Welcome to the Courage Zone in the Pediatric Office

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Learning objectives 1

• You know strategies you can use as goal-oriented tools so that the pediatric office turns into a safe place for children
Learning objectives 2

• Knowledge and clinical application of the Magic Glove technique to reduce pain and anxiety
Medical Interventions are successful... if

- Level of stress is low
- Level of security is high
- Child trusts in parents and medical team
- Good technical result
- Willingness to return

Appointment with the pediatrician - shift into the learning zone

Panic zone

Learning zone

Comfort zone

Bardwick J: Danger in the Comfort Zone; Amacom 1995
Shifting from one zone to another - necessity for child development

**Comfort zone**
Adaptation established
- Smell
- Location
- People
- Rules

**Courage zone**
Adaptation process
- Emotion
- Thoughts
- Behaviour
Establishing **safety factors**

- Which strategies are you using?
- Which goals do you address?
- What is your recipe of success?
Definition of anxiety

- Anxiety is the anticipation of impending danger and dread accompanied by restlessness, tension, rapid heartbeat, and rapid breathing that may or may not be associated with a certain event or situation.

Mosby's Dictionary of Medicine, Nursing, and Health Professions
Anxiety doesn’t occur if

- Subjective feeling of being safe is **bigger** than the subjective feeling of being in danger

No Anxiety = Safety > Threat
Anxiety correlates with cognitive development

Schneider S.: Pädiatrie up2date 2014; 9: 355–368
Anxiety becomes a disorder if

• Age suitability isn’t given
• Excessive, uncontrollable anxiety
• Interference with normal social functioning
• Duration > 4 weeks

10% of children are having an anxiety disorder that becomes chronic without treatment

Schneider S.: Pädiatrie up2date 2014; 9: 355–368
Child anxiety **triggers at the pediatrician’s office**

- Smells
- Sounds
- Unfamiliar place
- Strangers
- Pain
- Parental Ambivalence
- Experience

**Desire of Security and Attachment**
Processing of danger stimulus

Executive Functions & Regulation of Emotions
Intellectual capacity modulates emotional responses of amygdala

Somatosensory Cortex
Prefrontal Cortex
Hippocampus
Amygdala

Emotional Responses
Fight-Flight reaction
Which neurotransmitters play a role?

- Serotonergic System
- Noradrenergic System
- GABA-Benzodiazepine System
- HPA Axis

Wohlhaupeter C: [www.psy.lmu.de/biopsychologie/download/master 2012](http://www.psy.lmu.de/biopsychologie/download/master 2012)
Are there any benefits of anxiety?

- Warning signal
- Protection
- Fast acting
Trias of anxiety presentation

- Body
- Thinking
- Behaviour
Anxiety is a body feeling

Head: Headache, dizziness

Mouth: Dryness

Chest: Palpitations, chest pain, difficulties in breathing

Abdomen: Nausea, stomach ache, diarrhoea

Muscle: Trembling

General: Feeling of coldness
Anxiety starts in the head

- Recurring thought patterns
- Feeling of helplessness

Anxiety presents as behaviour

Clinging

Hiding

Escaping
Psychoeducation promotes the understanding of anxiety

• Every child experiences anxiety
• Part of adaptive child development
• Identification, naming, rating
• Body-mind axis
• Normal anxiety versus anxiety disorder

Normal and pathological anxiety are a continuum

Schneider S.: Pädiatrie up2date 2014; 9: 355–368
Important child-related protection factors for coping

Courage zone

Temper

Brain
- Maturation
- Cognitive Skills

Self-regulation
- Emotions
- Feelings
- Impulses
- Executive Functions

Genetics

Chronic Illnesses

Attachment/Education
Preparation of shift leads to better learning experience

Focus on the positive:
You can do it and you’re going to be supported
Communication skills promote feeling of safety

- Interactive, cooperative relationship
- Who has what resources available? How to use them?
Talking to the child

- Questions of context
- Careful listening
- Promotion of hope
- Positive connotation
- Evocation of curiosity
- Ego-Strengthening

How? Who? What? Where? are magical questions
To be a team player is an important task

• I’m going to show you *how* you can help to help yourself. And this means that you’re getting an important task to do, like...
Stimulation of self-efficacy promotes positive learning

- Do you know how you can help yourself during this intervention? - Let me show you how you become calmer. – You’re allowed to breath three times calmly, and notice while you’re breathing how you become calmer. - Excellent, how you do it. You have an important task because you help your body to feel better.
Natural trance skills are used to assist the child to dissociate.

- You look like you rather prefer not to be here? – Is that correct? – **Where would you rather like to be right now?** – Cool...So I’m inviting you to **imagine** to be at that place where you’re doing your **favourite activity**.....you can start to enjoy that activity as you would **experience** it **really** right **now**.... wonderful....
Dissociation so that immunization is a successful learning experience

• Video
Design your work environment

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Where and how is pain perception modulated?

- Rubbing
- Warm
- Cool
- Massage

**SENSORY INPUT** helps to close the gate

**Descending Inhibitory System** helps close the gate

**Hypnosis**
- Distraction
- Imagery
- Relaxation

PAIN opens the gate

Adapt.: Leora Kuttner, A Child in Pain
If we could watch into the head we would notice how all sorts of different body stimuli are directed by nerve pathways into the brain where they activate signals.

If all the body stimuli would arrive at the cortex of the brain and would be processed by the consciousness the brain would be overwhelmed and overloaded by the amount of incoming stimuli.

To protect the brain from unnecessary stimuli the body owns protective shields that inhibit pain to be sent forward. These protective shields block pain.
Protective shield against pain

The protective shields can be more or less impermeable. It’s possible that the protective shield leaves a pore for certain stimuli to let them pass. Such stimuli arrive at the consciousness.

You may ask how the protective shield is controlled and when it is impermeable. What is helpful to create an impermeable protective shield so that it protects you the best?
Skills to create an impermeable protective shield

1. Distraction
2. Use of imagination
3. Belly breathing
4. Signal blocking
5. You are amazing how

www.jodythomasphd.com/resources
Video „Magic Glove“

Magic Glove - technique by Prof. Leora Kuttner

Pay attention to:

• choice of words
• voice
• other nonverbal signs
Magic Glove

the magic glove – technique by Dr. Leora Kuttner:
Reduction of pain sensation before medical procedures

1. joining and anamnese
2. explain the magic glove
3. procedure: patient chooses the side, put on the glove, define the area...
4. test reduction of sensation
5. medical procedure
6. remove the magic glove
7. strengthening positive expectations regarding future visits

Leora Kuttner, Vancouver: https://www.youtube.com/watch?v=cyApK8Z_SQQ
What are your take home messages?
Thank you for your attention

JAHRESTAGUNG 2019

Generation X, Y, Z – ticken wir Ärzte im Takt?

DONNERSTAG
5. SEPTEMBER 2019
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