

Student Handbook for the Course



Healing the Hurts of Helping: How Working with People in Distress Rubs Off on Us

January 27, 2006

22nd Annual Marriage and Family Therapy Institute

The University of Georgia Center for Continuing Education Conference Center & Hotel
Athens, Georgia

The University of Georgia is an Equal Opportunity/Affirmative Action Institution.

presented by

Charles R. Figley, Ph.D.
Florida State University Traumatology Institute
through the
Figley Institute of Tallahassee, Florida

Figley Institute
1514 Seminole Drive
Tallahassee, Florida 32301

Phone: 850-294-6583
e-mail: CRF@FigleyInstitute.com
url: www.FigleyInstitute.com

Training Goal

To provide the professional/paraprofessional with the expertise to diagnose and treat compassion stress, and to prevent compassion fatigue and its related stresses, traumas and illnesses.

Training Objectives

This course will prepare participants to:

1. Articulate the developmental history of compassion fatigue including counter-transference, caregiver stress, burnout, vicarious traumatization, and secondary traumatic stress.
2. Differentiate between compassion fatigue, secondary traumatic stress, and vicarious traumatization.
3. Articulate the unique array of symptoms indigenous to compassion fatigue.
4. Recognize compassion fatigue triggers and early warning signs.
5. Articulate current theoretical models for etiology and transmission of compassion fatigue.
6. Articulate and teach others the potential effects of traumatic stress upon systems, e.g., marriage, family, and workplace.
7. Identify and utilize resources and plans for resiliency and prevention for self and ability to facilitate this plan with others.
8. Design a self-care plan for self and others.
9. Educate others about the causes, symptoms, prevention and treatment of compassion fatigue.
10. Adhere to the Academy of Traumatology Standards of Practice and Standards of Self-Care.

Outcomes

Participants who complete the Compassion Fatigue Educator® certification requirements:

1. Will be certified as a Compassion Fatigue Educator®;
2. Will receive a one year complimentary membership in the Academy of Traumatology;
3. Will receive a one year complimentary subscription, as a membership benefit, to the electronic journal Traumatology; and
4. Will be eligible for deployment with the Safety Team to provide Compassion Stress Management services with the Green Cross Assistance Program, if so desired.

Video Activity Worksheet

"When Helping Hurts: Sustaining Trauma Workers"

Produced by Gift from Within ~ 16 Cobb Hill Rd. Camden, Maine 04843

Phone: 207-236-8858 Fax: 207-236-2818

e-mail: JoyceB3955@aol.com website: <http://www.giftfromwithin.org>

Who is the Trauma Worker?

What is Compassion Fatigue? (Figley, Williams, Wilson, Ochberg, Panos)

Compassion Stress/Secondary Traumatization

Burnout

Countertransference Reactions

Symptoms? (Ochberg, Dyregrov, Panos, Wilson, Figley)

Vulnerabilities (Ochberg, Figley, Wilson, Dyregrov)

Recognizing Compassion Fatigue in Oneself (Williams, Panos, Ochberg, Figley)

Video Activity Worksheet (continued)

Professionals can have both direct and secondary exposure to trauma (Onishi)

Reducing Effects of Compassion Fatigue (Williams, Figley, Panos, Wilson, Onishi, Dyregrov)

How do you help the person who refuses to get help? (Ochberg, Panos, Wilson)

Self-Care (Panos, Bell, Figley)

What's next, where do we go from here? (Ochberg, Figley)

COMPASSION FATIGUE IS A STATE OF TENSION AND PREOCCUPATION WITH TRAUMATIZED INDIVIDUALS BY:

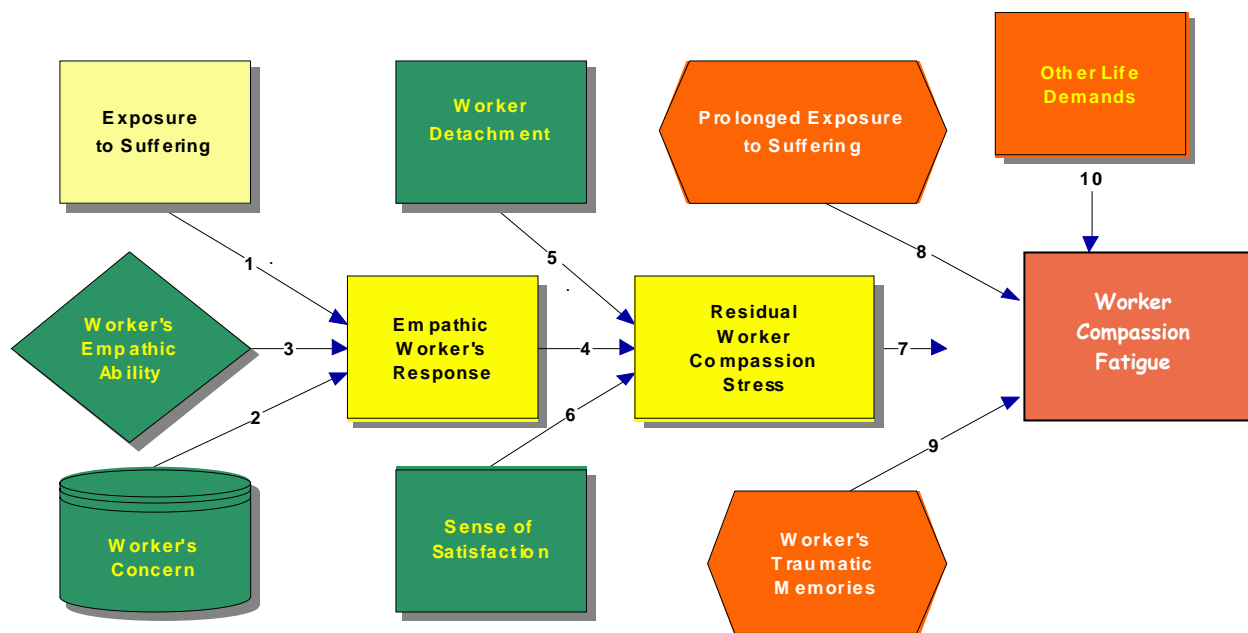
- ✓ Re-experiencing the traumatic events
- ✓ Avoidance/numbing of reminders and
- ✓ Persistent arousal

COMPASSION STRESS AND FATIGUE: The natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced by another.

COMPASSION TRAP: The inability to let go of the thoughts, feelings and emotions useful in helping another, long after they are useful.

A Model of Compassion Stress and Fatigue FACTORS CONTRIBUTING TO COMPASSION STRESS MANAGEMENT¹

1. Emotional Contagion is experiencing the feelings of the suffering as a function of exposure to the sufferer.
2. Empathic Concern is the motivation to respond to people in need.
3. Empathic Ability is the aptitude for noticing the pain of others.
4. Empathic Response is the extent to which the helper makes an effort to reduce the suffering of the sufferer.
5. Disengagement is the extent to which the helper can distance himself or herself from the ongoing misery of the traumatized person.
6. Sense of Achievement is the extent to which the helper is satisfied with his or her efforts to help the client/sufferer.
7. Compassion Stress is the demand for action to relieve the suffering of others
8. Prolonged Exposure is the on-going sense of responsibility for the care of the suffering, over a protracted period of time.
9. Traumatic Recollections are memories that trigger the symptoms of Post Traumatic Stress Disorder (PTSD) and associated reactions, such as depression and generalized anxiety.
10. Life Disruption is the unexpected changes in schedule, routine, and managing life responsibilities that demand attention (e.g., illness, changes in life style, social status, or professional or personal responsibilities).



Compassion Fatigue Process (Figley, 2001)

¹ C Figley, Ed. (1995). *Compassion Fatigue*.

Measuring Life Stress²

Instructions: Circle the number of any event which has occurred in your life over the past 12 months. Add up the numbers for your total score.

Event	Scale of Impact	Event	Scale of Impact
Death of spouse	100	Son or daughter leaving home	29
Divorce	73	Change in responsibility at work	29
Marital separation	65	Outstanding personal achievement	28
Jail term	63	Spouse ³ begins/stops work	26
Death of close family member	63	Begin or end school	26
Personal injury or illness	53	Change in living conditions	25
Marriage	50	Revision of personal habits	24
Fired at work	47	Trouble with boss	23
Marital reconciliation	45	Change in work hours or conditions	20
Retirement	45	Change in residence	20
Change in health of family member	44	Change in schools	20
Pregnancy	39	Change in recreation	19
Sex difficulties	39	Change in church activity	19
Gain of new family member	39	Change in social activity	18
Business readjustment	39	Small mortgage or loan	17
Change in financial state	38	Change in sleep habits	16
Death of a close friend	37	Change in number of family get-togethers	15
Change to a different line of work	36	Change in eating habits	15
Change in number of arguments with spouse	35	Vacation	13
High mortgage	31	Christmas	12
Foreclosure of mortgage or loan	31	Minor violations of the law	11
Trouble with in-laws	29	TOTAL SCORE	

² The Social Readjustment Rating Scale was designed to reflect the cumulative stress to which an individual has been exposed over a period of time (Holmes & Holmes, 1970; Holmes and Rahe, 1967, Rahe and Arthur, 1978). "Life change units" are used to measure life stress in the areas noted above.

³ Original format states "wife."

Interpretation

Score 150-199: If your current level of stress continues and/or you do not adopt effective stress management strategies, you have a 37% chance of a minor illness in the next two years.

Score 200-299: If your stress level continues and you do nothing to change your adaptive strategies, you have a 51% chance of developing a major illness in the next two years.

Score over 300: You have a 79% chance of a major health breakdown in the next two years. It is recommended that you begin adding effective coping strategies to your life style.

Note:

Major life stressors may impact decision making. When an individual is in danger of suffering the ill effects of life crises, it is best to limit as much as possible any additional disruption. As an example, if someone recently lost a loved one or lost a job, it may be best to wait until some time has passed before making a major decision like looking for another job or moving to another town.

Questions to Consider:

Does your score seem to accurately reflect the level of stress in your life as you see it? Why or why not?

What does your perception of life events have to do with the effects of stress on you?

Does your current level of self care enhance your stress resiliency or leave you vulnerable?

How Vulnerable Are You To Stress?⁴

In modern society, most of us can't avoid stress. But we can learn to behave in ways that lessen its effects. Researchers have identified a number of factors that affect one's vulnerability to stress - among them are eating and sleeping habits, caffeine and alcohol intake, and how we express our emotions.

The following questionnaire is designed to help you discover your vulnerability quotient and to pinpoint trouble spots. Rate each item from 1 (always) to 5 (never), according to how much of the time the statement is true of you. Be sure to mark each item, even if it does not apply to you - for example, if you don't smoke, circle 1 next to item six.

	Always		Sometimes		Never
1. I eat at least one hot, balanced meal a day.	1	2	3	4	5
2. I get seven to eight hours of sleep at least four nights a week.	1	2	3	4	5
3. I give and receive affection regularly.	1	2	3	4	5
4. I have at least one relative within 50 miles, on whom I can rely.	1	2	3	4	5
5. I exercise to the point of perspiration at least twice a week.	1	2	3	4	5
6. I limit myself to less than half a pack of cigarettes a day.	1	2	3	4	5
7. I take fewer than five alcohol drinks a week.	1	2	3	4	5
8. I am the appropriate weight for my height.	1	2	3	4	5
9. I have an income adequate to meet basic expenses.	1	2	3	4	5
10. I get strength from my religious beliefs.	1	2	3	4	5

⁴University of California, Berkeley Wellness Letter, August 1985. Scale Developers: Lyle Miller and Alma Dell Smith of Boston University Medical Center.

11. I regularly attend club or social activities.	1	2	3	4	5
12. I have a network of friends and acquaintances.	1	2	3	4	5
13. I have one or more friends to confide in about personal matters.	1	2	3	4	5
14. I am in good health (including eyesight, hearing, and teeth).	1	2	3	4	5
15. I am able to speak openly about my feelings when angry or worried.	1	2	3	4	5
16. I have regular conversations with the people I live with about domestic problems - for example, chores and money.	1	2	3	4	5
17. I do something for fun at least once a week.	1	2	3	4	5
18. I am able to organize my time effectively.	1	2	3	4	5
19. I drink fewer than three cups of coffee (or other caffeine-rich drinks) a day.	1	2	3	4	5
20. I take some quiet time for myself during the day.	1	2	3	4	5

To calculate your score, add up the figures and subtract 20.

A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress; you are seriously vulnerable if your score is over 50.

You can make yourself less vulnerable by reviewing the items on which you scored three or higher and trying to modify them. Notice that nearly all describe situations and behaviors over which you have a great deal of control. Concentrate first on those that are easiest to change - for example, eating a hot, balanced meal daily and having fun at least once a week - before tackling those that seem difficult.

Building Personal Resilience⁵

The following list contains numerous characteristics that combine to form resilience. Check off all items which now describe you.

<input type="checkbox"/>	I have a good self concept.
<input type="checkbox"/>	I have good self-esteem.
<input type="checkbox"/>	I am sensitive to the needs of others.
<input type="checkbox"/>	I am generally cooperative with others.
<input type="checkbox"/>	I am socially responsive.
<input type="checkbox"/>	I have a good sense of humor.
<input type="checkbox"/>	I am able to postpone getting my needs met (I can delay gratification).
<input type="checkbox"/>	I am generally flexible.
<input type="checkbox"/>	I can control my impulses when I need to do so.
<input type="checkbox"/>	I believe in the future and plan for it.
<input type="checkbox"/>	I have a good support system.
<input type="checkbox"/>	I recognize that I have many opportunities available to me.
<input type="checkbox"/>	I respect individual human beings.
<input type="checkbox"/>	I respect appropriate authority.
<input type="checkbox"/>	I am able to look for more than one solution to a problem.
<input type="checkbox"/>	I am able to plan ahead.
<input type="checkbox"/>	I have hobbies and interests beyond my traumas.
<input type="checkbox"/>	I have a positive view of life and see life's joys (as well as its sorrows).
<input type="checkbox"/>	I can problem solve and have a strategy which I use.
<input type="checkbox"/>	I have a sense of spirituality.
<input type="checkbox"/>	I celebrate myself regularly.
<input type="checkbox"/>	I celebrate others regularly.
<input type="checkbox"/>	I believe that I have some level of control over myself and others.
<input type="checkbox"/>	I would rather take action than wait for something to happen to me.
<input type="checkbox"/>	I am able to find meaning even in bad things.
<input type="checkbox"/>	I am someone others like and love.
<input type="checkbox"/>	I am able to find someone to help me when I need it.
<input type="checkbox"/>	I can ask questions in a creative way.
<input type="checkbox"/>	I have a conscience that allows me to see my own goodness.
<input type="checkbox"/>	I have a "knowing" about things that happen to and around me.
<input type="checkbox"/>	I can disengage and separate from others if they are not good for me.
<input type="checkbox"/>	I can attach to others and connect.

⁵ Williams and Poijula. (2002). The PTSD Workbook: Simple, Effective Techniques for Overcoming Traumatic Stress Symptoms.

Healthy Coping Strategies		
Cognitive	Emotional	Behavioral
<ul style="list-style-type: none"> ○ Moderation ○ Write things down ○ Make small, daily decisions ○ See the decisions you are already making ○ Give yourself permission to ask for help ○ Plan for the future ○ Get the most information you can to help make decisions ○ Anticipate needs ○ Remember you have options ○ Review previous successes ○ Problem solve ○ Have a Plan "B" ○ Break large tasks into smaller ones ○ Practice, Practice, Practice 	<ul style="list-style-type: none"> ○ Moderation ○ Allow yourself to experience what you feel ○ Label what you are experiencing ○ Give yourself permission to ask for help ○ Be assertive when necessary ○ Keep communication open with others ○ Remember you have options ○ Use your sense of humor ○ Have a buddy with whom you can vent ○ Use "positive" words and language ○ Practice, Practice, Practice 	<ul style="list-style-type: none"> ○ Moderation ○ Spend time by yourself ○ Spend time with others ○ Limit demands on time and energy ○ Help others with tasks ○ Give yourself permission to ask for help ○ Do activities that you previously enjoyed ○ Take different routes to work or on trips ○ Remember you have options ○ Find new activities that are enjoyable and (mildly) challenging ○ Set goals, have a plan ○ Relax ○ Practice, Practice, Practice
Spiritual	Physical	Interpersonal
<ul style="list-style-type: none"> ○ Moderation ○ Discuss changed beliefs with spiritual leader ○ Meditation ○ Give yourself permission to ask for help ○ Practice rituals of your faith/beliefs ○ Spiritual retreats/workshops ○ Prayer ○ Remember you have options ○ Mindfulness ○ Find spiritual support ○ Read Spiritual literature ○ Practice, Practice, Practice 	<ul style="list-style-type: none"> ○ Moderation ○ Aerobic exercise ○ See doctor and dentist ○ Routine sleep patterns ○ Minimize caffeine, alcohol, and sugar ○ Give yourself permission to ask for help ○ Eat well-balanced, regular meals ○ Drink water ○ Wear comfortable clothes ○ Engage in physical luxuries: spa, massage, bath, exercise trainer ○ Remember to breathe - deeply ○ Take mini-breaks ○ Practice, Practice, Practice 	<ul style="list-style-type: none"> ○ Moderation ○ Give yourself permission to ask for help ○ Take time to enjoy time with trust friend/partner ○ Hugs ○ Healthy boundaries ○ Remember to use "I" statements ○ Use humor to diffuse tense conversations ○ Play together ○ Talk with trusted partner/ friend ○ Apologize when stress causes irritable behavior or outbursts ○ State needs and wants as clearly as possible ○ Practice, Practice, Practice

Checking Your Basic Needs ⁶			
Basic Self-Care Needs	Yes	No	Goal
Do I usually get enough sleep?			
Do I usually eat something fresh and unprocessed every day?			
Do I allow time in my week to touch nature, no matter how briefly?			
Do I get enough sunlight, especially in wintertime?			
Do I see my medical practitioner at least once a year?			
Do I see a dentist every six months?			
Do I get regular sexual thrills?			
Do I get enough <i>fun</i> exercise?			
Am I hugged and touched amply?			
Do I make time for friendship? Do I nurture my friendships?			
Do I have friends I can call when I am down, friends who really listen?			
Can I honestly ask for help when I need it?			
Do I regularly release negative emotions in a healthy manner?			
Do I forgive myself when I make a mistake?			
Do I do things that give me a sense of fulfillment, joy and purpose?			
Is there abundant beauty in my life?			
Do I allow myself to see beauty and to bring beauty into home and office?			
Do I make time for solitude?			
Am I getting daily or weekly spiritual nourishment?			
Can I remember the last time I laughed until I cried?			
Do I accept myself for who I am?			

⁶ Adapted from The Woman's Comfort Book (Louden, 1992)

Compassion Satisfaction/Fatigue Self-Test for Helpers⁷

Helping others puts you in direct contact with other people's lives. As you probably have experienced, your compassion for those you help has both positive and negative aspects. This self -test helps you estimate your compassion status: How much at risk you are of burnout and compassion fatigue and also the degree of satisfaction with your helping others. Consider each of the following characteristics about you and your **current** situation. Write in the number that honestly reflects how frequently you experienced these characteristics in the last week. Then follow the scoring directions at the end of the self-test.

0=Never 1=Rarely 2=A Few Times 3=Somewhat Often 4=Often 5=Very Often	
Items About You	
1.	I am happy.
2.	I find my life satisfying.
3.	I have beliefs that sustain me.
4.	I feel estranged from others.
5.	I find that I learn new things from those I care for.
6.	I force myself to avoid certain thoughts or feelings that remind me of a frightening experience.
7.	I find myself avoiding certain activities or situations because they remind me of a frightening experience.
8.	I have gaps in my memory about frightening events.
9.	I feel connected to others.
10.	I feel calm.
11.	I believe that I have a good balance between my work and my free time.
12.	I have difficulty falling or staying asleep.
13.	I have outburst of anger or irritability with little provocation
14.	I am the person I always wanted to be.
15.	I startle easily.
16.	While working with a victim, I thought about violence against the perpetrator.
17.	I am a sensitive person.
18.	I have flashbacks connected to those I help.
19.	I have good peer support when I need to work through a highly stressful experience.
20.	I have had first-hand experience with traumatic events in my adult life.
21.	I have had first-hand experience with traumatic events in my childhood.
22.	I think that I need to "work through" a traumatic experience in my life.
23.	I think that I need more close friends.
24.	I think that there is no one to talk with about highly stressful experiences.
25.	I have concluded that I work too hard for my own good.
26.	Working with those I help brings me a great deal of satisfaction.
27.	I feel invigorated after working with those I help.
28.	I am frightened of things a person I helped has said or done to me.
29.	I experience troubling dreams similar to those I help.
30.	I have happy thoughts about those I help and how I could help them.
31.	I have experienced intrusive thoughts of times with especially difficult people I helped.
32.	I have suddenly and involuntarily recalled a frightening experience while working with a person I helped.

⁷ Adopted by B. Stamm and included in a chapter in C. R. Figley (Ed.) (in press), *Treating Compassion Fatigue*. Philadelphia: Brunner/Mazel.

This form may be freely copied as long as (a) authors are credited, (b) no changes are made, & (c) it is not sold.

0=Never 1=Rarely 2=A Few Times 3=Somewhat Often 4=Often 5=Very Often	
	33. I am pre-occupied with more than one person I help.
	34. I am losing sleep over a person I help's traumatic experiences.
	35. I have joyful feelings about how I can help the victims I work with.
	36. I think that I might have been "infected" by the traumatic stress of those I help.
	37. I think that I might be positively "inoculated" by the traumatic stress of those I help.
	38. I remind myself to be less concerned about the well being of those I help.
	39. I have felt trapped by my work as a helper.
	40. I have a sense of hopelessness associated with working with those I help.
	41. I have felt "on edge" about various things and I attribute this to working with certain people I help.
	42. I wish that I could avoid working with some people I help.
	43. Some people I help are particularly enjoyable to work with.
	44. I have been in danger working with people I help.
	45. I feel that some people I help dislike me personally.
Items About Being a Helper and Your Helping Environment	
	46. I like my work as a helper.
	47. I feel like I have the tools and resources that I need to do my work as a helper.
	48. I have felt weak, tired, run down as a result of my work as helper.
	49. I have felt depressed as a result of my work as a helper.
	50. I have thoughts that I am a "success" as a helper.
	51. I am unsuccessful at separating helping from personal life.
	52. I enjoy my co-workers.
	53. I depend on my co-workers to help me when I need it.
	54. My co-workers can depend on me for help when they need it.
	55. I trust my co-workers.
	56. I feel little compassion toward most of my co-workers
	57. I am pleased with how I am able to keep up with helping technology.
	58. I feel I am working more for the money/prestige than for personal fulfillment.
	59. Although I have to do paperwork that I don't like, I still have time to work with those I help.
	60. I find it difficult separating my personal life from my helper life.
	61. I am pleased with how I am able to keep up with helping techniques and protocols.
	62. I have a sense of worthlessness/disillusionment/resentment associated with my role as a helper.
	63. I have thoughts that I am a "failure" as a helper.
	64. I have thoughts that I am not succeeding at achieving my life goals.
	65. I have to deal with bureaucratic, unimportant tasks in my work as a helper.
	66. I plan to be a helper for a long time.

Self Test Scoring Instructions

Please note that research is ongoing on this scale and the following scores should be used as a guide. Look within to determine if the results fit with your experiences and intuitions, and check with others to determine if their experience of you.

1. Be certain you respond to all items.
2. Mark the items for scoring:
 - a. Put an x by the following 26 items:
1-3, 5, 9-11, 14, 19, 26-27, 30, 35, 37, 43, 46-47, 50, 52-55, 57, 59, 61, 66.
 - b. Put a check by the following 16 items:
17, 23-25, 41, 42, 45, 48, 49, 51, 56, 58, 60, 62-65.
 - c. Circle the following 23 items:
4, 6-8, 12, 13, 15, 16, 18, 20-22, 28, 29, 31-34, 36, 38-40, and 44.
3. Add the numbers you wrote next to the items for each set of items and note:

Your potential for Compassion Satisfaction (x):

118 and above = extremely high potential
100-117 = high potential
82-99 = good potential
64-81 = modest potential
below 63 = low potential

Your risk for Burnout (check):

36 or less = extremely low risk
37-50 = moderate risk
51-75 = high risk
76-85 = extremely high risk

Your risk for Compassion Fatigue (circle):

26 or less = extremely low risk
27-30 = low risk
31-35 = moderate risk
36-40 = high risk
41 or more = extremely high risk

4. Chart your scores by circling the appropriate score categories in the table below.

Level of Risk	Burnout Level	Compassion Fatigue (CF) Level	Satisfaction Level
High	51 or more	36 or more	82 or more
Moderate	37 - 50	31 - 35	64 - 81
Low	36 or less	30 or less	63 or less

5. Look at the combination of scores and determine in which category your profile fits.

Low Burnout, Low Compassion Fatigue, High Satisfaction:
Enjoy Your Job!

High Burnout, High Compassion Fatigue, Low Satisfaction:
Change Careers

High Burnout, Low Compassion Fatigue, High Satisfaction:
Change Jobs

Low Burnout, High Compassion Fatigue, High Satisfaction:
Stay and Manage the Emotional Toll of the Work

Low Burnout, Low Compassion Fatigue, Low Satisfaction:
Change Population Served

Compassion Fatigues/Satisfaction Self-Test Results

Questions to consider

- 1) Do your scores surprise you?
- 2) Are your scores higher or lower than what you would have predicted?
- 3) How do you account for the difference between your predicted scores and your actual scores?
- 4) What are your vulnerabilities to compassion fatigue?
- 5) List the methods with which you take care of your needs after working with clients. Specify at least three, including the frequency with which you practice each method.
- 6) Compassion Fatigue
 - a) If you scored high on compassion fatigue, describe the changes you can make to reduce the impact of your work on your emotional life.
 - b) If you did not score high, describe the means by which you feel you successfully manage compassion fatigue.
- 7) Burnout
 - a) If you scored high on burnout, describe the changes you can make to reduce burnout and its related stressors.
 - b) If you did not score high on burnout, describe the means by which you manage burnout.
- 8) Satisfaction
 - a) If you scored low on satisfaction, describe the changes you can make to make sure your work is more satisfying to you.
 - b) If you scored high on satisfaction, describe the elements of your work that are meaningful to you.

Checking Your Basic Needs @ Work

Adapted from *Life Makeovers* (2000) by Cheryl Richardson

Self-Care @ Work	Yes	No	Comments/Reflections
Do I take a lunch break every day and do something unrelated to work?			
Do I work reasonable hours?			
Do I schedule "breathing room every day so I can step back, and reevaluate my priorities.			
Is my office free of clutter?			
Do I have adequate lighting and clean air?			
Do I delegate work to free my time and empower others?			
Do my family/friends honor my work time? If no, have I asked them?			
Do I have blocks of uninterrupted time without distractions and interruptions?			
Do I have a DO NOT DISTURB sign?			
Have I scheduled specific times for returning phone calls and checking e-mail?			
Have I stopped taking on more than I can handle?			

Self-Care @ Work	Yes	No	Comments/Reflections
Do I drink enough water when I am at work?			
Do I have comfortable shoes/slippers at my office?			
Do I schedule time off from work (sick leave an/or vacation time) to take care of myself?			
Do I have someone to talk with about my professional life?			
Do I have creature comforts that make my office pleasant? (music and other sounds, aroma, artwork)			
Do I say yes to commitments that I later regret?			

Early Warning Signs⁸			
I know my self-care is compromised when:			
1.			
2.			
3.			
4.			
5.			
Self-Care	Yes	No	Comments/Reflections
I am willing to ask for help.			
I know what to ask for.			
I reevaluate my priorities.			
I identify what is most important and deserving of my focus.			
I let go of that which detracts from my ability to focus.			

⁸ Adapted from Life Makeovers (2000) by Cheryl Richardson.

Negative Impact of Secondary Traumatic Stress			
Cognitive	Emotional	Behavioral	
<ul style="list-style-type: none"> ○ Diminished concentration ○ Confusion ○ Spaciness ○ Loss of meaning ○ Decreased self-esteem ○ Preoccupation with trauma ○ Trauma imagery ○ Apathy ○ Rigidity ○ Disorientation ○ Whirling thoughts ○ Thoughts of self-harm or harm toward others ○ Self-doubt ○ Perfectionism ○ Minimization 	<ul style="list-style-type: none"> ○ Powerlessness ○ Anxiety ○ Guilt ○ Anger/rage ○ Survivor guilt ○ Shutdown ○ Numbness ○ Fear ○ Helplessness ○ Sadness ○ Depression ○ Hypersensitivity ○ Emotional roller coaster ○ Overwhelmed ○ Depleted 	<ul style="list-style-type: none"> ○ Clingy ○ Impatient ○ Irritable ○ Withdrawn ○ Moody ○ Regression ○ Sleep disturbances ○ Appetite changes ○ Nightmares ○ Hypervigilance ○ Elevated startle response ○ Use of negative coping (smoking, alcohol or other substance abuse) ○ Accident proneness ○ Losing things ○ Self harm behaviors 	
Spiritual	Interpersonal	Physical	
<ul style="list-style-type: none"> ○ Questioning the meaning of life ○ Loss of purpose ○ Lack of self-satisfaction ○ Pervasive hopelessness ○ Ennui ○ Anger at God ○ Questioning of prior religious beliefs 	<ul style="list-style-type: none"> ○ Withdrawn ○ Decreased interest in intimacy or sex ○ Mistrust ○ Isolation from friends ○ Impact on parenting (protectiveness, concern about aggression) ○ Projection of anger or blame ○ Intolerance ○ Loneliness 	<ul style="list-style-type: none"> ○ Shock ○ Sweating ○ Rapid heartbeat ○ Breathing difficulties ○ Aches and pains ○ Dizziness ○ Impaired immune system 	
Negative Impact on Professional Functioning			
Performance of Job Tasks	Morale	Interpersonal	Behavioral
<ul style="list-style-type: none"> ○ Decrease in quality ○ Decrease in quantity ○ Low motivation ○ Avoidance of job tasks ○ Increase in mistakes ○ Setting perfectionist standards ○ Obsession about details 	<ul style="list-style-type: none"> ○ Decrease in confidence ○ Loss of interest ○ Dissatisfaction ○ Negative attitude ○ Apathy ○ Demoralization ○ Lack of appreciation ○ Detachment ○ Feelings of incompleteness 	<ul style="list-style-type: none"> ○ Withdrawal from colleagues ○ Impatience ○ Decrease in quality of relationship ○ Poor communication ○ Subsume own needs ○ Staff conflicts 	<ul style="list-style-type: none"> ○ Absenteeism ○ Exhaustion ○ Faulty judgment ○ Irritability ○ Tardiness ○ Irresponsibility ○ Overwork ○ Frequent job changes
		Source: "Compassion Fatigue," C. Figley (Ed.)	

Academy of Traumatology Green Cross Standards of Self Care Guidelines

I. Purpose of the Guidelines

As with the standards of practice in any field, the practitioner is required to abide by standards of self care. These Guidelines are utilized by all members of the Green Cross. The purpose of the Guidelines is twofold: First, do no harm to yourself in the line of duty when helping/treating others. Second, attend to your physical, social, emotional, and spiritual needs as a way of ensuring high quality services who look to you for support as a human being.

II. Ethical Principles of Self Care in Practice : These principles declare that it is unethical *not* to attend to your self care as a practitioner because sufficient self care prevents harming those we serve.

1. Respect for the dignity and worth of self: A violation lowers your integrity and trust.
2. Responsibility of self care: Ultimately it is your responsibility to take care of yourself and no situation or person can justify neglecting it.
3. Self care and duty to perform: There must be a recognition that the duty to perform as a helper can not be fulfilled if there is not, at the same time, a duty to self care.

III. Standards of Humane Practice of Self Care

1. Universal right to wellness: Every helper, regardless of her or his role or employer, has a right to wellness associated with self care.
2. Physical rest and nourishment: Every helper deserves restful sleep and physical separation from work that sustains them in their work role.
3. Emotional Rest and nourishment: Every helper deserves emotional and spiritual renewal both in and outside the work context.
4. Sustenance Modulation: Every helper must utilize self restraint with regard to what and how much they consume (e.g., food, drink, drugs, stimulation) since it can compromise their competence as a helper.

IV. Standards for Expecting Appreciation and Compensation

1. Seek, find, and remember appreciation from supervisors and clients: These and other activities increase worker satisfactions that sustain them emotionally and spiritually in their helping.
2. Make it known that you wish to be recognized for your service: Recognition also increases worker satisfactions that sustain them.
3. Select one more advocates : They are colleagues who know you as a person and as a helper and are committed to monitoring your efforts at self care.

V. Standards for Establishing and Maintaining Wellness

Section A. Commitment to self care

1. *Make a formal, tangible commitment: Written, public, specific, and measurable promise of self care.*
2. *Set deadlines and goals : the self care plan should set deadlines and goals connected to specific activities of self care.*
3. *Generate strategies that work and follow them : Such a plan must be attainable and followed with great commitment and monitored by advocates of your self care.*

Section B: Strategies for letting go of work

1. *Make a formal, tangible commitment : Written, public, specific, and measurable promise of letting go of work in off hours and embracing rejuvenation activities that are fun, stimulating, inspiring, and generate joy of life.*
2. *Set deadlines and goals : The letting go of work plan should set deadlines and goals connected to specific activities of self care.*
3. *Generate strategies that work and follow them : Such a plan must be attainable and followed with great commitment and monitored by advocates of your self care.*

Section C. Strategies for gaining a sense of self care achievement

1. *Strategies for acquiring adequate rest and relaxation : The strategies are tailored to your own interest and abilities which result in rest and relaxation most of the time.*
2. *Strategies for practicing effective daily stress reductions method(s) : The strategies are tailored to your own interest and abilities in effectively managing your stress during working hours and off-hours with the recognition that they will probably be different strategies.*

VI. Inventory of Self Care Practice -- Personal

Section A: Physical

1. *Body work : Effectively monitoring all parts of your body for tension and utilizing techniques that reduce or eliminate such tensions.*
2. *Effective sleep induction and maintenance : An array of healthy methods that induce sleep and a return to sleep under a wide variety of circumstances including stimulation of noise, smells, and light.*
3. *Effective methods for assuring proper nutrition : Effectively monitoring all food and drink intake and lack of intake with the awareness of their implications for health and functioning.*

Section B: Psychological

1. *Effective behaviors and practices to sustain balance between work and play*

2. Effective relaxation time and methods
3. Frequent contact with nature or other calming stimuli
4. Effective methods of creative expression

Effective skills for ongoing self care

- a. Assertiveness
 - b. Stress reduction
 - c. Interpersonal communication
 - d. Cognitive restructuring
 - e. Time management
6. Effective skill and competence in meditation or spiritual practice that is calming
 7. Effective methods of self assessment and self-awareness

Section C: Social/interpersonal

1. Social supports: At least five people, including at least two at work who will be highly supportive when called upon
2. Getting help: Knowing when and how to secure help - both informal and professional - and the help will be delivered quickly and effectively
3. Social activism : Being involved in addressing or preventing social injustice that results in a better world and a sense of satisfaction for trying to make it so

VII. Inventory of Self Care Practice - Professional

1. Balance between work and home : Devoting sufficient time and attention to both without compromising either.
2. Boundaries/limit setting : Making a commitment and sticking to regarding
 - a. Time boundaries/overworking
 - b. Therapeutic/professional boundaries
 - c. Personal boundaries
 - d. Dealing with multiple roles (both social and professional)
 - e. Realism in differentiating between things one can change and accepting the others
3. Getting support/help at Work through
 - a. Peer support
 - b. Supervision/consultation/therapy
 - c. Role models/mentors
4. Generating Work Satisfaction : By noticing and remembering the joys and achievements of the work

VIII. Prevention Plan development

1. Review current self-care and prevention functioning
2. Select one goal from each category

3. Analyze the resources for and resistances to achieving goal
4. Discuss goal and implementation plan with support person
5. Activate plan
6. Evaluate plan weekly, monthly, yearly with support person
7. Notice and appreciate the changes

Compassion Stress Management Techniques

When Working with Clients

Breath-Work

Self-talk

Movement

Between Clients/After Work

Breathing Meditation

Prayer and Meditation

Visualization (e.g., safe place)

Emotional Freedom Technique (EFT)

Journaling

Art Therapy

Music Therapy

Poetry Therapy

All hobbies and absorbing activities

Music and Other Creative Therapies

Dance and Other Kinesthetic Treatments

Compassion Fatigue Desensitization

Exposure Therapy

Client-adjusted Exposure Therapy

Cognitive Behavioral Therapy

Eye Movement Desensitization and Reprocessing (EMDR)

Video Dialogue and Other Gestalt Methods

Compassion Stress Management - Intervention During Crisis⁹

Wave	Intervention Goal	Intervention Actions	Stress Management Techniques
One 1-10 days post incident Coping and Stabilization	Defuse/ Debrief	Listen and educate Refer when appropriate	Breathing Visualization
Two 5-15 days post incident Stress Management	Relaxation	Teach stress reduction methods Listen and educate Follow up defusings Refer when appropriate	Above plus meditation and progressive relaxation
Three 10-20 days post incident Grief and Trauma Resolution	Square w/Reality	Begin addressing the five victim questions Follow up defusings Assess and refer if appropriate Commemoration planning, when appropriate	Above plus Coping strategies Refuting irrational ideas Emotional Freedom Technique
Four 15-40 days post incident Loss Accommodation	Stabilize emotions and behaviors as numbing wears off and losses become apparent	Follow-up defusings Assess and refer if appropriate Commemoration planning, when appropriate	All of above

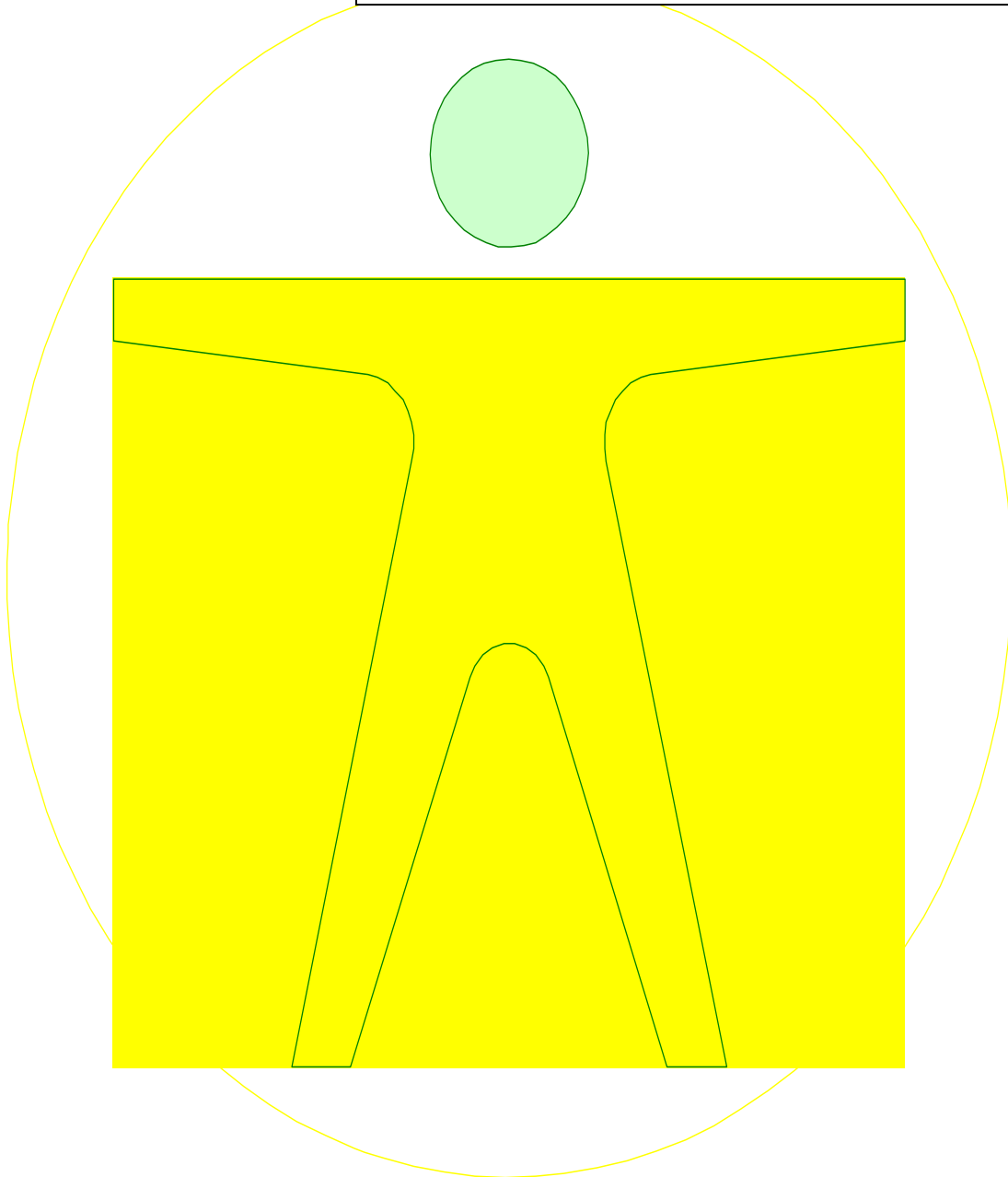
⁹ Adapted from Waves of Intervention by Charles R. Figley.

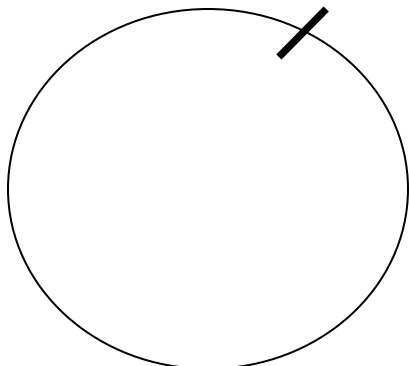
BODY SCAN ACTIVITY

Instructions:

Focus on areas in your body that ache, hurt, or feel uncomfortable.

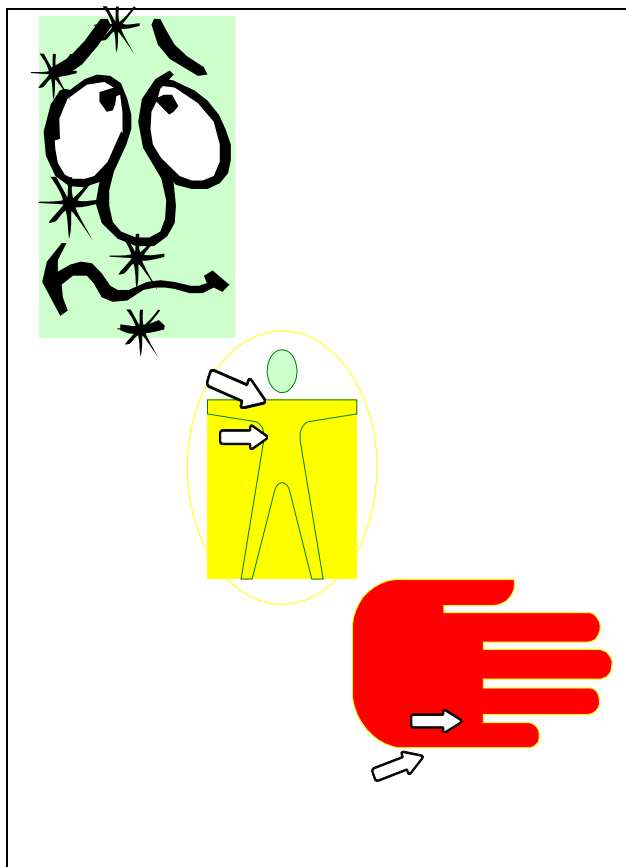
Note those places on the diagram below.





As though you were looking at a clock, draw a line at the 1 o'clock position. Record SUDS level. Follow Protocol below. When first round of protocol has been completed, check SUDS level again and mark at 2 o'clock position. Continue around the circle until the SUDS level has been reduced to a 2 or 3

Emotional Freedom Technique



www.emofree.com

Check SUDS Level and Note

Create affirmative statement (I accept myself even though)

Say statement out loud and tap as directed:

- Inside of eyebrow
- Outside of eyebrow
- Under eye
- Under nose
- Chin
- Collarbone
- Under the arm
- Karate Chop (side of hand)

Stop saying statement out loud

Start tapping on hand between pinkie and ring finger and follow instructions:

- Close eyes
- Open eyes
- Look down to the right
- Look down to the left
- Rotate eyes clockwise
- Rotate eyes counter clockwise
- Hum a tune (happy birthday is easy for all)
- Count out loud to five
- Hum a tune
- Count out loud to five

Check SUDS level

Repeat process until SUDS level is 3 or less

Green Cross Projects: Institutional Policies and Procedures as Applied in New York City after September 11

- ♥ Awareness of risks and costs to therapists and their families
- ♥ Commitment to lower the risks and costs
- ♥ Adequate screening for resilience and awareness
- ♥ Adequate policies and procedures to educate and protect workers
- ♥ Work group attitudes and plans - Compassion Stress Management is a Priority

Quiet Room

Message board
Computer for e-mailing home
Telephone - 1 call/day

Compassion Stress Managers

Always available in the quiet room
Buddy checks throughout the day

Work Hours/Breaks

Mandatory maximum work hours and breaks

Daily Meetings

Administrative
Defusing (What stands out about today? What was the worst part? What did you learn that you can use tomorrow?)

Exit debriefing

Nutrition

Adequate rest

Stress Management

Walk to work
Massage

Return home - follow up

Compassion fatigue self-test
Compassion Stress Manager Buddy Check