like has rolled this out, is fascinating, that, like, you know, one of my colleagues, kiddos.

229

00:40:32.440 --> 00:40:43.050

Anne Browning (she / her) Univ. of Washington: When they check in in the morning they come in and they take their name, and they put it on the mood meter so kind of happiness on your East West, access, energy level and your North South access.

230

00:40:43.080 --> 00:41:01.760

Anne Browning (she / her) Univ. of Washington: And you can kind of see this happy and reset, or come on and so kiddos come in and put their name on. They go out to recess, they come back. They would like recheck into the classroom on the group meter. So we're teaching little people how to get emotional awareness. And honestly, like as adults, we still need to use some catching up here.

231

00:41:02.060 --> 00:41:04.300

Anne Browning (she / her) Univ. of Washington: But it's really powerful to think about.

232

00:41:04.610 --> 00:41:10.579

Anne Browning (she / her) Univ. of Washington: Gosh! Do I have the skills like when I am low energy and kind of like bumped out

233

00:41:10.680 --> 00:41:39.879

Anne Browning (she / her) Univ. of Washington: so like, get myself to a a more positive state. Do I know how to kind of move across this map? If I'm kind of bouncing off the walls, and I feel like be able to calm down and focus. Do I know how to do that? And it's not that we we want to necessarily avoid kind of anger and sadness. There's actually very positive, powerful kind of emotions for us to be feeling, to increase our energy, get angry and take some action out of like what is happening in our world.

234

00:41:39.880 --> 00:41:45.880

Anne Browning (she / her) Univ. of Washington: But that recognition and kind of you know, name emotions is incredibly powerful.

235

00:41:47.620 --> 00:41:59.699

Anne Browning (she / her) Univ. of Washington: So this also comes from the health center for emotional intelligence, and I have no idea why this is depicted by a piece of toast. But this is our toast. Person and toast. Person is hanging out.

236

00:42:00.720 --> 00:42:02.420

Anne Browning (she / her) Univ. of Washington: something happens.

237

00:42:02.650 --> 00:42:08.450

Anne Browning (she / her) Univ. of Washington: Our brain increases, cheeks flush, brain catches fire like, has that kind of physical reactivity.

238

00:42:08.480 --> 00:42:19.630

Anne Browning (she / her) Univ. of Washington: And can you pause there? And can you see your best self like you have a strategy or skill. You're trying to work on for me, and this has been a long process, and I'm still working on.

239

00:42:19.940 --> 00:42:26.819

Anne Browning (she / her) Univ. of Washington: and I assume positive intention from whatever was just centered on. You know, in my direction.

240

00:42:26.920 --> 00:42:39.269

Anne Browning (she / her) Univ. of Washington: this does not undo how important it is to pay attention to impact. So I can have the best intentions in the world. And I can have a negative impact on someone. And how do I own a curve? Reconcile that. But

241

00:42:39.300 --> 00:42:52.570

Anne Browning (she / her) Univ. of Washington: for me, from where, I say, can I start with an assumption of best intent? And then for and often de-escalate a challenge? We're primed to see things more negatively.

242

00:42:52.780 --> 00:43:03.699

Anne Browning (she / her) Univ. of Washington: and so, recognizing that and kind of giving ourselves an opportunity to reframe or double check meaning before we kind of have that negative storytelling really, really helpful.

243

00:43:05.880 --> 00:43:22.590

Anne Browning (she / her) Univ. of Washington: So this our brain scans from Ralph Greenwald, who works actually at Eastern Washington University, is a psychologist, former veteran himself to study a lot of Ptsd and impacts on the brain. And I think I'm gonna slide back in next.

244

00:43:22.800 --> 00:43:27.250

Anne Browning (she / her) Univ. of Washington: But this, these brain scans are actually really pretty fascinating to me

245

00:43:27.490 --> 00:43:30.519

Anne Browning (she / her) Univ. of Washington: in that, you know. He's studying folks that

246

00:43:30.550 --> 00:43:38.240

Anne Browning (she / her) Univ. of Washington: both have really well developed kind of resilience coping skills, like, you know, I've done, you know coursework, etc. Resilience coping.

247

00:43:38.560 --> 00:43:45.519

Anne Browning (she / her) Univ. of Washington: And what's amazing is even with kind of well-developed skill sets what you'll see under stress

248

00:43:45.530 --> 00:44:09.030

Anne Browning (she / her) Univ. of Washington: the brain on the left. That is navigating and using those resilience coping mechanisms. You see that prefrontal cortex totally that up in the circle and kind of the oranges and other parts of the brain on their right hand side and the the blue. It's amazing when you know somebody who's skilled is under stress and see that non resilience coping response like not able to leverage skills.

249

00:44:09.100 --> 00:44:17.489

Anne Browning (she / her) Univ. of Washington: What we see on brain scans is all parts of you know, other parts of the brain are kind of activated, and almost nothing's going on prefrontal cortex.

250

00:44:17.830 --> 00:44:22.130

Anne Browning (she / her) Univ. of Washington: So the takeaway there is, you know, we can do out a lot

251

00:44:22.150 --> 00:44:24.649

Anne Browning (she / her) Univ. of Washington: to try and develop our resilience coping.

252

00:44:24.830 --> 00:44:33.690

Anne Browning (she / her) Univ. of Washington: But until we get good at understanding emotional intelligence and our own reactivity and that kind of amygdala hijacking, it's hard for us to leverage

253

00:44:33.710 --> 00:44:44.069

Anne Browning (she / her) Univ. of Washington: those those resilience coping skills. So getting curious about what's happening is one of the best ways we can kind of jump over that. That sense of hijack.

254

00:44:45.770 --> 00:44:47.619

Anne Browning (she / her) Univ. of Washington: So this is Ralph Greenlawn.

255

00:44:48.110 --> 00:45:18.090

Anne Browning (she / her) Univ. of Washington: And I think one thing I learned from him that I really have appreciated carried with me is this notion that brain plasticity? We've typically thought of it in a really positive manner that we have brain plasticity but brain plasticity under chronic stress can be negative and can lead to a loss and role branches, and I think that is certainly something play out over the last several years and something to be aware of. You know that we can. We can have positive or negative brain changes over time.

256

00:45:19.960 --> 00:45:22.120

Anne Browning (she / her) Univ. of Washington: So reflections.

257

00:45:23.020 --> 00:45:39.950

Anne Browning (she / her) Univ. of Washington: What does kind of fight the flight freeze? Look like for you? Can you think of. You know we can add in phone as well for John. Do you have a a dominant mode of reacting to your kind of stressful state.

258

00:45:40.760 --> 00:45:44.630

Anne Browning (she / her) Univ. of Washington: What do you feel in your body when you are under stress?

259

00:45:44.760 --> 00:45:47.239

Anne Browning (she / her) Univ. of Washington: But you know, do you think you're able to kind of

260

00:45:47.520 --> 00:45:51.649

Anne Browning (she / her) Univ. of Washington: identify the emotions that you're feeling in real time.

261

00:45:53.780 --> 00:45:57.479

Anne Browning (she / her) Univ. of Washington: and for our last no, our left side of second to our last slide. Oh.

262

00:45:57.670 --> 00:46:06.329

Anne Browning (she / her) Univ. of Washington: I'm curious about what fight, flight or freeze looks like for you. Is there a dominant one for you, and and

263

00:46:06.850 --> 00:46:11.249

Anne Browning (she / her) Univ. of Washington: kind of even beyond that? What what does that manifest as

264

00:46:25.880 --> 00:46:28.270

Anne Browning (she / her) Univ. of Washington: give me all a minute or 2, or to type

265

00:46:35.310 --> 00:46:36.720

Anne Browning (she / her) Univ. of Washington: here to go to me.

266

00:46:39.760 --> 00:46:50.879

Anne Browning (she / her) Univ. of Washington: avoided some procrastination irritability. Yeah. feeling negative. First talking and trying myself. Yeah.

267

00:46:53.120 --> 00:46:59.870

Anne Browning (she / her) Univ. of Washington: I think I definitely I couldn't freeze. And then it takes me a while to process kind of where to go from there

268

00:47:00.250 --> 00:47:05.829

Anne Browning (she / her) Univ. of Washington: for his business circumstances and people. Yeah, freeze anxious feeling stomach and avoidance. Yep.

269

00:47:06.860 --> 00:47:11.050

Anne Browning (she / her) Univ. of Washington: and that avoidance can also be that that kind of flight as well.

270

00:47:11.060 --> 00:47:17.610

Anne Browning (she / her) Univ. of Washington: Chronic stress with any added high stress moment looks like free. Sometimes it feels impossible to move. Yeah.

271

00:47:17.970 --> 00:47:19.800

Anne Browning (she / her) Univ. of Washington: Wild sleeping or

272

00:47:21.630 --> 00:47:26.099

Anne Browning (she / her) Univ. of Washington: procrastination, irritability, anger, withdrawal. Yes, that that kind of

273

00:47:26.640 --> 00:47:32.609

Anne Browning (she / her) Univ. of Washington: again, that flight or that movement isolation that can be that withdrawal mechanism. Excellent.

274

00:47:37.160 --> 00:47:38.260

Anne Browning (she / her) Univ. of Washington: Thank you. All.

275

00:47:39.240 --> 00:47:42.219

Anne Browning (she / her) Univ. of Washington: Yeah, freezing. And you almost can't think, yeah.

276

00:47:44.340 --> 00:47:54.590

Anne Browning (she / her) Univ. of Washington: Preoccupied by the negative experience that to me like that lumination that's that's a big part of kind of freezing for me is kind of getting stuck in that illumination pattern.

277

00:47:59.090 --> 00:48:11.179

Anne Browning (she / her) Univ. of Washington: Alright, we're at 2 52. We're gonna we'll make sure a couple of minutes around so everybody can kind of get in a quick scrunch before you have to get to your 30'clock things. But before we go, I kind of want to hear from you

278

00:48:12.150 --> 00:48:24.339

Anne Browning (she / her) Univ. of Washington: from our conversation today. So thinking about kind of resilience, some background to resilience, emotional intelligence, that's a little bit about our neurobiology, of our responses. What stands up to you?

279

00:48:25.000 --> 00:48:28.780

Anne Browning (she / her) Univ. of Washington: What if anything shifts, how you want to live through your work and

280

00:48:28.930 --> 00:48:33.530

Anne Browning (she / her) Univ. of Washington: and we're kind of just hopeful. Think about, would you want to share with others?

281

00:48:33.790 --> 00:48:40.530

Anne Browning (she / her) Univ. of Washington: So I'd like to try and build, and at least a minute of reflection. Kind of conversations like this.

282

00:48:42.400 --> 00:48:47.400

Anne Browning (she / her) Univ. of Washington: What's something you want to take away from today? What stood out to you as a concept or

283

00:48:56.180 --> 00:48:58.040

Anne Browning (she / her) Univ. of Washington: anticipatory joy

284

00:48:58.570 --> 00:49:04.620

Anne Browning (she / her) Univ. of Washington: that was pretty profound one for me to get through the pandemic, for sure.

285

00:49:06.210 --> 00:49:12.400

Anne Browning (she / her) Univ. of Washington: More, thank you. Notes. Yeah. Starting with the presumption of positive intent.

286

00:49:24.160 --> 00:49:30.460

Anne Browning (she / her) Univ. of Washington: Good not letting the space between stimulus and response collapse and taking back my power. Yes.

287

00:49:30.480 --> 00:49:37.250

Anne Browning (she / her) Univ. of Washington: yeah, that emotional reactivity in a way, it feels out of control, like kind of getting that gap between

288

00:49:37.400 --> 00:49:41.050

Anne Browning (she / her) Univ. of Washington: students in response. That is about taking back your power. I love that

289

00:49:41.470 --> 00:49:46.550

Anne Browning (she / her) Univ. of Washington: right to others as a way to help self. But connect yes.

290

00:49:46.750 --> 00:49:50.730

Anne Browning (she / her) Univ. of Washington: emotional intelligence, positive, intent power to choose a response. Good.

291

00:49:51.040 --> 00:49:55.979

Anne Browning (she / her) Univ. of Washington: something. Look forward to over 2 weeks. Yeah, that's good kind of insistory joy

292

00:49:56.420 --> 00:50:11.290

Anne Browning (she / her) Univ. of Washington: branches. And I felt kind of this, like cognitive capacity, almost shutting down under stress, which has been a very odd thing to kind of experience.

293

00:50:12.140 --> 00:50:27.669

Anne Browning (she / her) Univ. of Washington: Copy of the Graphic with the physical sensations. Yeah, often we're trying to feel where your bodies are and your emotions. Yeah, we'll make sure to post all of the all of these as well. So meaning that the Powerpoint slides on our faculty affairs website for folks.

294

00:50:28.180 --> 00:50:29.510

Anne Browning (she / her) Univ. of Washington: Thank you all.

295

00:50:31.580 --> 00:50:32.370

Anne Browning (she / her) Univ. of Washington: So

296

00:50:32.430 --> 00:50:59.709

Anne Browning (she / her) Univ. of Washington: with that I will say a a thank you. I see that Lisa has already dropped in. A quick kind of culture survey. Everything takes like less than a minute, but you can

give a little feedback and share some thoughts on this session. Our next session we talking about compassion and empathy, and pursuing kind of towards ourselves, and that'll be Wednesday, November first, 2 to 3 pm. As well. By zoom

297

00:50:59.710 --> 00:51:07.180

Anne Browning (she / her) Univ. of Washington: and you know I feel like this. This kind of compassion. Really think about self compassion, a very powerful exercise.

298

00:51:07.310 --> 00:51:25.470

Anne Browning (she / her) Univ. of Washington: So yeah, thank you very much for for your time and your energy again, I hope. Hope folks have a couple of minutes to kind of rest and stretch before you head out. I can stay for maybe 2 min. If anybody has a question or thought I'm happy to hang out for a second. We'll stop the stop. The video here.

299

00:51:25.680 --> 00:51:26.989

Anne Browning (she / her) Univ. of Washington: meaning the recording.