

WHY COMPASSION MATTERS

Register Now



HANNAH ZANOVELLO
M.Ed, LLLC



ROXANNE FRANCIS
MSW, RSW



KATHLEEN KENDALL-TACKETT
PhD, IBCLC, FAPA



JO-ANNE ELDER-GOMES
Ph.D., LLLC



WENDY JOLIFFE
B.Sc, B.Tech, LLLC



LA LECHE LEAGUE
CANADA

9am - 4pm ET | May 19, 2022

HEALTH PROFESSIONAL CONFERENCE | LIVE | RECORDED



4 L CERPs allocated by IBLCE
IBLCE Verification Number C2022084

BEYOND EMPATHY

JO-ANNE ELDER, PH.D., LLLC

▶ **Jo-Anne Elder (Elder-Gomes), she/elle**

▶ 7 young adults, 5 grandchildren, Fredericton, New Brunswick

▶ **Bio**

▶ BA (Honours) in French Studies, MA and PhD in Comparative Canadian Literature (women's writing in English Canada and Québec)


▶ Teaching, research, community work: women's studies; social justice; writing, literary translation, and arts organizations; Communication Skills Facilitator with LLLC

▶ **Disclosure**

▶ Although my talk here is influenced by my work in La Leche League, it has not been approved by and does not represent LLLC.

▶ I am self-employed and receive payment for my teaching, writing, editing, and translation work. This includes speaker's fees, instructor's fees, and supplier contracts for work related to lactation paid by various clients, including for this talk. While I do not accept money or contracts from clients I know to be in violation of the International Code, I do not know of all the involvements of those for whom I work.

► I acknowledge, with gratitude and humility, that I am a white settler on the unceded and unsurrendered territory and the home of the Welastekwewiyik, descended from immigrants who came to Mig'maq and Anishnaabeg lands. My partner's and children's ancestors are of the Pu'ye and Otocoteri peoples. I strive to live in right relations with Indigenous communities in what is now Atlantic Canada, across Turtle Island, and around the world.



► Professionals and peer supporters strive to communicate about breastfeeding and chestfeeding in an empowering, non-judgmental, warm, and respectful manner. Communication skill courses emphasize techniques to develop empathy and exercises to identify and reflect feelings and reasons for feelings. In this session, Jo-Anne Elder, Ph.D., invites us to move beyond empathy to compassion, beyond identification of feelings to understanding, and beyond reflection statements to healing words.

► Participants will have an opportunity to explore their own emotions, thoughts, and experiences by checking in with themselves, reflecting on their feelings and experiences, and becoming more aware of their communication styles. Together, we'll learn to apply our insights to our interactions with parents and families, help them engage in a process of reflexive practice, and practise reframing their experiences and beliefs. Compassionate interactions provide emotional support and can contribute to healing.

- ▶ Communication Skills Development is a program developed by La Leche League International. (Basic Series: 10 hours) It was originally called Human Relations Enrichment. Communication Skills Development Facilitators can also design or adapt workshops for Leaders, Leader Applicants, and parents.
- ▶ Each entity can adapt Leader Education / Communication Skills for its own needs. In the USA it is called Communication Skills Training (CST), in France it is called OCEAN, in Québec it is *Développement de compétences en communication* (DCC).
- ▶ La Leche League Canada we also offer a workshop for health professionals and peer supporters, developed in Atlantic Canada, then expanded as a national program. The current online version is recognized with 6 L CERPs from IBLCE and is called Communication Skills to Empower Breastfeeding, Chestfeeding, and Human Milk Feeding Families. (3 X 2 hrs)

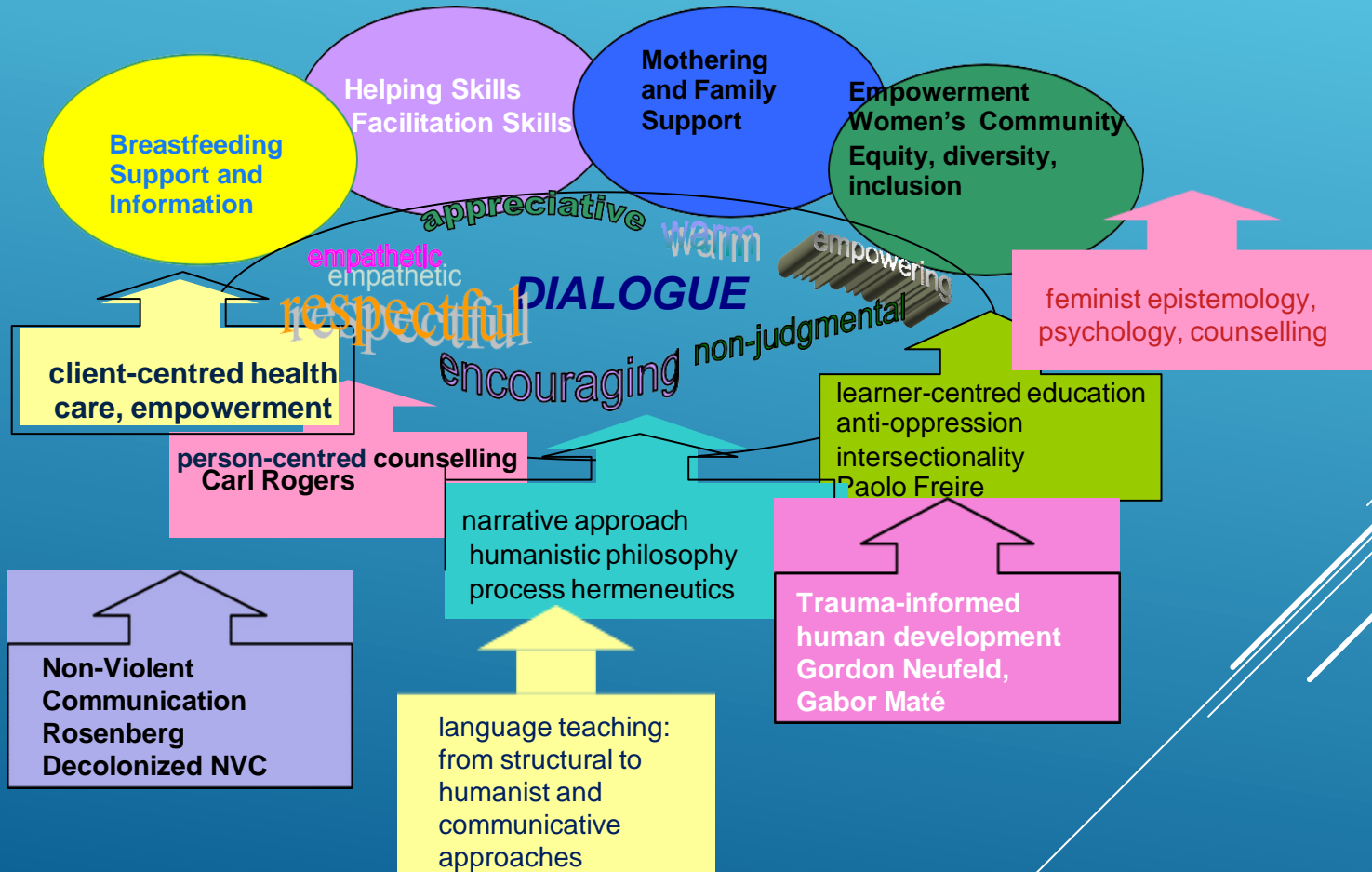
WHAT COMMUNICATION SKILLS PROGRAMS DOES LLLC OFFER?

HELPING SITUATIONS

GROUP MANAGEMENT

RESEARCH/EDUCATION

MENTORING



- ▶ Current realities of parents and breastfeeding practices
 - New examples
 - Additional formats
 - Evolving needs

- ▶ Research in adult and health education, language teaching, psychology, neurology, feminist studies
 - Teaching and learning methods
 - Cultural awareness
 - Feminist intersectionality
 - Emotion studies
 - Trauma-informed care
 - Inclusive language


ADAPTING THE WAY WE TEACH, LEARN, AND TALK

By each facilitator

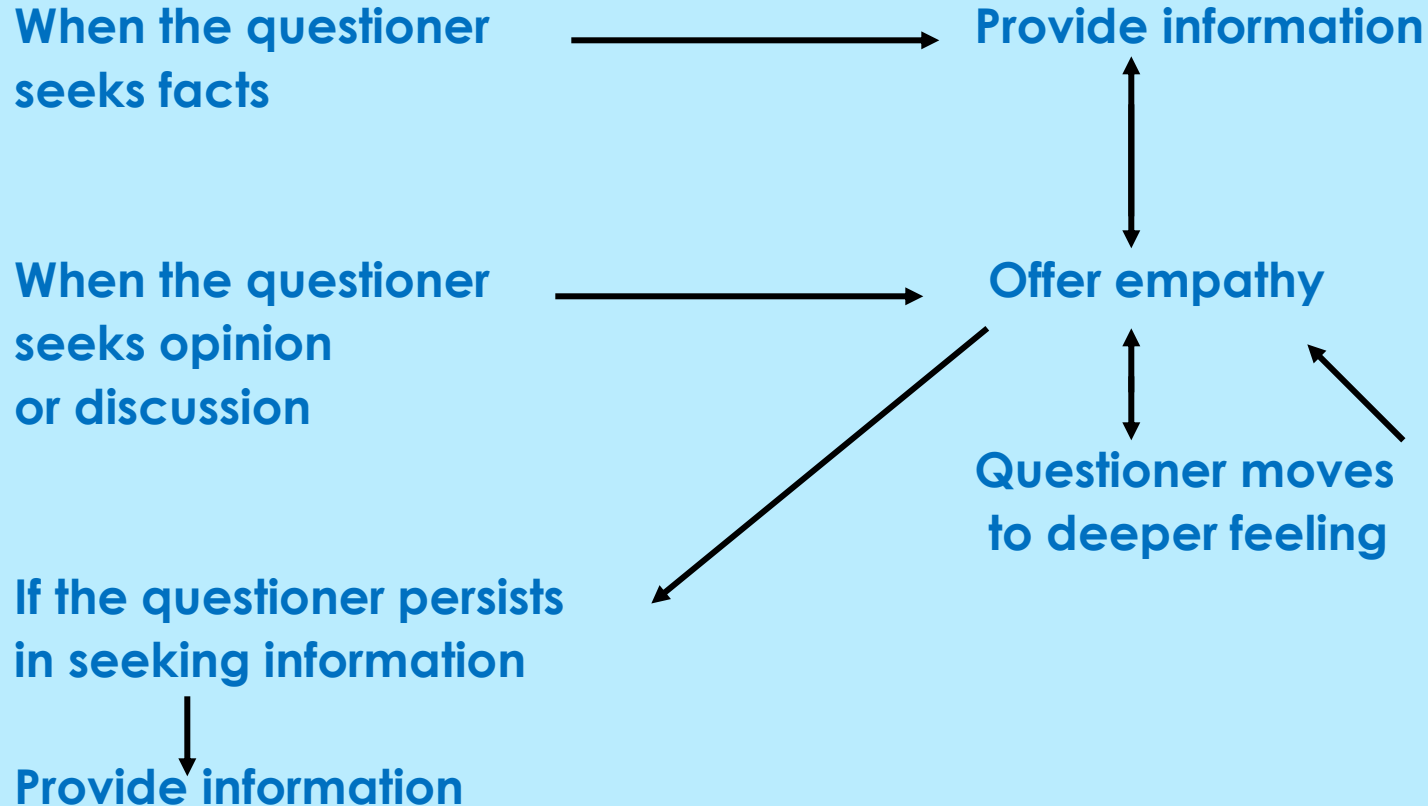
For different countries, LLL entities, languages

For different audiences

As understanding of interpersonal relationships, emotions, culture, and society evolves

A series of four parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right corner of the slide.

ANSWERING QUESTIONS



Helping Conversations

Set the tone, listen, validate, show empathy, and then...

If the questioner
seeks facts



Provide information

If the questioner
seeks opinion
or discussion



Offer empathy

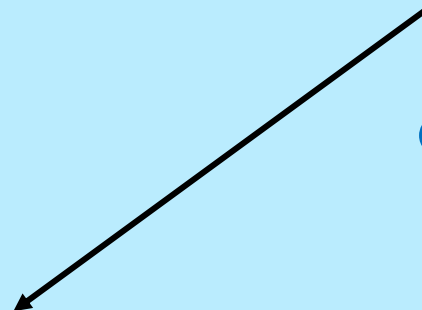


Questioner moves
to deeper feeling

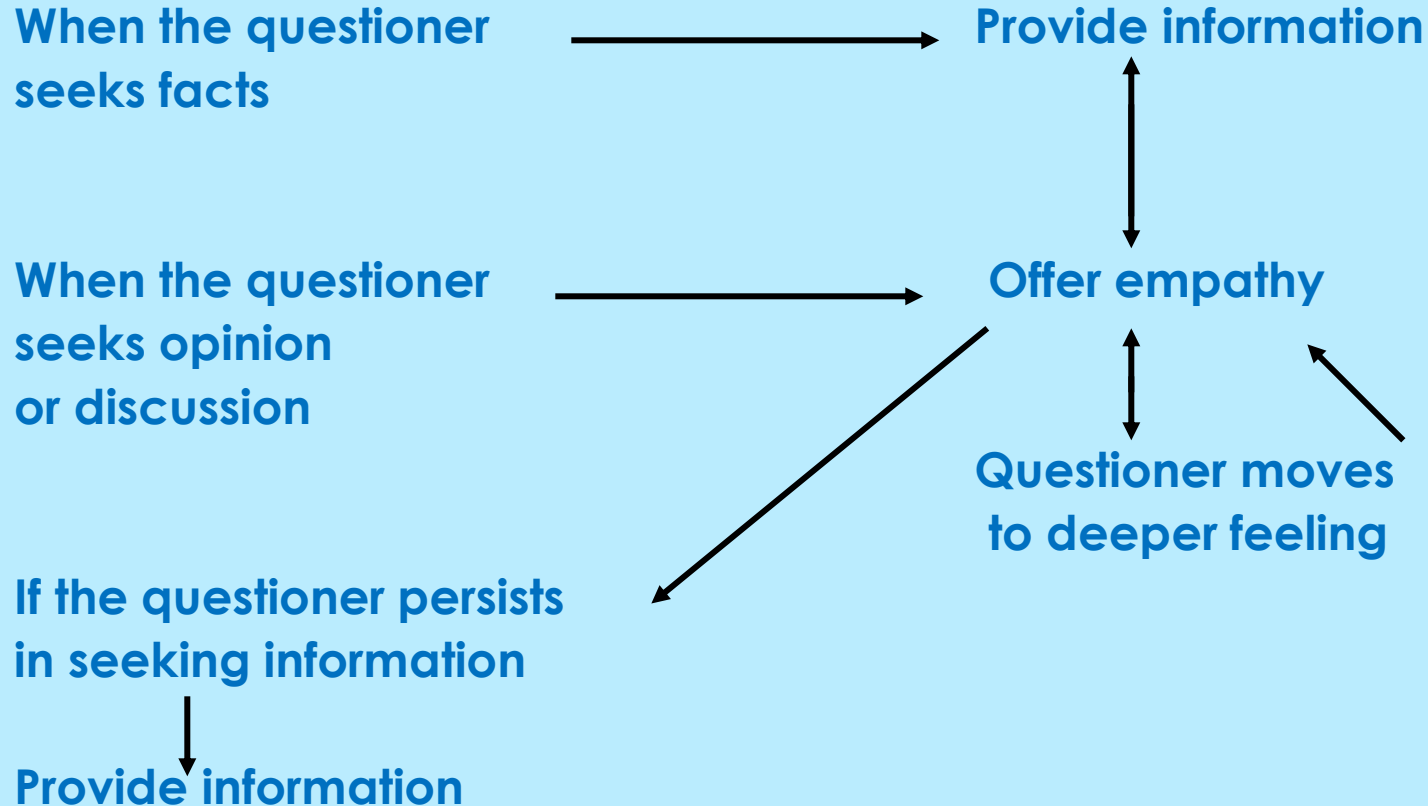
If the questioner asks
for more information



Provide information



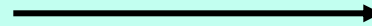
ANSWERING QUESTIONS



Helping Conversations

Set the tone, listen, validate, show empathy, and then...

If the questioner
seeks facts



Provide information

If the questioner
seeks opinion
or discussion



Offer empathy

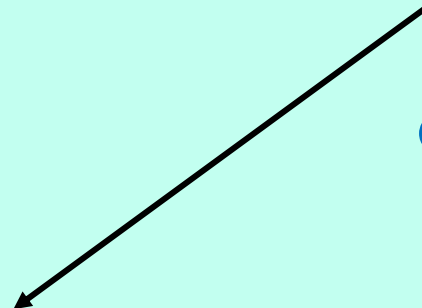


Questioner moves
to deeper feeling

If the questioner asks
for more information



Provide information



Communication Skills

Attending behaviour

Listening skills

Identifying and naming feelings

Identifying feelings and reasons

Summarizing

Answering and asking questions

Problem-solving

Empathic confrontation



Communication Skills

Affective empathy:

Attending behaviour

Listening skills

Identifying and naming feelings

Identifying feelings and reasons

Cognitive empathy:

Summarizing

Answering and asking questions

Problem-solving

Empathic confrontation



Communication Styles

Comfort level and physical boundaries (proximity, eye contact)

Direct or indirect expression (“ask or guess”)

Influence of family of origin on emotional and verbal expression

Interactions with different individuals, groups (kinship network, workplace, communities)

Awareness of cultural, religious, linguistic, educational, gender differences

Growth and changes

Identifying and Reflecting Feelings

Identify the Feeling



Respond with:

“You’re _____”

“It’s _____”




Empathy

- “In feeling”
- Etymology: Greek *empathia* "passion, state of emotion," from assimilated form of en "in" (see en- (2)) + pathos "feeling" (from PIE root *kwent(h)- "to suffer")
- Origin: German Einfühlung, 1908, aesthetic meaning, ability to project one's imagined feelings and movements into objects.
- Psychologists: ability to project one's own remembered feelings into another's expression, ability to make correct predictions about another person's preferences.
- Susan Lanzoni: multifaceted term, the emotional understanding of others' feelings, a cognitive grasp of another person's thinking, demonstration of caring

Empathy

- Audrey Tang: a shared understanding of feelings of another, perhaps because you have had a similar experience and can reflect on how you have felt, imagine how they feel
- “I get it”
- cf. Sympathy: response to another’s feelings of sadness with similar emotion, without feeling that emotion yourself
- “I see it”
- Cf. Projection: attributing our own feelings or desires to others; may be complicated by over-identification, interpretation

Limitations

- Difficulties perceiving the other person's feelings accurately
 - Projection, over-identification arising from or leading to a lack of boundaries and self-care
 - Major differences between our situation, values, or communication style and that of the other person
- 



wikiHow to Overco



wikiHow to Find an Addiction Counselor



wikiHow to Be a Fem

Empathy Says:

***"I'm trying to be a companion to you
in your search and your exploration.***

I want to know, am I with you?

Is this the way it seems to you?

Is this the thing you're trying to express?

Is this the meaning it has for you?"



***So in a sense I'm saying,
I'm walking with you step by step,
and I want to make sure
I am with you. Am I with you?
So that's a little bit of my
understanding about empathy."***

Carl Rogers

CultureOfEmpathy.com

***“The thing that
causes a deeper
breakdown than
anything else is a
denial of emotion.”***

— IYANLA VANZANT

Identifying and Reflecting Feelings

Identify the Feeling



Respond with:

“You’re _____”



Identify
the Feeling

Checking Perceptions? Exploring Feelings?

Respond with:

“It sounds like you’re feeling
_____”

“It can be _____
when...”

“I wonder if you are
feeling _____”

“Are you _____ about
that?”



Reflecting on Feelings?

Identify the Feeling



“I can hear that your voice is strained right now. Is that because you are worried?”

“What do you think might be happening?”

“How would you describe your baby?”

“What is the thing that upsets you most about...?”

“What questions do you have?”

“Do you feel comfortable telling me more?”



Reflexive practice and re-framing

Identify the Feeling



“The baby is up all night. I don’t think he is getting enough milk.”

Validate feelings:

Offer a different perspective:

Provide more information:

Invite them to brainstorm:



Empathy

- “In feeling” Etymology: Greek empatheia "passion, state of emotion," from assimilated form of en "in" (see en- (2)) + pathos "feeling" (from PIE root *kwent(h)- "to suffer")
- Origin: German Einfühlung, 1908, aesthetic meaning, ability to project one's imagined feelings and movements into objects.
- Audrey Tang: a shared understanding of feelings of another, perhaps because you have had a similar experience and can reflect on how you have felt, imagine how they feel
- cf. Sympathy: response to another's feelings of sadness with similar emotion, without feeling that emotion yourself
- Cf. Projection: attributing our own feelings or desires to others; may be complicated by over-identification, interpretation
- Limitations: Difficulties perceiving the other person's feelings accurately; Projection, over-identification arising from or leading to a lack of boundaries and self-care; Major differences in situation, values, or communication style

Beyond Empathy: Compassion

- Etymology: pathos = feeling, suffering, pity
- Awareness of suffering and desire to relieve it
- Thupten Jinpa, Ph.D., Compassion Cultivation Training (CCT). Jinpa posits that compassion is a four-step process:
 - Awareness of suffering.
 - Sympathetic concern related to being emotionally moved by suffering.
 - Wish to see the relief of that suffering.
 - Responsiveness or readiness to help relieve that suffering.
- Also related to altruism, concern, care, Care Ethics

Self-Empathy Exercise

Think about a current or past experience.

Identify your feeling as accurately and deeply as possible.

Identify the possible need behind the feeling.

“I’m feeling _____
because I needed
more _____”

“It was (feeling)
_____ to have my
need for _____
met/unmet.”

“I wonder if I’m feeling
_____ because I
would like to have
more (need) _____”

Self-Empathy Exercise 2

What feelings come spontaneously to mind?

What deeper feelings emerge when you sit with those feelings for a few minutes?

What do you feel most strongly?

Where is that feeling located in your body?

Self-Empathy Exercise 2

Think back: In what childhood or adolescent situation did you feel this emotion intensely?

How does thinking about that experience make you feel?

Do you know why these emotions are activated?

Reflexive Exercise

Think about an incident (someone else's behaviour, event) that has caused a strong emotional response.

Take note of the sensations in your body in your body as you think about it. Name the feeling(s).

Ask yourself how you interpreted the incident or behaviour.

Reflexive Exercise

Think about the incident or behaviour again. What actually happened? Think about what you saw and heard.

Is it possible that there are other interpretations? List them.

Decide which interpretation is most likely to be true. How do you feel when you think about this interpretation?

Reflexive Exercise

Think about an incident (someone else's behaviour, event) that has caused a strong emotional response.

Take note of the sensations in your body in your body as you think about it. Name the feeling(s).

Ask yourself how you interpreted the incident or behaviour.

Reflexive Exercise

Think about the incident or behaviour again. What actually happened? Think about what you saw and heard.

Is it possible that there are other interpretations? List them.

Decide which interpretation is most likely to be true. How do you feel when you think about this interpretation?



Any questions?

