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Mindfulness Practice Advisor Self-Care

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Chair: Southern California Higher Education Foster Youth Consortium

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Who is in the room?

- Name
- What role do you play on campus?

Your Cup...



What do we tell our students...

IGNACIO 's Self Care Plan!

The self-care plan is divided into three main sections: Mind, Body, and Spirit.

- Mind:** Includes 'MEDITATE', 'TAKE LOTS OF BREAKS', 'MUSIC', 'FUN!', 'LIFE-LONG LEARNING', and 'Mind' in a cloud.
- Body:** Includes 'TEA', 'NOURISHING FOOD', 'EXERCISE', 'SLEEP EIGHT HOURS', 'EVERYTHING IN MODERATION', and 'Body' in a heart.
- Spirit:** Includes 'MEDITATE', 'HUMAN CONNECTIONS', 'SELF-REFLECTION', 'FULFILLMENT', 'THOUGH USING MY AWESOME SKILLS', and 'Spirit' in a starburst.

Supportive People In My Life:

- GRETCHEN MOM
- MI VIEJO ALBERTO
- LYNNE CAROLINE
- REED DEBORAH

I want to accomplish:

- PEACE
- SERENITY
- CONTROL
- HAPPINESS
- GOOD WORK
- BE A GOOD PERSON

What do we tell ourselves?

My Self Care Plan

_____ 's Self-Care Plan!

MIND

BODY

SUPPORTIVE PEOPLE IN MY LIFE

I WANT TO ACCOMPLISH

SPIRIT



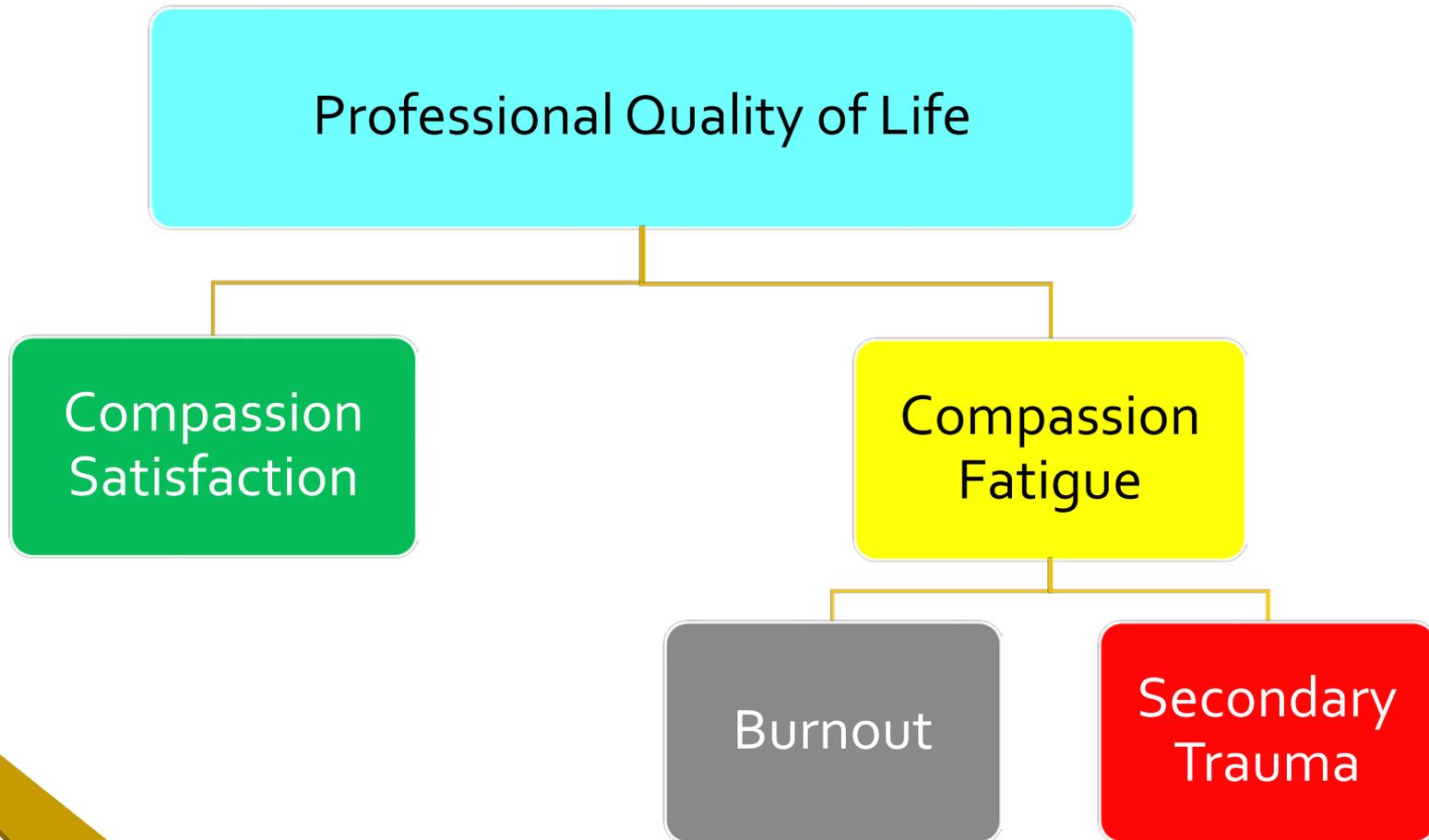
Self Care Plan by Social Work Tech | Ignacio Pacheco
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Definitions

- *Compassion fatigue*, refers to 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.
- *Secondary traumatic stress (STS)* refers to the presence of PTSD symptoms caused by at least one indirect exposure to traumatic material.
- *Vicarious trauma* refers to changes in the inner experience of the helper resulting from empathic engagement with a traumatized individual.

Relatable to our work

Professional Quality of Life CS-CF Model



Relationships Are Complex

- Multiple spheres
 - Work environment
 - “People helped” environment
 - Personal environment
- Positive (CS) & negative (CF)
- Altruism CS can override CF
- Compassion Fatigue two parts
 - Worn out (BO) common
 - Frightened, traumatized (STS) rarer but powerful

Work Awareness:

How are we exposed?

- Being a new professional member(s)
 - Being a new graduate intern(s)
- Being a seasoned professional
- Individual student meetings / advising sessions
- Student Crisis
- Student events / activities (Retreats / Groups sessions)
- Social Media
- Application(s) – Personal Statements
 - Student Interviews

Some of the signs...

Recognizing Compassion Fatigue

- Apathy, sad, no longer finds activities pleasurable
- **Difficulty concentrating**
- **Mentally and physically tired**
- Preoccupied
- Compulsive behaviors such as overspending, overeating, gambling, sexual addictions
- **Poor self-care (i.e., hygiene,)**
- Reoccurrence of nightmares and flashbacks to traumatic event
- **Chronic physical ailments (gastrointestinal problems, headaches, and recurrent colds, back pain)**
- In denial about problems
- Excessive blaming
- Bottled up emotions
- Isolation from others
- Substance abuse used to mask feelings
- appearance)
- Legal problems, indebtedness

Resources:

Self Test-Tools

Compassion Fatigue Awareness Project

<http://www.compassionfatigue.org/pages/selftest.html>

- [Life Stress Self-Test](#)

Professional Quality of Life (ProQOL)

http://www.proqol.org/ProQol_Test.html

- [Professional Quality of Life \(ProQoL\) Self-Test](#)

Starting tips on how to Take Care of **YOU**...

- Be kind to yourself
- Accept where you are on your path at all times
- Understand that those close to you may not be there when you need them most
- Exchange information and feelings with people who can validate you
- Clarify your personal boundaries. What works for you; what doesn't
- Express your needs verbally
- Take positive action to change your environment
 - Informal/formal self-report screening
 - Workplace self-care groups (for example, yoga or meditation breaks)
 - Creation of a balanced caseload/scheduling (Take lunch!)
 - Self-care accountability buddy system

CARING FOR YOURSELF IN THE FACE OF DIFFICULT WORK

Our work can be overwhelming. Our challenge is to maintain our resilience so that we can keep doing the work with care, energy, and compassion.

10 things to do for each day

1. Get enough sleep.
2. Get enough to eat.
3. Do some light exercise.
4. Vary the work that you do.
5. Do something pleasurable.
6. Focus on what you did well.
7. Learn from your mistakes.
8. Share a private joke.
9. Pray, meditate or relax.
10. Support a colleague.

For more Information see your supervisor and visit www.psychosocial.org or www.proqol.org

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CARING FOR YOURSELF IN THE FACE OF DIFFICULT WORK

SWITCHING ON AND OFF

It is your empathy for others helps you do this work. It is vital to take good care of your thoughts and feelings by monitoring how you use them. Resilient workers know how to turn their feelings off when they go on duty, but on again when they go off duty. This is not denial; it is a coping strategy. It is a way they get maximum protection while working (switched off) and maximum support while resting (switched on).

How to become better at switching on and off

1. Switching is a conscious process. Talk to yourself as you switch.
2. Use images that make you feel safe and protected (switch off) or connected and cared for (switch on) to help you switch.
3. Find rituals that help you switch as you start and stop work.
4. Breathe slowly and deeply to calm yourself when starting a tough job.

THANK YOU...



SELF-CARE PRACTICE

give yourself permission

References

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- Professional Quality of Life www.ProQOL.org
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- National Child Traumatic Stress Network, Secondary Traumatic Stress Committee. (2011). Secondary traumatic stress: A fact sheet for child-serving professionals. Los Angeles, CA, and Durham, NC: National Center for Child Traumatic Stress. http://nctsn.org/sites/default/files/assets/pdfs/secondary_traumatic_tress.pdf
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- Fowler, M. (2015). Dealing with compassion fatigue. *Education Digest*, 81(3), 30.

Math placement

- ELM no longer exists
- New “multiple measures” placement mechanism will determine whether students will require math skills development and whether Early Start Math is required
- Details of the new placement system will be released by the CO in the next few months

The corequisite approach

- PreCalculus: Just-in-time active-learning review of prerequisite concepts
- GE Block B4 (quantitative reasoning, stats): algebra skills as well as a “learning how to learn” component (e.g., study skills, growth mindset)

The new GE Block B4 curriculum

- MATH 1020 (College Algebra) will be deleted

What math students requiring skills development should take:

Most STEM majors	MATH 1082 (first-semester PreCalc with lab), and then MATH 1083 (second-semester PreCalc)
Life Sciences majors	MATH 1082 (first-semester PreCalc with lab), and then MATH 1085 (second-semester Life Sciences PreCalc)
Students in multiple subjects credential and education specialist credential programs	MATH 1001, together with MATH 1100
Most other students	MATH 1001, together with one of the following: <ul style="list-style-type: none">○ MATH 1000 (Quantitative Reasoning in Today's World)○ MATH 1090 (Quantitative Reasoning with Statistics)○ ECON 1090 (Quantitative Reasoning with Statistics)○ EDFN 1090 (Introduction to Statistics and Data Interpretation for Real-Life Problem Solving)

Early Start Math

Early Start Math

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