



iSOSY Personal Wellness



Self-Care Strategies
Put Yourself First
(It's okay!)

Presenter, title, organization

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Migrant Education workers who work with trauma survivors in an open, engaged, and empathic way and who feel responsible or committed to helping them are likely to experience indirect trauma. It's sometimes very easy to be transformed by the work that we do... in both positive and sometimes negative ways.

Self-care is a necessity, not a luxury, in our line of work. According to research studies and anecdotal evidence as well, stress among helping professions is widespread – and perhaps increasing.

These tips are intended to help you maintain your job and you desire to give of yourself, while realizing that you must take care of yourself to continue to do it well.



Self-Care

Today you will learn:



- About self-care and compassion fatigue, and how it applies to you
- How to recognize and understand the signs of compassion fatigue
- How to maintain a work/life balance
- To understand the stresses that helping professions face
- To discover the continuum of compassion fatigue
- About self-care strategies
- To make a self-care plan

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The objectives for today's session are:

- Learn about self-care and compassion fatigue, and how it applies to you
- Recognize and understand the signs of compassion fatigue
- Learn how to maintain a work/life balance
- Understand the stresses that helping professions face
- Discover the continuum of compassion fatigue
- Learn about self-care strategies
- Make a self-care plan



Self-Care

What is Self-Care?

- Self-care is the practice of taking action to preserve or improve one's own health and taking an active role in protecting your own well-being and happiness when facing stressful or difficult situations.
- It is defined as a balanced spectrum of feelings and attitudes associated with positivity, feeling grateful and upbeat, and being able to express appreciation and liking.
- Organizational self-care is equally important.

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While self-care has been a main concept of practice to keep a healthy work/life balance among service providers, it continues to be the “missing” piece for many in the daily work as teachers, counselors, or advocates.

Self-care is an important mechanism for service providers to increase positive affect by changing our thoughts, physical, intellectual, and social resources (Radey and Figley, 2007).

The opposite would be negative affect or negativity commonly associated with feelings of irritability and expressing dislike and the narrowing of people's views (Fredrickson, 2000).

Equally Important is organizational self-care - the role that agencies play to facilitate self-care for service providers in terms of caseloads, supervision, and overall providing a friendly and supportive working environment; in contrast to individual self-care wherein we can engage in self-reflection, exercise, socializing with friends and family, and even seeking personal counseling (Hesse, 2002).



Self-Care

Vocabulary

- **Work-Related Traumatic Stress**
 - Primary traumatic stress; direct target of event
 - Secondary traumatic exposure to event due to a relationship with the primary person
- **Compassion Satisfaction**
 - Positive feelings of working with others; development of personal strengths as a result
- **Compassion Fatigue**
 - The weariness that can come from caring (Johnson, 1997)
- **Burnout**
 - Physical and emotional exhaustion

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Let's talk about the difference between self-care, compassion satisfaction, and compassion fatigue.

Indirect trauma can be a cumulative response to working with many trauma survivors over time. The signs and symptoms of indirect trauma resemble those of direct trauma. You may experience intrusive imagery, avoidance, anxiety, or disruptions in personal or professional relationships, managing boundaries, or regulating or checking your own emotions.

You might be more likely to experience compassion fatigue or job burnout if:

- You identify so strongly with work that you lack balance between your work life and your personal life
- You have a high workload, including overtime work
- You try to be everything to everyone
- You work in a helping profession, such as health care
- You feel you have little or no control over your work



Self-Care

Compassion Fatigue



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It's vital to understand that we must take care of ourselves in order to effectively help others.

As someone who works as a “first responder” to those exposed to trauma, you can easily experience secondary trauma, sometimes referred to as compassion fatigue. Think about it... you witness mental and emotional trauma on the job, often on a daily basis. Spending time with people who are distressed is bound to affect your own emotional state.

An easy analogy to consider is when taking a flight, the flight attendants always remind you to put on your oxygen mask first before assisting others. Why do they say that? What could possibly be wrong with helping others first? After all, that's what we do.

In the case of the airplane, oxygen masks are deployed in situations where the oxygen level has dropped dangerously low. Without oxygen masks, we could quickly lose consciousness. If we don't make putting on our mask our first priority, we will very likely not be able to help anyone else very well or for very long.

The same theory holds true for our daily lives and daily work. If we become overwhelmed or incapacitated, we're no help to others. When helping comes at the expense of our own physical and mental health, the result is quite often

burnout. Some feelings that often accompany giving too much are exhaustion, frustration, and anger, along with possibly feeling ineffective, helpless, or hopeless.



Self-Care

Compassion
Fatigue:
What is it
and do you
have it?



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<https://www.youtube.com/watch?v=v-4m35Gixno>

Let's watch this video to further define compassion fatigue.

NOTE: this vide is approximately 12 ½ minutes in length.

In this compelling talk, Juliette Watt introduces us to "Compassion Fatigue," a pervasive syndrome that affects people like us. Juliette herself has suffered from Compassion Fatigue first-hand and she is very passionate about sharing the insidious nature of this syndrome and the devastating effects it can have on your life. Compassion Fatigue can happen to any age group (from people in their twenties right up to their senior years). It is an important, critical topic that Juliette has pulled out of the shadows so that we can recognize the symptoms and develop a renewed resilience to teach ourselves how to continue to give compassion without sacrificing ourselves and our own personal health and wellness.



Self-Care

Signs of Compassion Fatigue

- Exhaustion
- Reduced ability to feel sympathy or empathy
- Anger or irritability
- Increased use of drugs and alcohol
- Dread of working with certain clients
- Diminished sense of enjoyment of career
- Disruption to world view



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As underscored in the video, we need to recognize and understand the signs of compassion fatigue. They are very often the same common responses that people who have been traumatized by other events feel:

- Deep sadness
- Irritability / Anger
- Self-blame
- Nervousness
- Increased Anxiety
- Confusion
- Negative thoughts
- Relationship problems
- Problems sleeping

To avoid burnout, managing our self-care is a key responsibility to maintain our happiness, our physical health, and our mental health. It requires conscious planning and follow-through to include time in our day to attend to our own needs and make that time a priority. If we don't do this, we eventually won't be able to care for others.



Self-Care

Who is Vulnerable to Compassion Fatigue?

- Helpers who:
 - Are empathetic
 - Have experienced some painful or traumatic event(s) in their own lives which are unresolved and, in turn, activated by similar reports of pain/trauma in others
 - Work directly with the painful/traumatic experiences of children
 - Take care of others and often neglect or are unaware of their own feelings and needs

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All helpers are vulnerable. In our line of work that means everyone is somewhat vulnerable to compassion fatigue.

To avoid burnout, managing our self-care is a key responsibility to maintain our happiness, our physical health, and our mental health. It requires conscious planning and follow-through to include time in our day to attend to our own needs and make that time a priority.



Self-Care

How to Manage Compassion Fatigue in Caregiving



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https://www.youtube.com/watch?time_continue=40&v=7keppA8XRas&feature=emb_logo

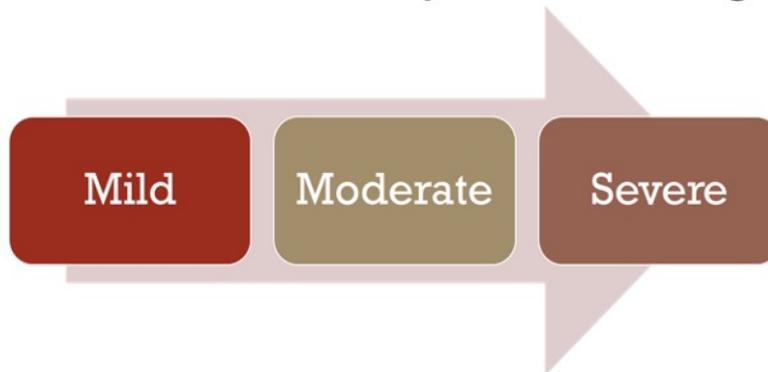
NOTE: this vide is approximately 17 minutes in length.

Caregivers are often so busy caring for others that they tend to neglect their own emotional, physical, and spiritual health. Studies confirm that caregivers play host to a high level of compassion fatigue. In this insightful talk, Patricia Smith suggests the path to wellness begins with awareness, and recommends simple self-care measures such as regular exercise, healthy eating habits, enjoyable social activities, journaling, and restful sleep. With support, insightful information, and authentic self-care, caregivers can begin to understand the complexity of the emotions they've been juggling and, most likely, suppressing. Patricia is the founder of the Compassion Fatigue Awareness Project© (www.compassionfatigue.org), Patricia Smith writes, speaks, and facilitates trainings nationwide in service of those who care for others. With a background in journalism, she has authored books and training materials including the award-winning "To Weep for a Stranger: Compassion Fatigue in Caregiving". This talk was given at a TEDx event using the TED conference format but independently organized by a local community.



Self-Care

Continuum on Compassion Fatigue?



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As with most health issues, both the severity and the impact of compassion fatigue can range from mild to severe.

People on the continuum of compassion fatigue may withdraw from others, become hopeless, have nightmares, or have difficulty sleeping. They may overeat, overuse alcohol, or turn to other self-destructive behaviors. On the severe end of indirect trauma, people become at risk for being ineffective in their work, violating boundaries in helping relationships, withdrawing from friends, family and colleagues, or making bad judgements. They may experience burnout – too many leave the field prematurely.

We want increased awareness among MEP staff to make sure that interventions come into play during the early or mild stages of compassion fatigue.

Attend to basic self-care: balance work, play, and rest.

All of us already have coping skills – unique coping skills. Use whatever it is that works best for you. What helps you reconnect with whatever in life is meaningful to you? What gives you purpose without draining every ounce of energy and hope?



Self-Care

Compassion Fatigue Signs for Educators

- Increased irritability or impatience with students
- Difficulty planning classroom activities and lessons
- Decreased concentration
- Denying that traumatic stress impacts students or feeling numb and detached
- Intense feelings and intrusive thoughts, that do not lessen over time, about a student's trauma
- Dreams about student trauma

Source: National Traumatic Child Stress Network: Child Trauma Toolkit for Educators, Oct 2008

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There are compassion fatigue signs that are specific to educators. According to the Compassion Fatigue Project, "Denial is one of the most detrimental symptoms of Compassion Fatigue and Life Stress. It can easily hinder your ability to assess the level of fatigue and stress in your life, as well as thwart your efforts to begin the healing process." We all need to review this list regularly with an open mind and determine if any of these signs are present in our lives and careers.



Self-Care

Tips for Educators



- Don't go it alone!
- Recognize compassion fatigue as an occupational hazard.
- Seek help with your own traumas.
- If you see signs, talk to a professional.
- Attend to self-care.

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Here are some specific tips for educators.

Trauma, including secondary trauma, can be isolating. While respecting confidentiality, get support from your team and talk to others in your organization.

Compassion fatigue is not a sign of weakness or incompetence, it's the cost of caring. Don't judge yourself as weak or incompetent for having strong reactions to student's trauma.

If you have experienced trauma in your own life, working with a student with trauma could re-traumatize you and make you even more at risk for compassion fatigue.

If you have compassion fatigue for more than two or three weeks, seek counseling from a professional who is knowledgeable about trauma.

Guard against your work being the only activity that defines who you are. Keep perspective by also working with students who have not experienced trauma.

Eat well, engage in exercise and fun activities. Take a break! Find time to self-reflect. It is natural and okay to cry, but equally important to regularly find things that make you laugh.



Self-Care

Behaviors to Avoid

- Blaming others
- Ignoring the problem
- Constant complaining to coworkers, friends, and family
- Neglecting needs, interests, and desires
- Reducing leisure activities
- Self-medicating
- Making drastic and rash decisions
- “Toughing it out”

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We need to deal directly with the issue, acknowledging compassion fatigue, and doing what is necessary to avoid behaviors that are not helpful. Ignoring the problem, complaining about our work stress, self-medicating, etc. only serve to increase our compassion fatigue and the risk of burnout.



Self-Care

Self-Compassion

What it is not:

- **Self-pity**
- **Self-indulgence**



What it is:

- **Self-kindness vs. self-judgment**
- **Common humanity vs. isolation**
- **Mindfulness vs. over-identification**

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It Is NOT:

- Self-pity or self-indulgence
- A sign of weakness or that you can't accept things
- Ignoring areas of improvement

It IS:

- Practicing kinder self-talk; less judgment (how would you react to a friend if they told you what they were going through)
- Focusing on what brings us together vs. the things that divide us (understanding that we're all trying to make things work and identifying what we can learn from situations)
- Mindfulness and acceptance for ourselves and others (and we're going to talk about this more in a few moments, about how can we can be vulnerable and know that this is a good thing?)



Self-Care



At work – Providing Professional Development on self-care/mindfulness



At home – Practice mindfulness strategies, do fun things, remember you are worthy of care too



Self-preservation mindset – Identify what you wish to do versus what you can actually do and provide a safe environment



Strong peer network – Work culture

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What do we really need to maintain our physical and mental health? Exercise, good nutrition, alone time, social time, time for creative endeavors, medical care, and support groups are just a few ideas to consider. We may have become so accustomed to dealing with the immediate needs of others that it might strangely feel wrong to give priorities to our own needs, but doing so is critical. It's vital to understand that we have to take care of ourselves in order to effectively help others.

To avoid burnout, managing your self-care is a key responsibility to maintain your own happiness, your physical health, and your mental health. It requires conscious planning and follow-through to include time in your day to attend to your own needs and make that time a priority. Remember that if we don't do this, we eventually won't be able to care for others.

Develop strategies for work, home, and play... and keep yourself at the center of all personal goals. A strong peer network is absolutely critical as well.

Surround yourself with people who understand your job (or are at least willing to listen) and the stresses that accompany it and are a positive "push in the right direction" for your self-care goals.



Self-Care

Evidence-Informed Practices for Educators

- **Self-Preservation Mindset** - identify what you wish you *could do* versus what you can *actually do*
- **Restorative Justice** - building relationships, rather than punishing
- **Growth Mindset** - belief that most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point

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You cannot eradicate or prevent all suffering for your students. But you can show up each day, support your students, advocate for them, and love them. There are five evidence-informed practices to avoid compassion fatigue in educators and to help you when working with students:

- self-preservation mindset
 - restorative justice
 - growth mindset
 - mindfulness
 - vicarious resilience
- **Self-Preservation Mindset** - identify what you wish you *could do* versus what you can *actually do*.
- **Restorative Justice** - Building relationships, rather than punishing.
- **Growth Mindset** - belief that most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.



Self-Care

Evidence-Informed Practices for Educators

- **Mindfulness** - feeling more grounded in our bodies and in the present moment. Take a 30 second vacation!
- **Vicarious Resilience** - strengths-focused concept that does not ignore or supplant compassion fatigue or burnout, but instead offers a counterbalance

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- Mindfulness - Feeling more grounded in our bodies and in the present moment. Take a 30-second vacation!
- Vicarious Resilience - strengths-focused concept that does not ignore or supplant compassion fatigue or burnout, but instead offers a counterbalance.



Activity: Professional Quality of Life Scale (PROQOL)

PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)
COMPASSION SATISFACTION AND COMPASSION FATIGUE
(PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1#Never	2#Rarely	3#Sometimes	4#Often	5#Very Often
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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].
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.
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.

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The PROQOL is a 30-question survey to assess the effect that trauma may be having in our professional lives. Your scores include compassion satisfaction, burnout, and secondary trauma. Do this activity if you have time. It may not be appropriate if presenting online.

Objective:

Familiarize with the PROQOL R-IV – a 30-question survey to self-assess the effect that vicarious trauma may be having on one's professional life. Scores can vary depending on the circumstances at the time of taking the survey.

Steps:

1. Remind the participants that service providers have direct contact with the lives of people they help. Compassion for the migratory students and families they serve can have positive and negative effects. Participants should evaluate both the positive and negative aspects of their current work situation.
2. Have participants complete the PROQOL Self-Assessment.
3. Have participants score the results.
4. Discuss how to analyze their results and implement a self-care plan based on their needs.



Activity: The Helper Pocket Card

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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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.

We encourage you to copy and share this card. This is a template for making the pocket cards. You may make as many copies as you like. We have heard from some organizations that they have made thousands of copies. Some people find that it is helpful to laminate the cards for long-term use. The ProQOL helper card may be freely copied as long as (a) author is credited, (b) no changes are made other than those authorized below, and (c) it is not sold.
www.proqol.org

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- The pocket card was created for service providers to carry as a reminder of how important it is to take care of yourself and those working with you.
- The strategies suggested are based on the experiences of other people working in crisis settings and on research from around the world.
- The goal is to help improve resilience and increase the positive aspects of helping and reduce the negative ones. In addition, it is designed to promote compassion satisfaction and reduce compassion fatigue, secondary trauma, and vicarious traumatization.
- Please feel free to print as many copies as you like and to share this card with others.

Objective:

- To remind service providers of how important it is to take care of themselves and those working with them.



Self-Care

Activity: Caring for Yourself in the Face of Difficult Work

- Get enough sleep.
- Get enough healthy food to eat.
- Do some type of exercise (can be light).
- Vary the work that you do.
- Do (or plan) something pleasurable.
- Focus on what you did well today.
- Learn from your mistakes.
- Share a private joke.
- Pray, meditate, or relax.
- Support a colleague.

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Objectives:

- Highlight that the work of a service provider can be overwhelming.
- Focus on the importance of resilience in order to continue the work with care, energy, and compassion.

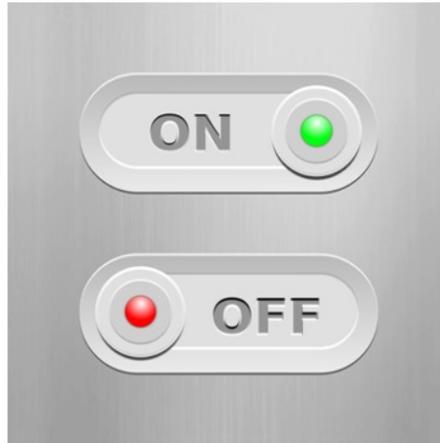
Steps:

1. Print one Caring for Yourself checklist for each participant.
2. Have participants review the checklist privately.
3. Participants should check off the things they do well.
4. Participants should develop a plan to incorporate the remaining items into their schedules.



Self-Care

Activity: Switching On and Off



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Objectives:

- Understand that resilient workers know how to switch their feelings off when they go on duty, and on again when they go off duty.
- Define the idea of a coping strategy – it is not denial, but instead a way for individuals to get maximum protection while working (switched off) and maximum support while resting (switched on).

Steps:

1. Have participants practice the concept of switching on and off.
2. Participants can find images that make them feel safe and protected and connected/cared for to help make the switch.
3. Participants can determine rituals they can practice which will help them switch on and off as they begin and end the workday.
4. Practice the art of deep breathing to assist in calming oneself before a difficult job.



Activity: Self-Care Assessment Worksheet

Self-Care Assessment Worksheet

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one to two items from each area that you will actively work to improve.

Use the scale below to rate the areas in terms of frequency:

- 5 = Frequently
- 4 = Occasionally
- 3 = Rarely
- 2 = Never
- 1 = It never occurred to me

Physical Self-Care	
_____	Eat regularly (e.g. breakfast, lunch, and dinner)
_____	Eat healthy
_____	Exercise
_____	Get regular medical care for prevention
_____	Get medical care when needed
_____	Take time off when needed
_____	Get massages
_____	Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
_____	Get enough sleep
_____	Wear clothes you like
_____	Take vacations
_____	Take day trips or mini vacations
_____	Make time away from telephones
_____	Other:

Psychological Self-Care	
_____	Make time for self-reflection
_____	Write in a journal
_____	Read literature that is unrelated to work
_____	Do something at which you are not expert or in charge
_____	Decrease stress in your life
_____	Let others know different aspects of you
_____	Listen to your thoughts, judgments, beliefs, attitudes, and feelings
_____	Engage your intelligence in a new area, e.g. go to an art museum, sports event, auction, etc.
_____	Practice receiving from others
_____	Be curious
_____	Say "no" to extra responsibilities sometimes
_____	Other:

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Objective:

- Develop strategies for caring for yourself and acknowledge your limits.
- Identify ways to set limits, maintain self-care, and practice ways to recharge.

Steps:

1. Print one Self-Care Assessment Worksheet for each participant.
2. Have participants take the assessment and consider their score before moving on to the Self-Care Plan Worksheet.



Activity: Self-Care Plan Worksheet

Self-Care Plan Worksheet

Take a few moments to reflect on the results of the Self-Assessment.

List one to two strategies you can employ in each category that you will actively work to improve.

 Physical	Improving my body
 Psychological	Dealing with my feelings in a healthy way
 Emotional	Improving my mind
 Spiritual	Gain perspective in my life
 Workplace	Finding satisfaction in my work
 Balance	Strive for balance
Bonus: Set a couple of goals in each of the areas below	
 Financial	Spending and saving responsibly
 Environmental	Occupying positive places and spaces
 Social	Relating to others and the world around me

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Objective:

- Using the completed Self-Care Assessment, choose one to two items from each area to actively work to improve.

Steps:

- Print one Self-Care Plan Worksheet for each participant.
- Participants should take time to consider the steps they should take to achieve better self-care.



Self-Care

What Are Your Self-Care Habits?



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Now that you have heard about self-care strategies, think about what you can incorporate on your daily routines to help yourself before you help others.

Discussion slide:

Name one thing you're going to do in the next week to ground yourself?



Self-Care

Activity: Self-Care Bingo!

Took a shower	Got dressed	Caught up with someone	Processed my feelings	Was physically active for 30 minutes
3 minute breathing activity	Ate food produced by Mother Nature	Listened to what my body needed	Did something fun	Asked for help
Took a much-needed break	Drank water	 Free!	Took a break from screens	Treated myself
Thought about something I am grateful for	Got 8 hours of sleep	Tamed negative thoughts	Hugged someone or a pet	Quit a habit that is not for me
Took a mental health moment	Spent some time outside	Took my vitamins	Wrote in my journal	Was kind to myself

Objective:

- Understand easy ways to practice self-care daily by making self-care a game.

Steps:

1. Print one Self-Care Bingo Card for each participant.
2. Walk the participants through different ways to use the card:
 - o Post a printed copy on their refrigerator door to look at daily.
 - o Keep a digital copy on their desktop to remind them daily about self-care.
 - o Share the card with a loved one to keep each other accountable.



Self-Care

The Eight Laws Governing Self-Care

#1 By validating ourselves, we promote acceptance.

#2 By validating others, we elevate ourselves.

#3 By meeting our own mental, physical, and emotional needs, we give care from a place of abundance, not scarcity.

#4 By practicing self-goodwill, we manifest it throughout our lives.

#5 By honoring past traumas and hurts, we allow ourselves freedom from the pain that controls us.

#6 By “doing the work,” we reclaim the personal power that is rightfully ours.

#7 By naming and taking ownership of the core issues that limit our growth, we create authenticity.

#8 By managing our self-care, we welcome happiness into our lives.



<http://www.healthycaregiving.com/pages/TheEightLaws.pdf>

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Let's go over the eight laws governing self-care.



Self-Care

The Eight Laws Governing Healthy Change

#1 Take frequent breaks from what you are doing.

#2 Learn the word “no”. Use it whenever necessary.

#3 Share the load with others.

#4 There is humor in every situation. Find it and laugh.

#5 Recognize when you need help. Ask for it.

#6 Give yourself credit when credit is due.

#7 Give others credit when credit is due.

#8 Breathe deeply as often as possible.



<http://www.healthycaregiving.com/pages/TheEightLaws.pdf>

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Let's go over the 8 laws governing healthy change.



Self-Care

Job Burnout

Job burnout is a special type of work-related stress – a state of physical or emotional exhaustion that also involves a sense of reduced accomplishment and loss of personal identity.



<https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/burnout/art-20046642>

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The source of this definition and information is the Mayo Clinic. We urge you to look at the website for detailed information.

Job burnout symptoms can be determined by asking yourself:

- Have you become cynical or critical at work?
- Do you drag yourself to work and have trouble getting started?
- Have you become irritable or impatient with co-workers, customers or clients?
- Do you lack the energy to be consistently productive?
- Do you find it hard to concentrate?
- Do you lack satisfaction from your achievements?
- Do you feel disillusioned about your job?
- Are you using food, drugs or alcohol to feel better or to simply not feel?
- Have your sleep habits changed?

If you answered yes to any of these questions, you might be experiencing job burnout. Consider talking to a doctor or a mental health provider because these symptoms can also be related to health conditions, such as depression.

Take action:

- Evaluate your options, but don't quit! The "don't quit" advice is our own. Instead of quitting, discuss specific concerns with your supervisor. Maybe you can work together to change expectations or reach compromises or solutions.

- Seek support (friends / family, colleagues).
 - Try a relaxing activity (yoga, mediation, tai chi)
 - Get some exercise.
 - Get some sleep. Sleep restores well-being and helps protect your health.
- Keep an open mind as you consider the options. Do not let a demanding or unrewarding job undermine your health.



Self-Care

The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as being able to walk through water without getting wet.

By Rachel Naomi Remen

www.osymigrant.org

Read quote: “The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.” Dr. Naomi Remen



Self-Care



Please use the link to fill out an evaluation. Thank you!

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We appreciate your time and attention to this presentation about the importance of ACEs in the lives of migratory students. Your honest feedback is vital to our focus and efforts as iSOSY continues to move forward in the area of personal wellness and mental health. Please take just a moment to use the QR code on the screen to access a brief evaluation. Thank you.



Self-Care

Presenter name
Email
Phone



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Encourage your participants to participate in the brief evaluation.