

# The Zoom Interface

The screenshot displays the Zoom Webinar interface. At the top, a status bar indicates "You are viewing David Terry's screen" and provides a "View Options" dropdown. Below this, a black header bar contains a "Click here to maximize your session view" button and an "Enter Full Screen" button. The main content area shows the "TTC Technology Transfer Centers" logo and a message: "Thank you for joining us today! You will not be on video during today's session". A "Select a Speaker" menu is open, showing options like "Speakers (Realtek(R) Audio)" and "Same as System". A "Question and Answer" window is overlaid, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a message and a "To: All panelists" field. Annotations with arrows point to various elements: the "Click here to maximize your session view" button, the "Enter Full Screen" button, the "Question and Answer" window (specifically the tabs and the text input field), the "Zoom Webinar Chat" window (specifically the message and the "To" field), the "Audio Settings" button, the "Click Here to adjust your audio settings" button, the "Chat" button in the bottom toolbar, the "Raise Hand" button, the "Q&A" button, the "Click here to leave the session" button, and the "Leave" button.

Zoom Webinar

You are viewing David Terry's screen View Options

Click here to maximize your session view Enter Full Screen

TTC Technology Transfer Centers  
Funded by Substance Abuse and Mental Health Services Administration

Thank you for joining us today!

You will not be on video during today's session

Select a Speaker

- ✓ Speakers (Realtek(R) Audio)
- Same as System
- Test Speaker & Microphone...
- Leave Computer Audio
- Audio Settings...

Audio Settings Click Here to adjust your audio settings

Chat Raise Hand Q&A

Click here to leave the session Leave

Question and Answer

All questions (1) My questions (1)

You 07:35 AM

This is a test question!

You can switch between questions you've asked and those asked by others using these buttons.

You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.

Type your question here...

Zoom Webinar Chat

The chat feature will allow you to talk with other people in today's webinar.

The To field will tell you who will receive your message. Be mindful of who you are chatting to.

To: All panelists

Your text can only be seen by panelists

All attendees are muted. Today's session will be recorded.

# Educator Wellness: Filling The Well

Caribel Sanabria Velez, Ph.D

PJ Wenger, LPC, MFT, NCC

Northeast & Caribbean MHTTC

6/1/2021



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# About Us ...

The Northeast and Caribbean MHTTC received 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

Supplemental funding to:

- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities



# Grow Your Knowledge and Skills

Keep up with the latest effective practices, resources, and technologies!

**Subscribe** to receive our mailings.  
All activities are free!

<https://bit.ly/2mpmpMb>



# **We Want Your Feedback!**

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

Feedback about this training will assist us in developing future trainings that are relevant to your professional needs. Therefore, your feedback counts!

# Video Recording Information

## ***Please Note:***

We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.

# Disclaimer

This presentation was prepared for the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Northeast and Caribbean Mental Health Technology Transfer Center (MHTTC). This presentation will be recorded and posted on our website.

At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Note: your question is visible to all participants.

## Chat and Polls

- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.

**The MHTTC Network uses  
affirming, respectful and  
recovery-oriented language in  
all activities. That language is:**

**STRENGTHS-BASED  
AND HOPEFUL**

**INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES**

**HEALING-CENTERED AND  
TRAUMA-RESPONSIVE**

**INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS**

**PERSON-FIRST AND  
FREE OF LABELS**

**NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS**

**RESPECTFUL, CLEAR  
AND UNDERSTANDABLE**

**CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS**

# Presenters



**PJ Wenger, LPC, MFT, NCC**



**Caribel Sanabria Vélez, Ph.D.**



# 3 Minute Meditation





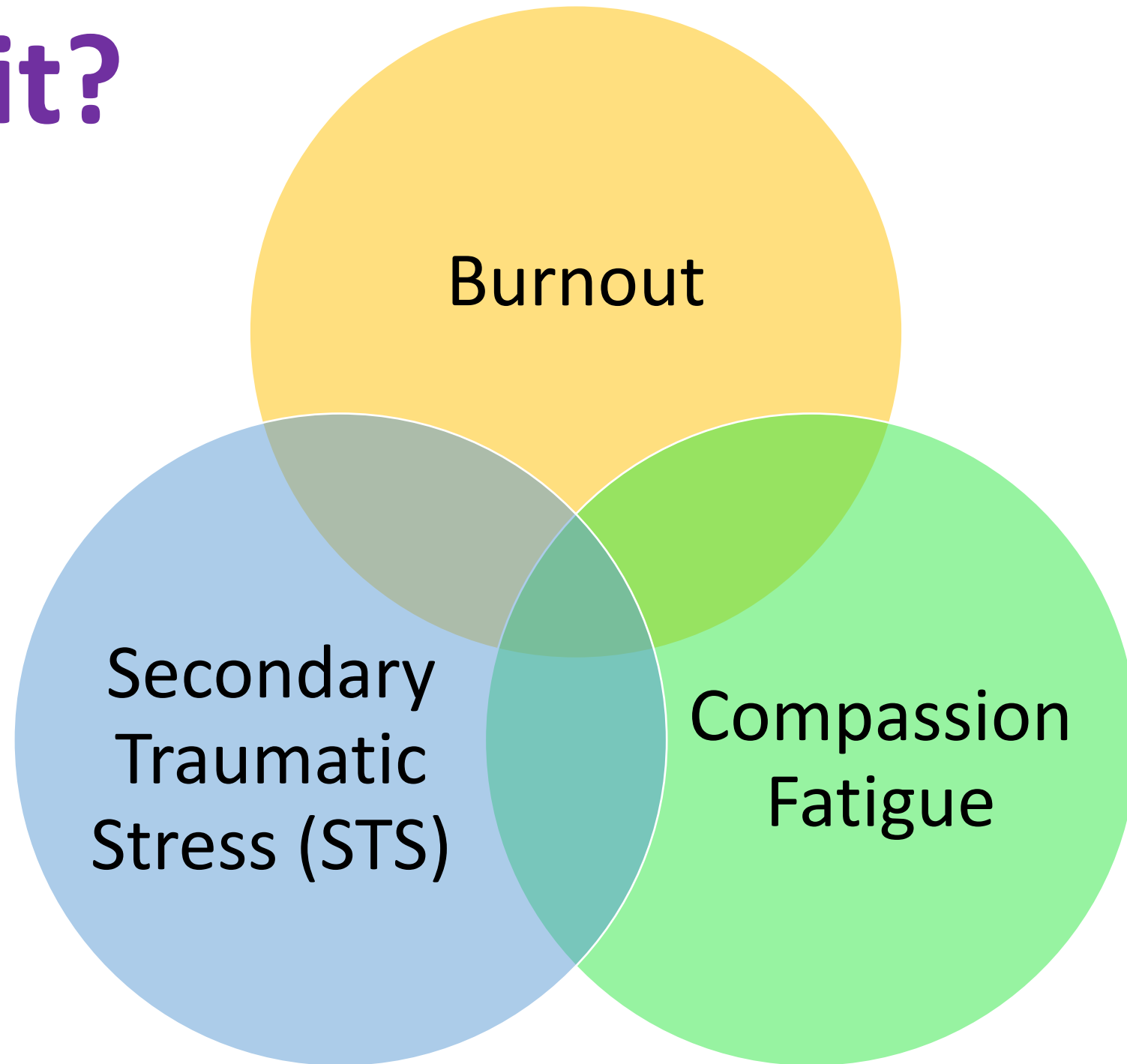
# Objectives

- Identify how educators have been affected by current times in terms of their own burnout, compassion fatigue and compassion satisfaction
- To be able to recognize signs and symptoms of these conditions
- Identify practical strategies for taking care of themselves
- Create their personal self-care plan for the future

What has been your  
biggest challenge this  
year?



# What is it?



# Burnout

- Burnout is a special type of work-related stress-state of physical, emotional, and mental exhaustion caused by long-term exposure to demanding work situations.

([www.mayoclinic.com](http://www.mayoclinic.com))

- “While burnout obviously has something to do with stress, overdoing things, not being centered, and not listening to yourself or your body, one of the deepest contributors to burnout, I believe, is the deep disappointment of not living up to your true calling, which is to help.” (Bruer, 2018)

# Causes of Burnout

- Lack of Control
- Unclear Job Expectations
- Dysfunctional Workplace Dynamics
- Mismatch in Values
- Poor Job Fit
- Extremes in Activity



# Burnout Risk Factors

- Identification so strongly with your work that you lack balance between your work life and your personal life.
- High workload, including overtime work
- Trying to be everything to everyone
- Working in a helping profession
- Feeling you have little or no control over your work
- Job is monotonous



# What Does Burnout Look Like?

- Having to drag yourself to work
- Being cynical/critical at work
- Lack of energy to do your job
- Difficulty concentrating
- Lack of satisfaction from your achievements
- Feeling disillusioned about your job
- Increase use of food, drugs, alcohol either to feel better or not feel
- Change in sleep habits
- Somatic complaints

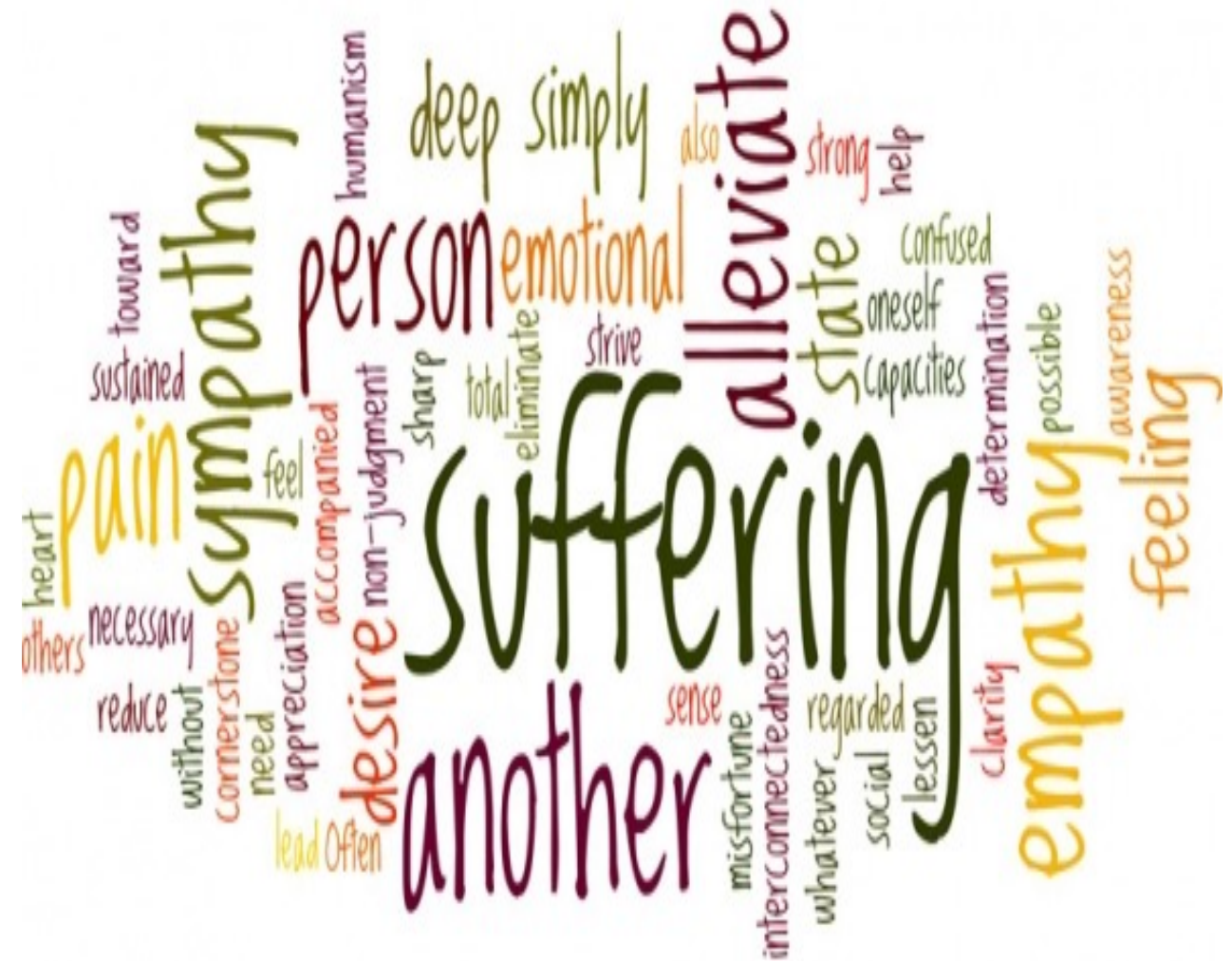




# Compassion Fatigue

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

(Figley, 1995)



# How Compassion Fatigue Manifests in our lives

## Behavioral Responses

- Impatient
- Withdrawing
- Being moody
- Regression
- Sleep disturbance
- Nightmares
- Appetite changes

## Physical/Somatic

- Shock
- Sweating
- Breathing difficulties
- Increased heart rate
- Muscle aches/pains
- Dizziness & disorientation



# How Compassion Fatigue Manifests in our lives

## Work performance

- Low morale
- Low motivation
- Avoiding task
- Obsession about details
- Dichotomous thinking
- Apathy
- Negativity
- Having unwanted memories of past events from work
- Decreased productivity

## Personal Relationships

- Withdraw from others
- Decreased intimacy
- Mistrust
- Isolation from others
- Overprotective as parent and/or spouse
- Projective anger or blame
- Intolerance
- Irritability



(Figley, 1995)

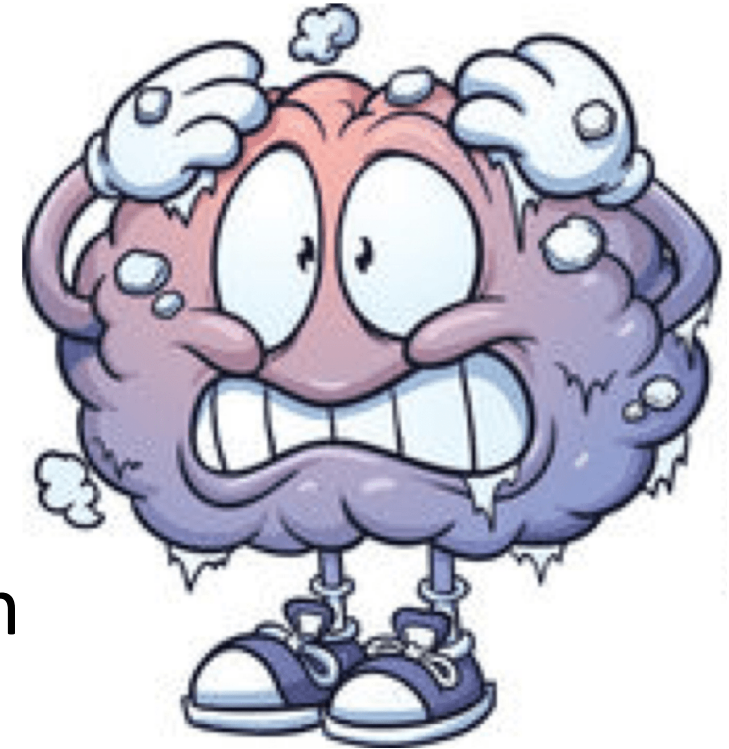
# How Compassion Fatigue Manifests in our lives

## **Cognitively**

- Lowered concentration
- Less self-esteem
- Apathy
- Rigidity
- Disorientation
- Perfectionism
- Preoccupation with trauma

## **Emotionally**

Feeling powerless  
Feeling guilty  
Having anger/rage  
Survivor guilt  
Being shutdown/num  
Being fearful  
Feeling helpless



(Figley, 1995)



# How Compassion Fatigue Manifests in our lives: Spirituality

- Questioning the meaning of life
- Loss of purpose
- Decrease self-appraisal
- Pervasive hopelessness
- Anger at God/Universe
- Questioning of religious beliefs
- Loss of faith in a higher power



# Compassion Fatigue vs Burnout

## Compassion Fatigue

- Personal
- Stress related compassion demands
- Internal factors
- Holistic (mental, emotional, physical, behavioral, etc.)

The *cause* of Compassion Fatigue is our work with students who been traumatized

## Burnout

- Organizational
- Stress related time demands
- External factors
- Holistic (physical, emotional, behavioral, etc.)

The *cause* of Burnout is demanding toxic and hostile environments.

# Secondary Traumatic Stress

Secondary traumatic stress (STS) is the second component of Compassion Fatigue. It is about your work-related secondary exposure to others' trauma. This can happen to many people who care for those who have experienced extremely or traumatically stressful events. STS is the result of our difficult and/or painful interactions with our students and their families.



# What STS Looks Like

- Rapid onset
- Associated with a particular event
- Being more afraid of things
- Changes in sleep/appetite
- Reoccurring images of upsetting events
- Avoidance of things that remind you of the event.









# Professional Quality of Life Scale (ProQOL)

Beth Stamm created the Professional Quality of life Scale to measure compassion satisfaction, burnout and secondary traumatic stress. The ProQOL is the gold-standard measure of work-related stress.

Link to ProQOL

[https://www.proqol.org/uploads/ProQOL\\_5\\_English\\_Self-Score\\_3-2012.pdf](https://www.proqol.org/uploads/ProQOL_5_English_Self-Score_3-2012.pdf)

# PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

## COMPASSION SATISFACTION AND COMPASSION FATIGUE

(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

**1=Never**

**2=Rarely**

**3=Sometimes**

**4=Often**

**5=Very Often**

1. I am happy.
2. I am preoccupied with more than one person I [help].
3. I get satisfaction from being able to [help] people.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I [help].
7. I find it difficult to separate my personal life from my life as a [helper].
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
9. I think that I might have been affected by the traumatic stress of those I [help].
10. I feel trapped by my job as a [helper].



11. Because of my [helping], I have felt "on edge" about various things.
12. I like my work as a [helper].
13. I feel depressed because of the traumatic experiences of the people I [help].
14. I feel as though I am experiencing the trauma of someone I have [helped].
15. I have beliefs that sustain me.
16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
17. I am the person I always wanted to be.
18. My work makes me feel satisfied.
19. I feel worn out because of my work as a [helper].
20. I have happy thoughts and feelings about those I [help] and how I could help them.
21. I feel overwhelmed because my case [work] load seems endless.
22. I believe I can make a difference through my work.
23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].

\_\_\_\_\_ 24. I am proud of what I can do to [help].

\_\_\_\_\_ 25. As a result of my [helping], I have intrusive, frightening thoughts.

\_\_\_\_\_ 26. I feel "bogged down" by the system.

\_\_\_\_\_ 27. I have thoughts that I am a "success" as a [helper].

\_\_\_\_\_ 28. I can't recall important parts of my work with trauma victims.

\_\_\_\_\_ 29. I am a very caring person.

\_\_\_\_\_ 30. I am happy that I chose to do this work.

# What Do Your Scores Tell You?

- Were your scores what you thought they would be? Why or why not?
- Write down 3 things you do well while performing your job.
- Is your job stressful? If so, what is it about your workplace that makes it stressful? What are some of the ways you see stress affecting your coworkers?
- What are some of the things that make this work valuable? Why do you do it?







# Challenges for Self-Care

## Positive

- Breathing
- Body work
- Exercise
- Reading
- Taking a bath
- Socializing
- Hobbies
- Outdoors



## Negative

- Overeating
- Drinking
- Drugs
- Smoking
- Dangerous driving
- Withdrawal
- Skipping meals
- Anger/Aggression



# Self-Care Self-Assessment

Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.

<b>BODY</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
<b>Physical Self-Care</b>				
Eat regularly (e.g., breakfast and lunch).	1	2	3	4
Make healthy, well-balanced meals.	1	2	3	4
Maintain a healthy sleep schedule.	1	2	3	4
Engage in relaxing activities before bed.	1	2	3	4
Get regular medical care for prevention (as you are able).	1	2	3	4
Take time off when needed.	1	2	3	4
Drink water.	1	2	3	4
Keep physically active.	1	2	3	4
Take regular breaks from technology, such as phones, e-mail, and social media.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4

# Self-Care Self-Assessment

Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.

MIND	Never	Rarely	Sometimes	Often
<b>Psychological Self-Care</b>				
Make time for self-reflection.	1	2	3	4
Notice your inner experience—your dreams, thoughts, imagery, and feelings.	1	2	3	4
Recognize your signs of stress and dysregulation.	1	2	3	4
Be mindful of time spent watching the news or scanning social media.	1	2	3	4
Keep a journal to manage worries and/or note your thoughts and experiences.	1	2	3	4
Practice mindfulness techniques that strength self-awareness (e.g., mindful breathing, listening, body scans).	1	2	3	4
Establish cues for practicing self-awareness (e.g., moments, activities, visual reminders). Example: Doing a mindfulness exercise every time I wash my hands; taking deep breaths before a meeting.	1	2	3	4
Be curious.	1	2	3	4



Map your day and note the times you feel most stressed. Embed coping strategies into your daily routine around those times.	1	2	3	4
Recognize what is and is not in your control.	1	2	3	4
Be on the lookout for negative self-talk and try to reframe. Example: "Everything is terrible right now." Reframe: "This is a stressful time, but there are some hopeful and uplifting things we are learning about our community right now" or "Even though this is really hard, I am feeling more connected to loved ones."	1	2	3	4
Be flexible.	1	2	3	4
Do something at which you are a beginner.	1	2	3	4
Set goals that are reasonable and manageable.	1	2	3	4

# Self-Care Self-Assessment

Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.

Be aware of your default coping patterns and try to employ strategies that involve addressing the problem, reaching out for help, and working to find solutions as opposed to avoiding, shutting down, or numbing out.	1	2	3	4
Spend time outdoors when possible.	1	2	3	4
Notice the things (e.g., people, circumstances, experiences) that set you off (triggers).	1	2	3	4
Plan proactively for how to set up your time in advance to minimize these triggers (e.g., when and for how long you watch the news, how much time you spend on the phone with worried friends or family, how you organize your family's schedule to minimize chaos and arguments).	1	2	3	4
Set an intention for your day and check in on that intention throughout the day.	1	2	3	4
Be aware of your default coping patterns (e.g., being proactive, asking for help versus being avoidant, having a tendency to ignore or shut down) and try to employ strategies that involve addressing the problem, reaching out for help, and working to find solutions as opposed to avoiding, shutting down, or numbing out.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4



<b>EMOTIONS</b> <b>Emotional Self-Care</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Start your day with an activity that helps you feel regulated (e.g., breathing, meditation, stillness).	1	2	3	4
Find opportunities for movement that are regulating to your nervous system (e.g., walking, dance, yoga).	1	2	3	4
Practice self-compassion (supportive inner dialogue or self-talk).	1	2	3	4
Accept the range of emotions that arise during the course of the day without judgement.	1	2	3	4
When feeling dysregulated, stop and “change the channel” (do something different that helps you to re-regulate).	1	2	3	4
Limit your COVID-19-related media consumption.	1	2	3	4
Reread favorite books; review favorite movies.	1	2	3	4
Identify and seek out comforting activities, objects, people, relationships, and places.	1	2	3	4
Allow yourself to cry.	1	2	3	4
Find things that make you laugh.	1	2	3	4
Ask for help.	1	2	3	4

Seek professional support when needed.	1	2	3	4
Continue with routines that support your emotional health and can be done virtually (e.g., therapy, Alcoholics Anonymous meetings).	1	2	3	4
Feel proud of yourself.	1	2	3	4
Build in time to do things that you enjoy and can get lost in that generate positive emotions (e.g., puzzles, knitting, baking, playing an instrument, drawing, coloring, listening to music, gardening).	1	2	3	4
Find things that make you laugh.	1	2	3	4
Incorporate grounding techniques when overwhelmed (e.g., deep breathing, body scans, muscle relaxation, rhythmic activities, warm shower, scents such as lavender).	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4



<b>RELATIONSHIPS</b> <b>Relational Self-Care</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Stay in contact with important people in your life.	1	2	3	4
Schedule regular calls with friends and family.	1	2	3	4
Use technology to talk "face to face."	1	2	3	4
Establish times for virtual group hangouts.	1	2	3	4
Organize a "watch party" text chain or Zoom to group-watch a favorite TV show.	1	2	3	4
Find an app game (e.g., Words With Friends) that you can play with others.	1	2	3	4
Connect to social media sites as they are useful for helping you feel connected.	1	2	3	4
Find opportunities to rekindle relationships that you may have made less time for in the past.	1	2	3	4
Consider other communities you might want to join at this time related to hobbies, interests, or online learning events.	1	2	3	4
Share your feelings, both positive and negative, with others.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4

<b>SPIRIT</b> <b>Spiritual Self-Care</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Make time for spiritual practice (e.g., prayer, meditation, scripture reading).	1	2	3	4
Spend time in nature.	1	2	3	4
Be aware of nontangible (nonmaterial) aspects of life.	1	2	3	4
Identify what is meaningful to you and notice its place in your life.	1	2	3	4
Participate in a virtual spiritual gathering, community, or group.	1	2	3	4
Have awe-full experiences.	1	2	3	4
Find creative, playful, and joyful ways to express yourself (singing, playing musical instruments, art, dance).	1	2	3	4
Express gratitude.	1	2	3	4
Celebrate milestones with rituals that are meaningful to you.	1	2	3	4
Remember and memorialize loved ones who have died.	1	2	3	4
Be open to inspiration.	1	2	3	4



# Self-Care Self-Assessment

Please rate on a scale of 1–4 (1: never–4: frequently) how often you incorporate the following strategies.

Cherish your optimism and hope.	1	2	3	4
Contribute to or participate in causes you believe in.	1	2	3	4
Find ways to help others.	1	2	3	4
Read inspirational literature and/or listen to inspirational talks and music.	1	2	3	4
Practice gratitude (e.g., keep a gratitude journal or write a letter of gratitude to someone).	1	2	3	4
Seek out media that is positive and hopeful.	1	2	3	4
Participate in virtual cultural events (e.g., concerts, talks).	1	2	3	4
Stay connected to your values and sense of purpose during this time.	1	2	3	4
Look for beauty in the day-to-day.	1	2	3	4
Other:	1	2	3	4
Other:	1	2	3	4

<b>WORK</b> <b>Workplace/Professional Self-Care</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>
Take time to eat lunch.	1	2	3	4
Take time to chat with coworkers.	1	2	3	4
Create a work space that includes things that inspire you (e.g., images, quotes).	1	2	3	4
Build in brief periods for relaxation and regulation throughout your day.	1	2	3	4
Pace yourself between stressful activities, and do a fun thing after a hard task.	1	2	3	4
Pursue regular learning and professional development.	1	2	3	4
Ask for what you need to be able to do your work successfully (e.g., resources, guidance, technical support, emotional support).	1	2	3	4
Get support from colleagues.	1	2	3	4
Institute virtual team gatherings with peers that are specifically designed to provide support.	1	2	3	4
Set reasonable expectations of yourself and others.	1	2	3	4



# Self-Care Self-Assessment

Please rate on a scale of 1–4 (1: never–4: frequently)  
how often you incorporate the following strategies.







Take a "self-compassion" break: (1) remind yourself that this is a difficult situation; (2) remind yourself that you are not alone; and (3) offer yourself some compassionate words ("May I be kind to myself today.").	1	2	3	4
Remind yourself of your strengths as you take on new things.	1	2	3	4
Create some separation between work and home (e.g., a work space, breaks, transition routines).	1	2	3	4

# Self-Care Ideas

- Journaling
- Volunteer
- Pets
- Music
- Yoga
- Nature walk
- Photography
- Write a blog
- New Hobby
- Massage
- Buy flowers
- Games
- Movie marathon
- Dance
- Dress up
- Garden
- Drawing
- Painting
- Coloring



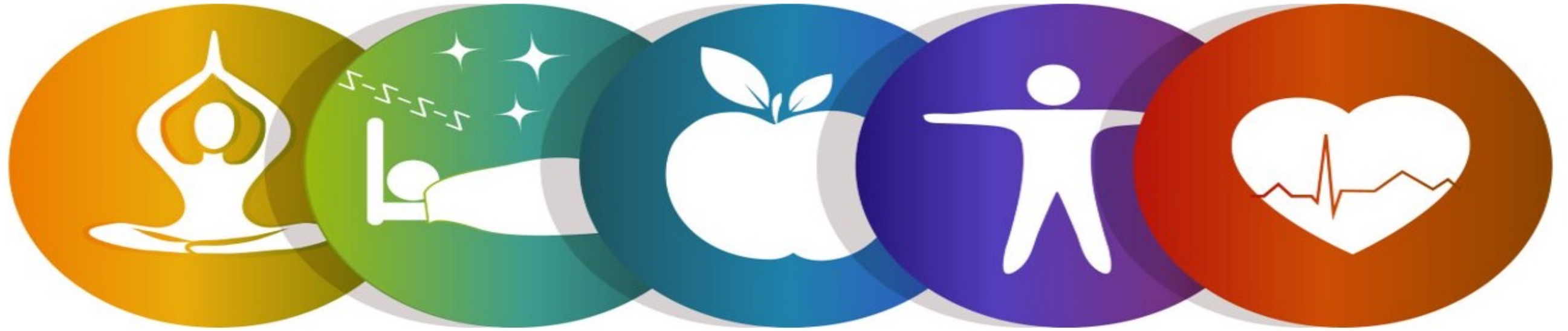
# Self Care Plan

Area	Already Do	Would Like to Do
<b>BODY</b> 		
<b>MIND</b> 		
<b>EMOTIONS</b> 		
<b>RELATIONSHIPS</b> 		
<b>SPIRIT</b> 		
<b>WORK</b> 		





# Wellness Strategies



The ABC's of Wellness  
Awareness  
Balance  
Connection

(Pearlman, Caringi, 2009).

# Awareness

- Strategies for us to be more aware of ourselves
- Practice mindfulness
- Keeping a journal
- Meditation
- Reading book, watching movies
- Write down goal, plan and priorities
- Gratitude practice
- Perform a daily reflection



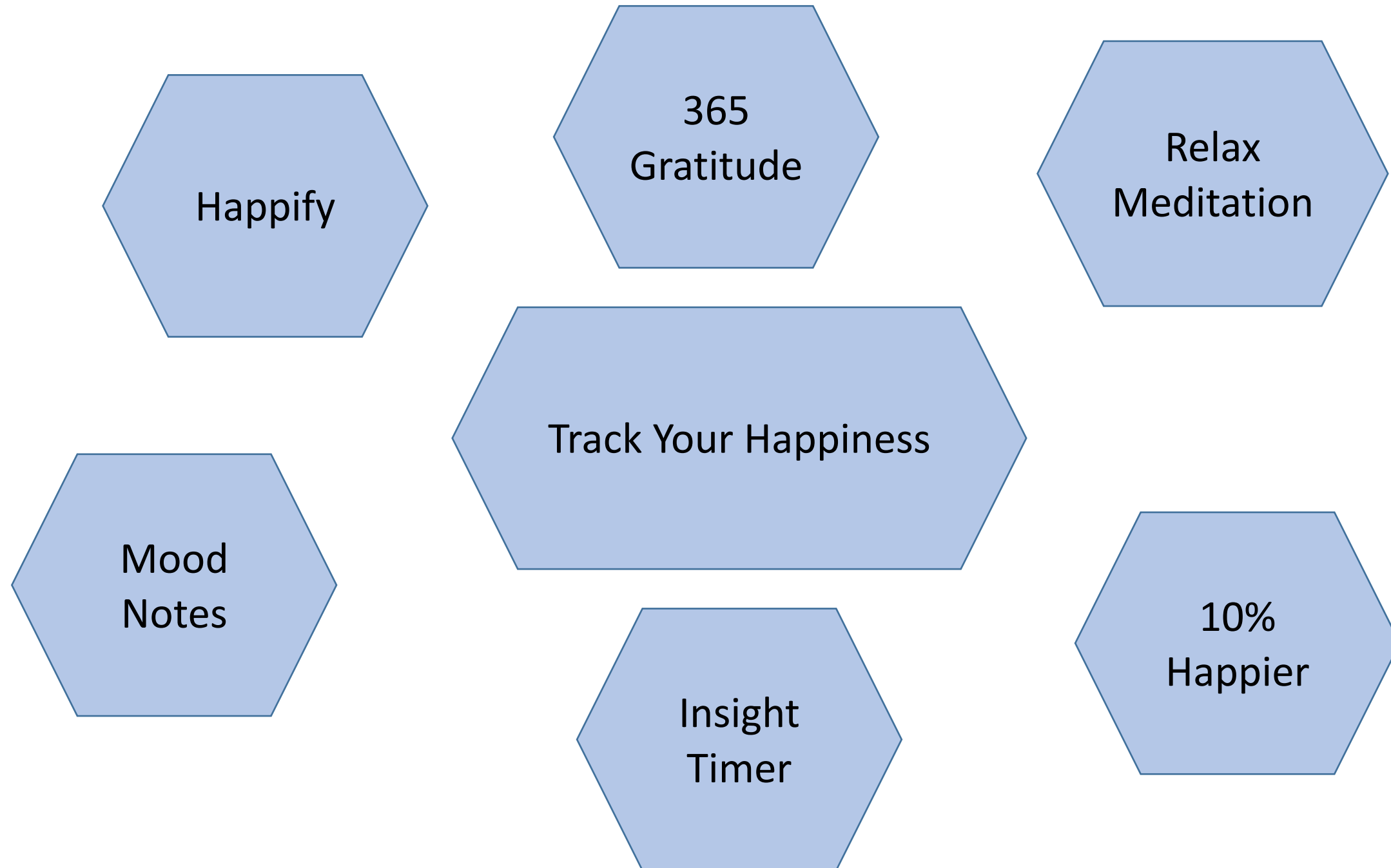
# Balance in our Lives

- Engaging in a playful activity
- Being physical-walking, yoga, Thai Chi
- Staying hydrated
- Establishing a schedule that includes work, play and rest
- Avoid information overload from media
- Read a book, watch a movie, take virtual tours
- Check out your local library for free access
- Check out local gyms utilize online exercise services

# Connection

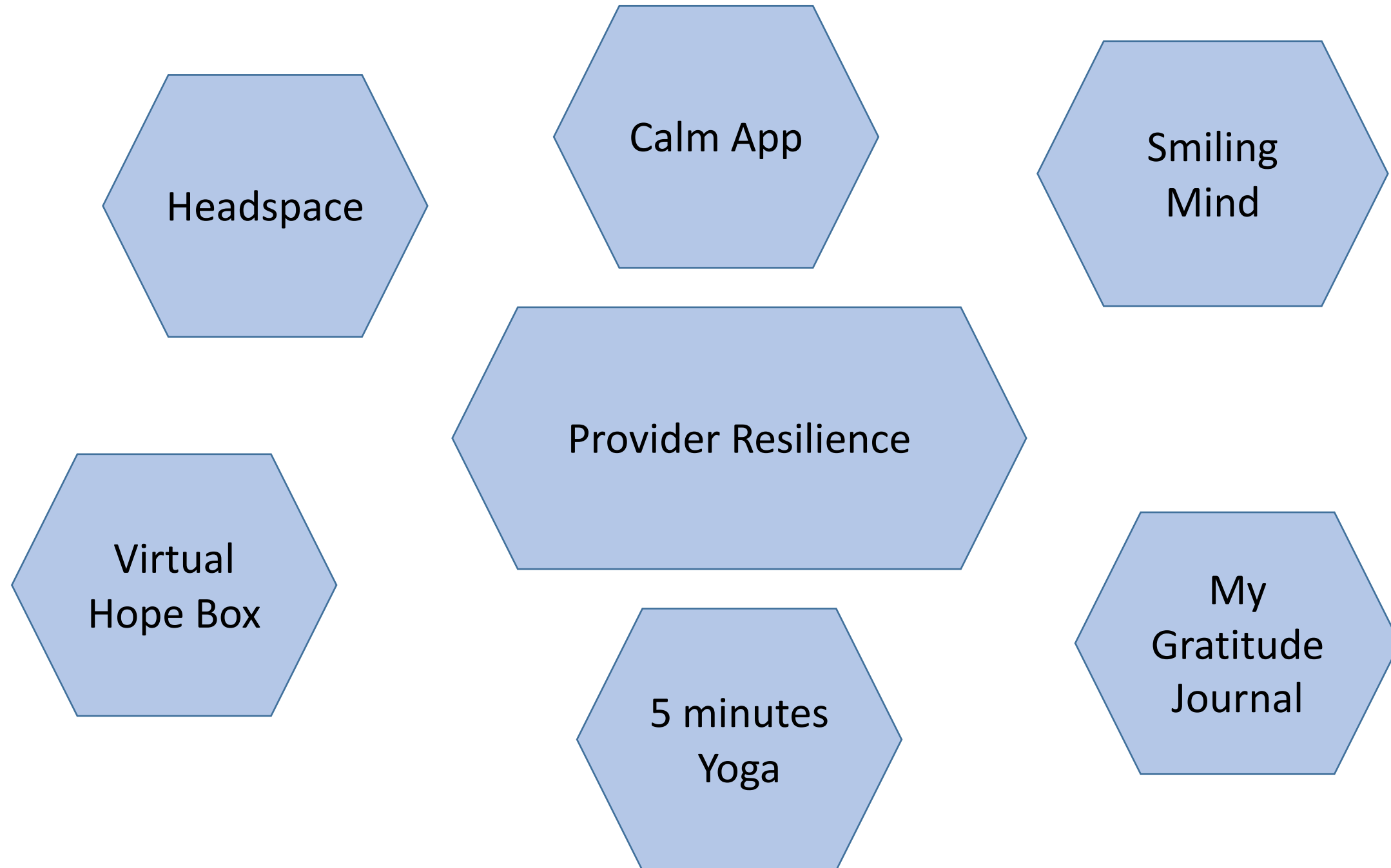
- Connection with colleagues
- Connections with friends and family
- Utilizing ongoing audio, video, email, text, and FaceTime
- Utilize available appt o have a group meetings when needed such as House Party, Google Duo app, Marco Polo, Skype
- Do group activities online using Netflix Party, MyCircle.tv, Watch2Gether, AndChill, Syncplan, or Kosmi

# Awareness Resources

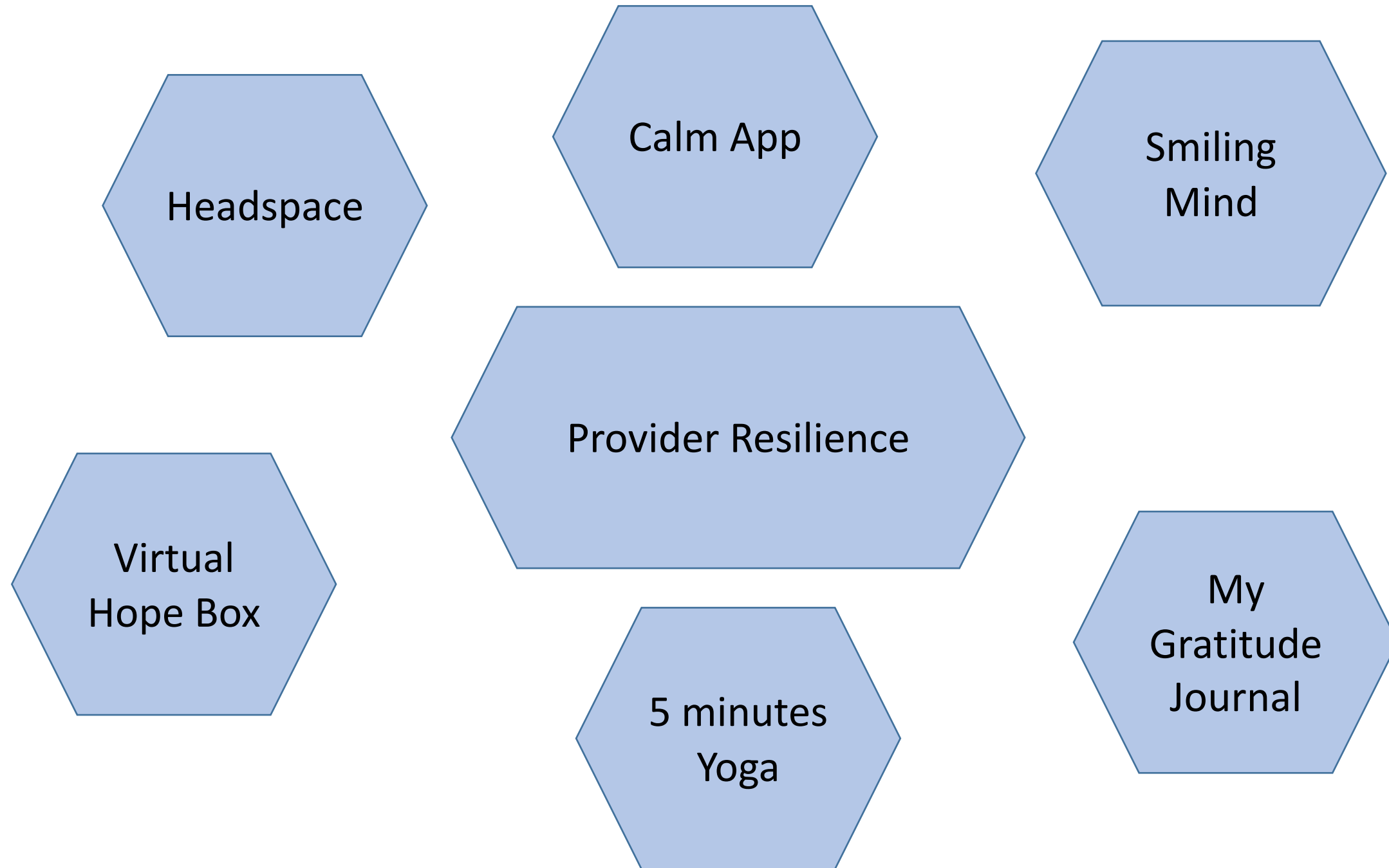




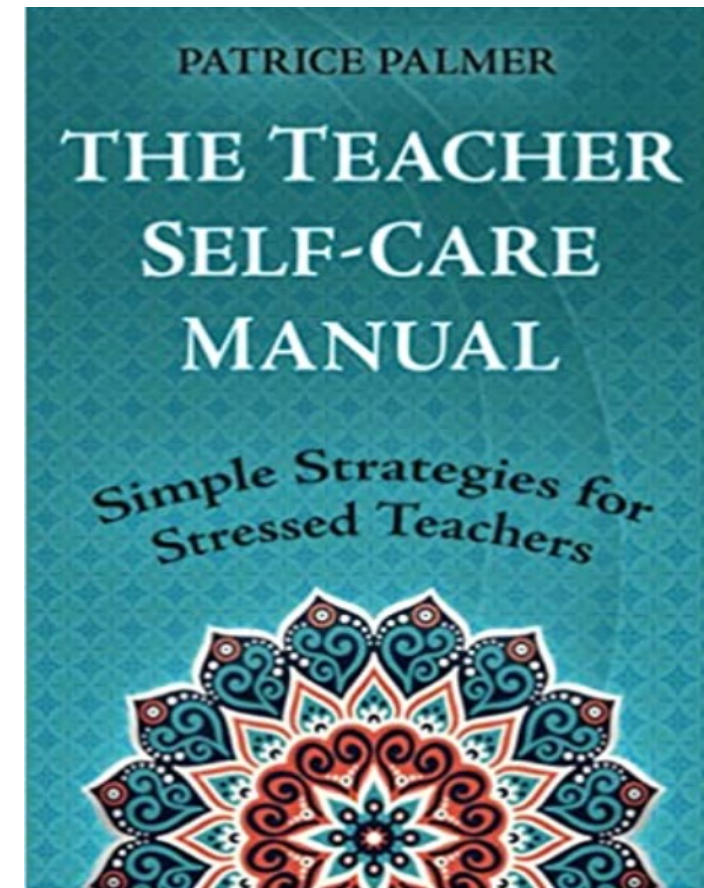
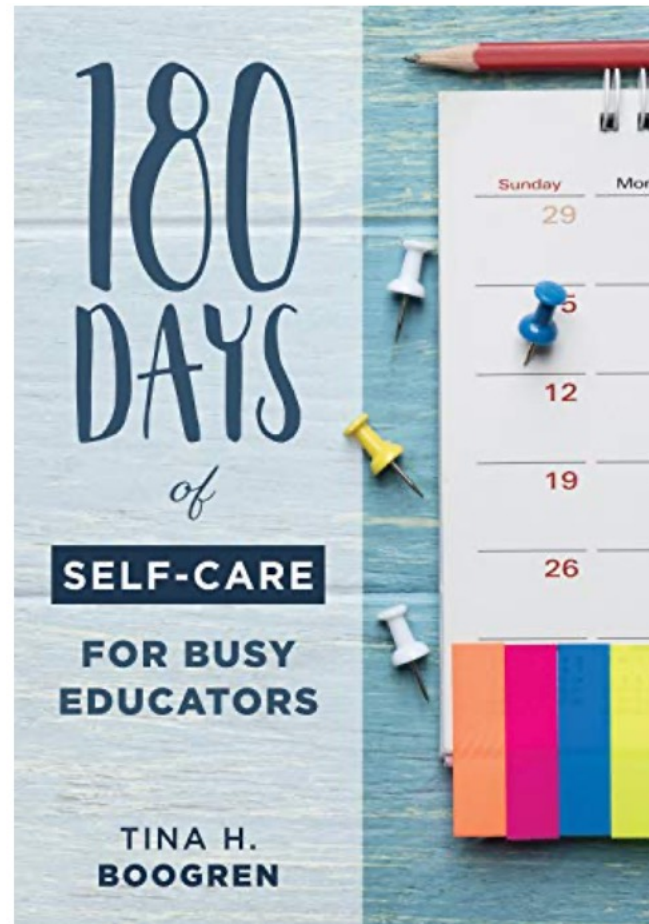
# Balance Resources



# Connection Resources



# Resources





## Closing Thought



*"What is to give light must endure burning"*

*Viktor Frankl, Man's Search for Meaning (1963)*

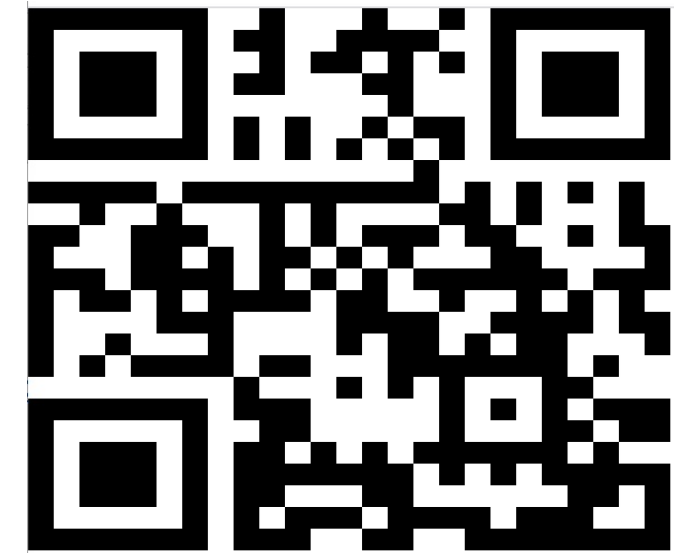
# Question and Answer



# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



<https://ttc-gpra.org/P?s=493329>



# Connect With Us

Phone: (908) 889-2552

Email: [northeastcaribbean@mhttcnetwork.org](mailto:northeastcaribbean@mhttcnetwork.org)

Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

*Like and follow us on social media!*

Facebook: Northeast & Caribbean MHTTC

Twitter: @necmhttc

LinkedIn: @Northeast and Caribbean MHTTC



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

# Resources

- [www.mindfulteachers.org/p/self-care/resources.html](http://www.mindfulteachers.org/p/self-care/resources.html)
- <https://thecounselingteacher.com/2019/12/50-self-care-ideas-for-teachers.html>
- <https://www.mghclaycenter.org/stress/9-self-care-tips-for-teachers/>
- [https://www.amazon.com/Teacher-Self-Care-Manual-Strategies-Stressed/dp/1948492318/ref=sr\\_1\\_14?dchild=1&keywords=self+care+for+teachers&qid=1622239265&sr=8-14](https://www.amazon.com/Teacher-Self-Care-Manual-Strategies-Stressed/dp/1948492318/ref=sr_1_14?dchild=1&keywords=self+care+for+teachers&qid=1622239265&sr=8-14)
- <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>

# References

- Figley, C. R. (Ed.) (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. NY: Brunner/Maze
- Frankl, V. E. (1963). *Man's search for meaning*. New York: Washington Square Press, Simon and Schuster.
- Pearlman, L.A., & Caringi, J. (2009), *Treating complex traumatic stress disorders: An evidence-based guide* (p.202-204). Guilford Press.
- <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642> .
- Stamm, B. H. (2010b). *The concise ProQOL manual* (2nd ed.). Pocatello, ID: ProQOL.org.
- <https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf>