



● FILL UP

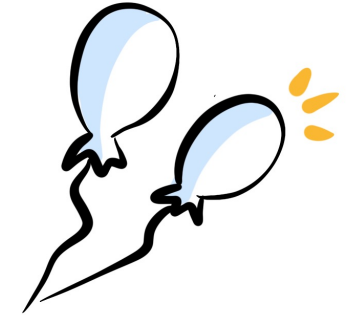
● TAKE A FEW DEEP BREATHS



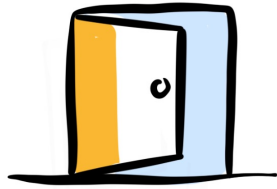
● STRETCH

WELCOME!

WE'RE SO GLAD YOU'RE HERE.



● EMOTIONALLY RELEASE YOUR TO-DO LIST



● CLOSE THE DOOR

WE'LL GET STARTED SHORTLY. IN THE MEANTIME, WE INVITE YOU TO INTENTIONALLY ENTER THE SPACE.



● TAKE A BIO BREAK



● CLOSE BROWSER WINDOWS



● TEST YOUR TECH



● SILENCE YOUR CELL... AND TURN IT OVER

The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a question: "This is a test question!". It includes buttons for "All questions (1)" and "My questions (1)". Annotations explain that users can switch between questions and use the Q&A feature to ask questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. It shows a "To: All panelists" field and a message: "Your text can only be seen by panelists". Annotations explain that the chat feature allows users to talk with other people and that the "To" field indicates who will receive the message.
- Bottom Bar:** Contains "Audio Settings", "Chat", "Raise Hand", "Q&A", and "Leave" buttons. Annotations point to "Click Here to adjust your audio settings" and "Click here to leave the session".
- Audio Settings Panel:** A "Select a Speaker" panel is visible, showing "Speakers (Realtek(R) Audio)" selected.

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

Educator Wellness: Filling The Well

Caribel Sanabria Velez, Ph.D

Kristy Ritvalsky, MPH



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



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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!



Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

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

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At the time of this presentation, Miriam Delphin-Rittmon served as 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

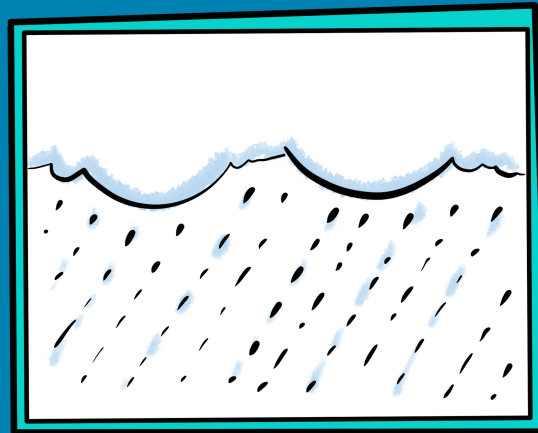
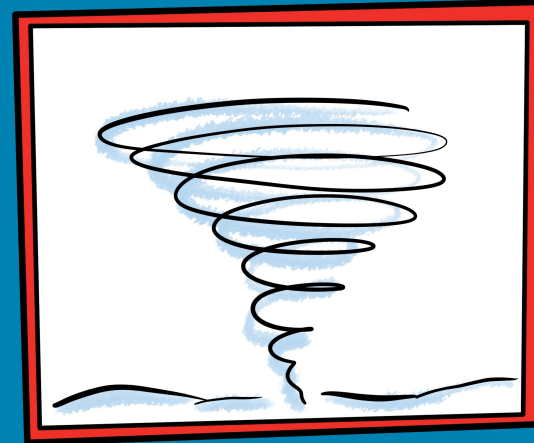
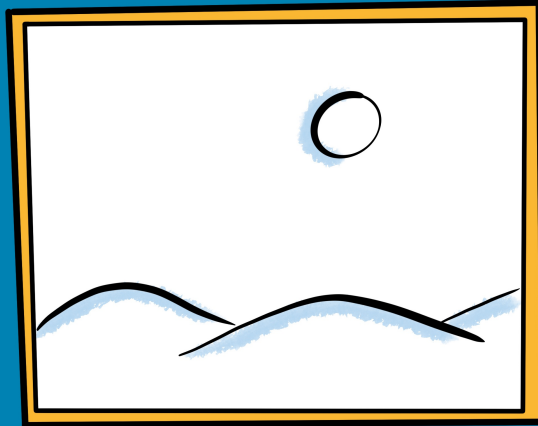


Caribel Sanabria Vélez, Ph.D.



Kristy Ritvalsky, MPH

WHAT'S YOUR EMOTIONAL WEATHER FORECAST?

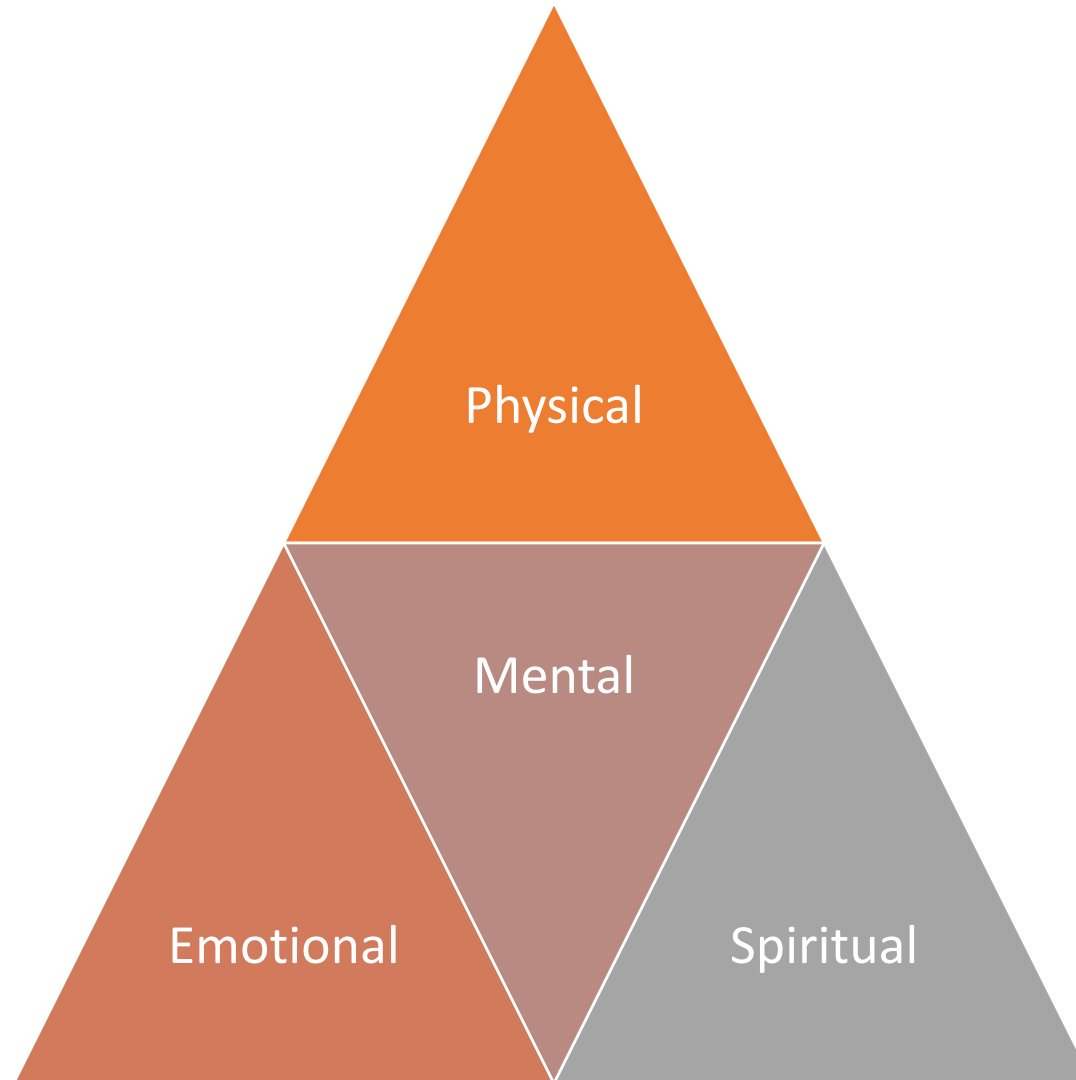




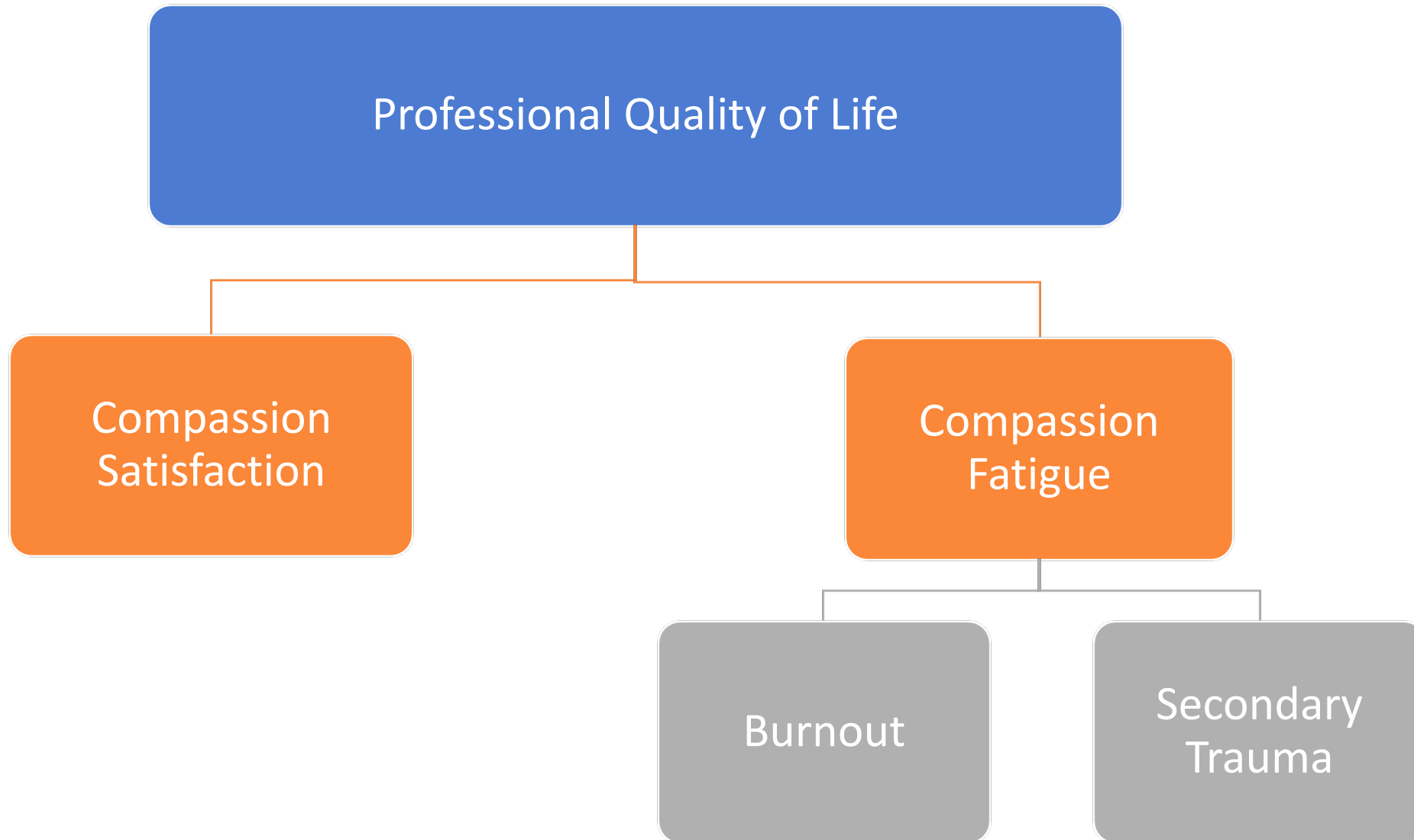
Objectives

- 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

How do we find ourselves?



Beth Hudnall Stamm

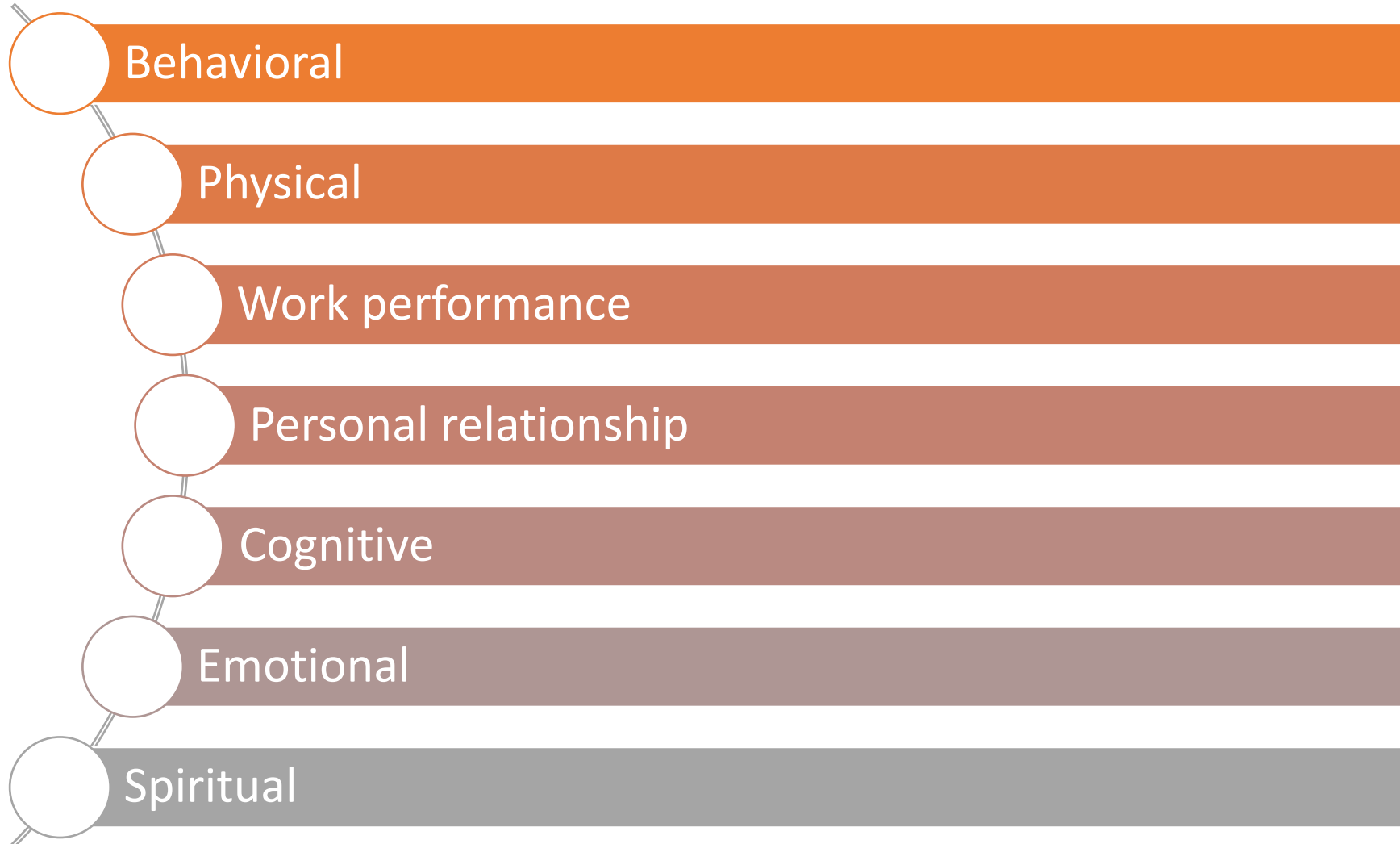




Compassion Fatigue

“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)

Indicators of compassion fatigue?





Burnout

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



An illustration on the left side of the slide shows a person from the chest up, wearing a dark blue suit jacket, a light blue shirt, and a blue patterned tie. Instead of a head, there is a large, bright orange and yellow flame. To the left of the person, a lit matchstick with a red tip is visible. The background is a dark blue circle with some faint white lines and dots, suggesting a network or abstract space. The word 'Burnout' is partially visible on the left edge, with 'ut' being the most prominent part.

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

Secondary Traumatic Stress



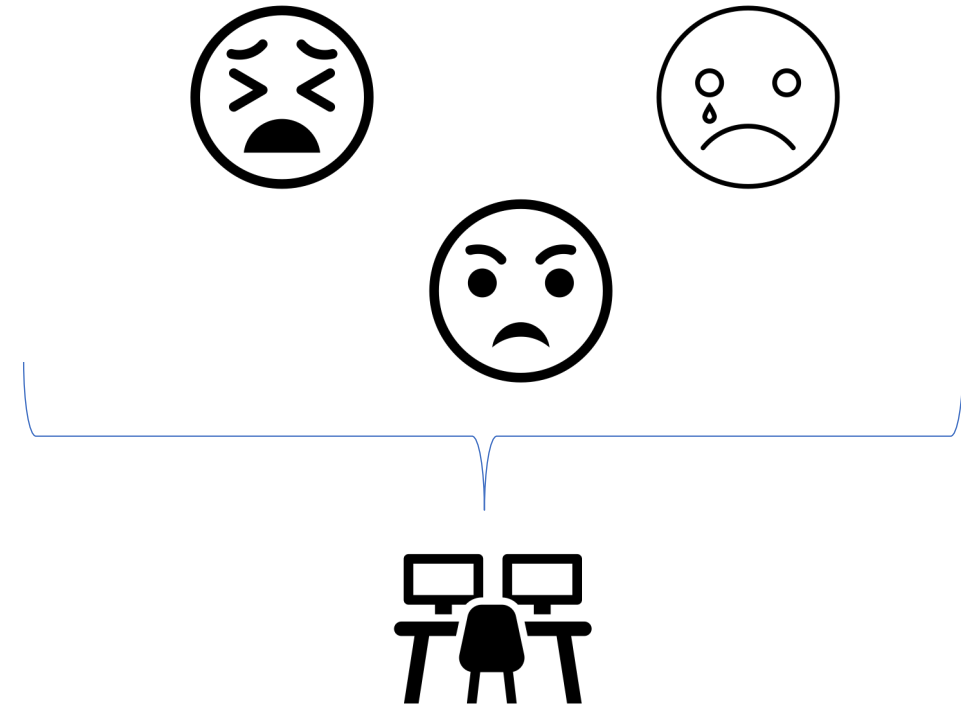
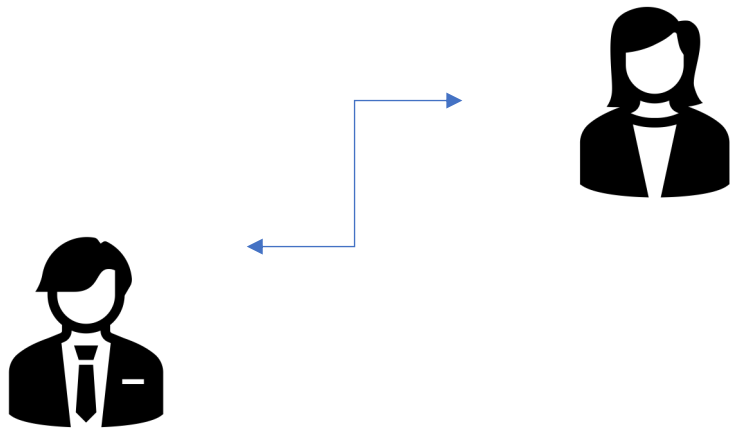
What STS Looks Like

- 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.



Let's compare...

- The cause of compassion fatigue is our work patients who have been traumatized.



- The cause of burnout is the demands of a toxic and holistic work environment.



Professional Quality of Life Scale

Beth Stamm



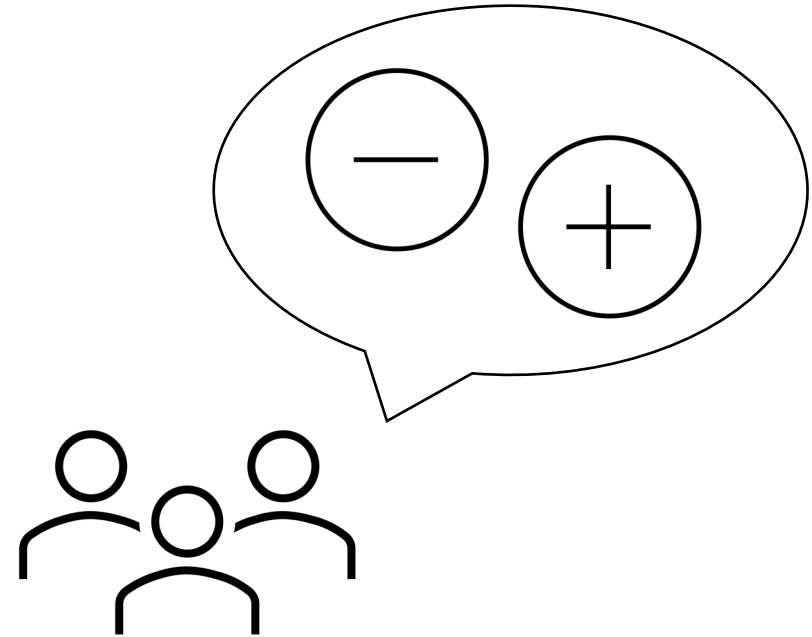
Compassion
fatigue



Burnout



Secondary
trauma



ProQol

- _____ 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]*.

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very Often

ProQol

- _____ 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.

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very Often

ProQol

- _____ 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.

1=Never

2=Rarely

3=Sometimes

4=Often

5=Very Often

What is my score?

Compassion Satisfaction Scale

Items	Puntuation
3	_____
6	_____
12	_____
16	_____
18	_____
20	_____
22	_____
24	_____
27	_____
30	_____
Total:	_____

The Sum of my questions

22 or less

Between 23 to 41

42 or more

My level of compassion

Low

Average

High

What is my score?

Burnout

Items	Puntuation
*1	_____
*4	_____
8	_____
10	_____
*15	_____
*17	_____
19	_____
21	_____
26	_____
*29	_____
Total:	_____

The Sum of my questions

22 or less

Between 23 to 41

42 or more

My level of compassion

Low

Average

High

*Reverse the score:

1=5, 2=4, 3=3, 4=2, 5=1

What is my score?

Secondary Trauma Scale

Items	Puntuation
2	_____
5	_____
7	_____
9	_____
11	_____
13	_____
14	_____
23	_____
25	_____
28	_____
Total:	_____

The Sum of my questions

22 or less

Between 23 to 41

42 or more

My level of compassion

Low

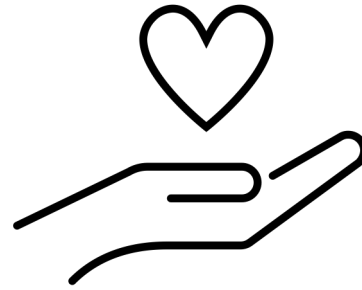
Average

High

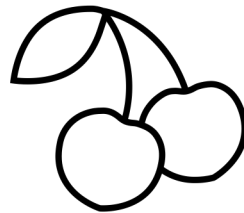
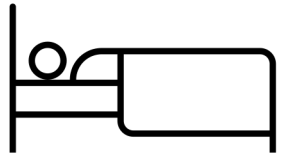
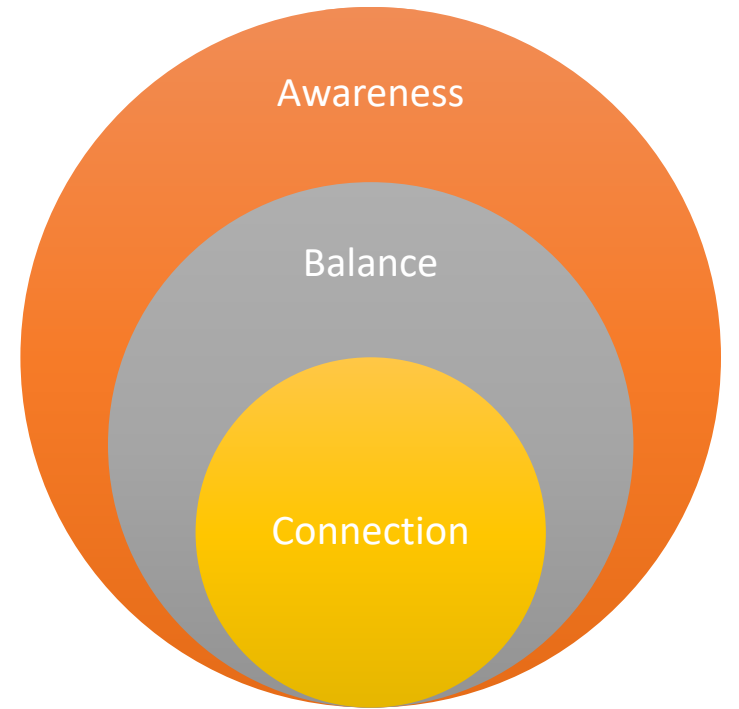
What Do Your Scores Tell You?

- 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?

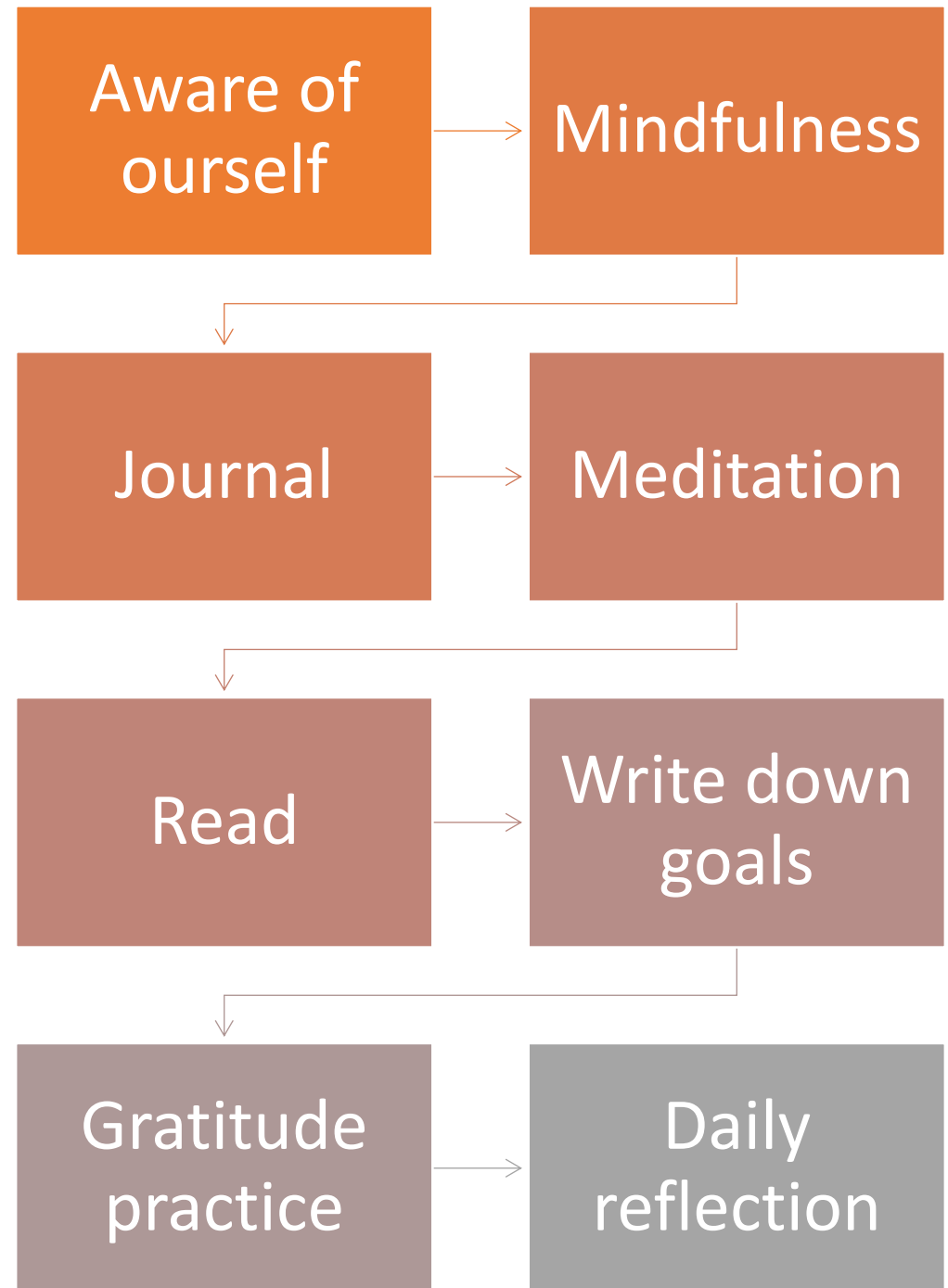




Wellness Strategies



Awareness





Balance

Playful Activity

Being Physical

Staying hydrated

Establishing schedule

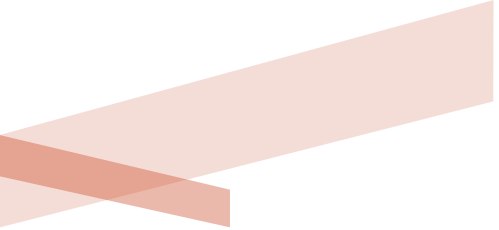
Avoid overload from media

Watch a movie

Local library

Exercise





Connection

Colleagues

Friends and family

Group meetings

Group activities



During the day- small ways to stay grounded

- Keep these items at your desk for a quick pick-me-up:
 - Tea
 - Chocolate
 - Healthy snacks
 - Thank you notes
 - Stress balls or fidgets
- Have a few minutes during prep time?
 - Do a few yoga poses or stretches to get your blood moving
 - Get out of the building for some fresh air and a change of scenery,
 - Take a mindful moment and pay attention to your breathing to center yourself



Self-Assessment Tool: Self-Care

Workplace/Professional Self-Care

- Take time to eat lunch with co-workers
- Take time to chat with coworkers
- Make time to complete tasks
- Identify projects or tasks that are exciting, growth promoting, and rewarding for you
- Set limits with clients and colleagues
- Balance your caseload so that no particular day is 'too much!'
- Arrange your workspace to make it comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs, such as benefits and pay raises
- Have a peer support group
- Other: _____

Emotional Self-Care

- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Treat yourself kindly (for example, by using supportive inner dialogue or self talk)
- Feel proud of yourself
- Reread favorite books and see favorite movies again
- Identify comforting activities, objects, people, relationships, and places, and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in a constructive way
- Play with children
- Other: _____

Psychological Self-Care

- Make time for self-reflection
- Go to see a psychotherapist or counselor
- Write in a journal
- Read literature unrelated to work
- Do something at which you are a beginner
- Take a step to decrease stress in your life
- Notice your inner experience – your dreams, thoughts, imagery, and feelings
- Let others know different aspects of you
- Engage your intelligence in a new area – go to an art museum, performance, sports event, exhibit, or other cultural event
- Practice receiving from others
- Be curious
- Say no to extra responsibilities sometimes
- Spend time outdoors
- Other: _____

Physical Self-Care

- Eat regularly (that is, breakfast, lunch, and dinner)
- Eat healthfully
- Exercise or go to the gym
- Lift weights
- Practice martial arts
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when you're sick
- Get massages or other body work
- Do physical activity that is fun for you
- Take time to be sexual
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Get away from stressful technology such as pagers, faxes, telephones, and e mail
- Other: _____

Spiritual Self-Care

- Make time for prayer, meditation, and reflection
- Spend time in nature
- Participate in a spiritual gathering, community, or group
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of intangible (nonmaterial) aspects of life
- Be open to mystery and not-knowing
- Identify what is meaningful to you and notice its place in your life
- Sing
- Express gratitude
- Celebrate milestones with rituals that are meaningful to you
- Remember and memorialize loved ones who are dead
- Nurture others
- Have awe ful experiences
- Contribute to or participate in the causes you believe in
- Read inspirational literature
- Listen to inspiring music
- Other: _____

Self-Care Plan



Body



Mind



Emotions



Relationship



Spiritual



Work

Self-Care Plan

Area	Already Do	Would Like to Do
BODY 		
MIND 		
EMOTIONS 		
RELATIONSHIPS 		
SPIRIT 		

Wellness Resources

Headspace

Virtual Hope Box

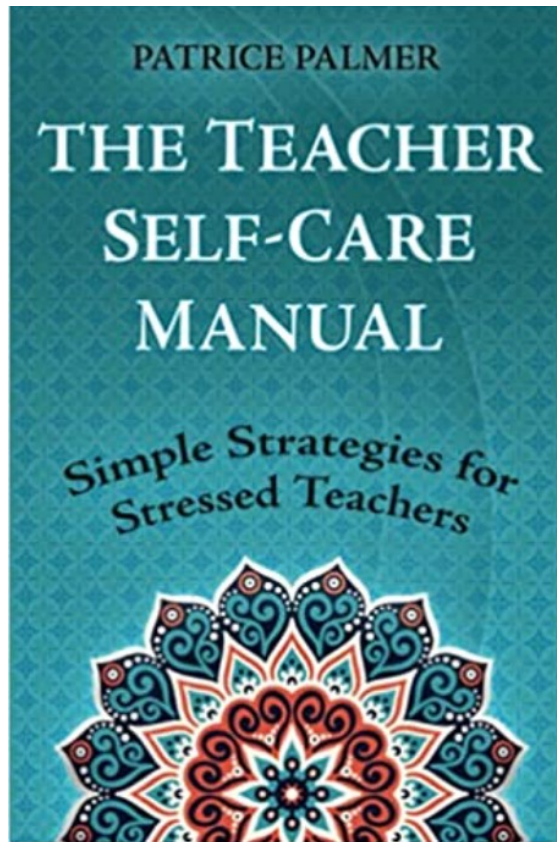
Calm App

My gratitude journal

Smiling Mind



Resources





Question and Answer



When you put the work out the way it's supposed to be and you've been emptied, someone that you touch will replenish you.

- Christopher Emdin

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.



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Northeast and Caribbean (HHS Region 2)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Connect With Our Center

Phone: (908) 889-2552

Email: northeastcaribbean@mhttcnetwork.org

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

Like and follow us on social media!

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- Twitter: @necmhttc
- LinkedIn: @Northeast and Caribbean MHTTC

Self-Care Resource List

Mindful Teachers

www.mindfulteachers.org/p/self-care/resources.html

The Counseling Teacher

<https://thecounselingteacher.com/2019/12/50-self-care-ideas-for-teachers.html>

Self-Care Tips for Teachers

<https://www.mghclaycenter.org/stress/9-self-care-tips-for-teachers/>

The Teacher Self-Care Manual

By: Patrice Palmer

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MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The purpose of the MHTTC Network is technology transfer - disseminating and implementing evidence-based practices for mental disorders into the field.

Funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), the MHTTC Network includes 10 Regional Centers, a National American Indian and Alaska Native Center, a National Hispanic and Latino Center, and a Network Coordinating Office.

Our collaborative network supports resource development and dissemination, training and technical assistance, and workforce development for the mental health field. We work with systems, organizations, and treatment practitioners involved in the delivery of mental health services to strengthen their capacity to deliver effective evidence-based practices to individuals.

Our services cover the full continuum spanning mental illness prevention, treatment, and recovery support.

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