Lenny Zakim Fund
Self-Care: Strategies for “Keeping on Keeping on Keeping on”

June 16, 2017

Emily Schatzow, M.Ed
Rick Pinderhughes, Psy.D
Valerie Batts, Ph.D.

VISIONS, Inc.
www.visions-inc.org

Main Office:
1452 Dorchester Avenue, Boston, MA 02122  (p) 617-541-4100  (f) 617-541-4109

Regional Offices:
717 W. End Street, Rocky Mount, NC 27803  (p) 252-442-4022
30547 Serresse Road, Tolfhouse, CA 93667  (p) 559-549-4915

© VISIONS, Inc. 2015

Goals

- Support participants in focusing on self-care as a critical element in their ongoing work during stressful times
- Invite participants to develop strategies for addressing trauma in their client population
- Invite participants to develop strategies for addressing secondary trauma as providers
- Consider links between self-care and entity
Guidelines For Effective Cross-Cultural Dialogue

- “Try on”
- It’s okay to disagree
- It is not okay to blame, shame, or attack, self or others
- Practice “self-focus”
- Practice “both/and” thinking
- Notice both process and content
- Be aware of intent and impact
- Confidentiality

Multicultural Process of Change (at all levels)

Monoculturalism
- Rejection of differences and a belief in the superiority of the dominant group at the following levels:
  - Personal
  - Interpersonal
  - Institutional/Systemic
  - Cultural

Pluralism
- Acceptance, appreciation, utilization and celebration of similarities and differences at these levels:
  - Personal
  - Interpersonal
  - Institutional/Systemic
  - Cultural

*Designed by: Valerie A. Batts, Ph.D.; John Capitman, Ph.D.; and Joycelyn Landrum-Brown, Ph.D.*
Self-Care as a Prevention of Secondary Traumatic Stress Disorder

- Secondary traumatic stress (STS) is a normal reaction to violence induced events
- A self-care program at the 4 levels can help with enduring and negative effects
- This program will prevent STS from Developing into Secondary Traumatic Stress Disorder

Three Dimensions of Change
Individual and Organizational

What: Concept
Why: Linkage
How: Strategies

Cognitive

Affective
Process
Emotions
Environment

Behavioral
Expectations
Actions
Results
Feelings As Messengers

**Feeling Families**

- Sad
- Scared
- Mad
- Joyful
- Peaceful
- Powerful

**Messages**

- There is a **loss**
  - I need comfort, space, and/or support to grieve and let go
- There is **danger**
  - I need protection, support, and/or reassurance
- There is a **violation**
  - I need to set limits and/or re-establish boundaries or expectations
- Keep on!

© VISIONS, Inc. 2015

---

The Feeling Wheel

© VISIONS, Inc. 2015
© Dr. Gloria Wilcox/St.Lukes’ United Methodist Church/ 4444 – 5th Avenue North/St. Petersburg, FL 33713
Feelings As Messengers Activity

1) Journal: what did you learn about yourself as you did this activity?

2) In triads:
   What am I noticing about my substitution patterns and how that impact my self-care?

Strokes = Units of Recognition

<table>
<thead>
<tr>
<th></th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOING/HAVING</strong></td>
<td>• Great job!</td>
<td>• You didn’t get that report in on time</td>
</tr>
<tr>
<td><strong>(Conditional)</strong></td>
<td>• You handled that situation well</td>
<td>• You didn’t get buy-in from everyone</td>
</tr>
<tr>
<td></td>
<td>• Nice outfit</td>
<td>• I don’t like that color on you</td>
</tr>
<tr>
<td><strong>BEING</strong></td>
<td>• Hello</td>
<td>• How could you be so stupid!</td>
</tr>
<tr>
<td><strong>(Unconditional)</strong></td>
<td>• I like your style</td>
<td>• Drop dead!</td>
</tr>
<tr>
<td></td>
<td>• I like working with you</td>
<td></td>
</tr>
</tbody>
</table>
Practice for Full Utilization of Strokes

- Offer or Give
- Receive
- Reject
- Ask for
- Give Self a stroke

Closure

- Appreciations
- Regrets
- Learnings or Re-learnings