

# Caring for the Caregiver

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Mountain Plains (HHS Region 8)

**MHTTC**

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

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# The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



# Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



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

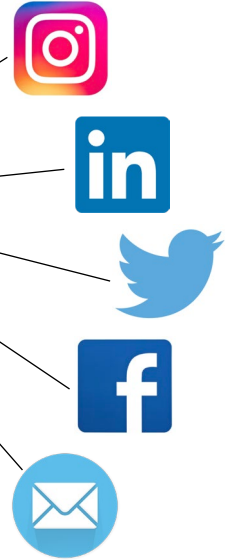
RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Stay Connected

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# Caring for the Caregiver

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Developed from the NASP PREPaRE  
curriculum for use during the 2023 Maui  
Wildfire crisis



# Unique Needs of Children

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*It is generally accepted now that children represent a highly vulnerable population, for whom levels of symptoms may often be higher than for adults.*

*Recent literature also suggests that childhood trauma can have a lasting impact on child cognitive, moral, and personality development, interpersonal relationships, and coping abilities.*

Barenbaum et al. (2004, p. 42)



# Unique needs of Hawaii

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As we convene, we acknowledge Hawai'i as an indigenous space where the descendants of the original people are Kānaka Maoli or Native Hawaiian. We recognize that her majesty Queen Lili'uokalani yielded the Hawaiian Kingdom and these territories under duress and protest to the United States to avoid the bloodshed of her people, who are recognized in the Kingdom's law and today as kānaka Maoli. We further recognize that generations of indigenous Hawaiians and their knowledge systems shaped Hawai'i in a sustainable way that allow us to enjoy her gifts today. For this, We are truly grateful.

# Caring for the Caregiver

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1. Consequences of Crisis Intervention Work
2. Prevention Strategies
3. Intervention Strategies
4. Self-Care Practices
  - Social, Interpersonal, & Familial
  - Psychological
  - Physical

# Intervention Strategies

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1. Limit shifts.
2. Rotate responders.
3. Monitor responders.

# Self-Care Practices

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- Social, Interpersonal, and Familial

- 1.Plan for family and home.

- 2.Identify social supports.

- 3.Engage in activism, advocacy, and actions that promote healing.

- 4.Practice faith and spirituality.

- 5.Use creative self-expression.

- 6.Employ humor.

- 7.Practice gratitude.

# Self-Care Practices (cont.)

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- Psychological

1. Limit hours

2. Self-monitor

3. Get help

4. Attend to your trauma history

# Self-Care Practices (cont.)

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- Physical

- 1.Sleep

- 2.Breaks

- 3.Healthy diet

- 4.Avoidance of alcohol

- 5.Exercise

- 6.Stress management

- Mindfulness

# Let's Practice!

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# Self-Care Assessment

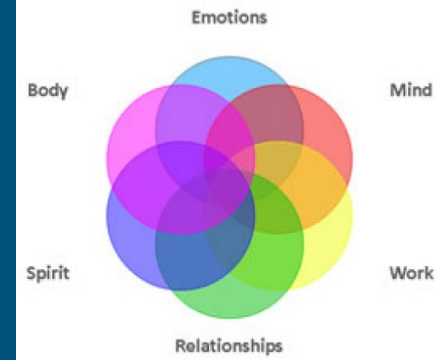
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- Retrieved as: [Self-Care Assessment](#) (Univ of Buffalo) on 10/4/2023
- Take 5-7 minutes to complete this on your own
  
- **Share out:**
- Are you more active in some areas of self-care but ignore others?
- Are there items on the list that make you think, "I would never do that"?



# Self Care Plans

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- Graphic- plan needs all components
- Utilizing assessment results and this FORM to design your custom self-care plan in your small group (4-5).
- This plan can then be transferred to a 3x5 notecard to keep with you.
- Start a support group for self-care accountability at your place of work/amongst a group of friends

# Self-care

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- Is this doable?
- Why is it needed?
- How might it improve your practice?
- Questions?

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<https://www.nasponline.org/professional-development/prepare-training-curriculum>

# Self-Care Starter Kit Resource

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The Self-Care assessment and Plan templates were retrieved from the University at Buffalo School of social work's "Self-Care Starter Kit" 10/2023:

Butler, L. D., & McClain-Meeder, K. (2015). Self-Care Starter Kit. Located at <http://www.socialwork.buffalo.edu/students/self-care/index.asp>

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