

# FACILITATOR MANUAL



## Self-Care in the Workplace

## **PREFACE**

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## ***Self-Care Facilitator Manual***

research. Dr. Zechner's research includes the development of programs focused on multi-domain wellness for people with mental health conditions, self-care of caregivers of persons with mental health conditions, mindful movement interventions, use of peer health coaching strategies, and aging well for people living with mental health conditions. She has co-authored publications on wellness, development of state hospital wellness interventions and health promotion, and has presented her work at local, national and international conferences. She is passionate about helping all people improve their mental and physical health.

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## SELF-CARE PROGRAM OVERVIEW

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Professionals in general healthcare, behavioral healthcare, and educational settings are trained to support, educate, and inspire others. While they are wonderful at caring for others they may have difficulty tending to their own well-being.

Burnout and compassion fatigue can lead to poor job performance which can negatively impact colleagues, patients/clients, and students, as well as family and friends.

Attention to self-care and simple daily practices can build resilience and increase a person's overall wellness.

### How to Use This Manual

This *Self-Care Facilitation Manual* ("the Manual") will help professionals in a range of disciplines and settings facilitate brief self-care sessions with their peers and colleagues. The *Manual* includes information for facilitating each session. There is a session plan provided for each session as well as a detailed outline of what the facilitator will say and do during each session.

This Manual is adapted with permission from the *Self-Care Guide for Professional Caregivers* **and is intended to be used in conjunction with the Guide**. You can access that complete manual at this link: <https://www.care2caregivers.com/wp-content/uploads/2019/12/Caregiver-Self-Care-Booklet-English.pdf>. Upon review of the *Self-Care Guide for Professional Caregivers* you will notice that some of the language is specific to caregivers of older adults, please adjust the language or message as needed to be appropriate for your audience.

This Manual will guide you through the facilitation of 5 sessions addressing the following self-care topics:

- Pause
- Breathe
- Nourish yourself
- Move
- Sleep

Prior to leading these sessions, you should familiarize yourself with this facilitation manual, the *Self-Care Guide for Professional Caregivers* ("the Guide") and the guidelines for each session.

## **Session format**

We have outlined each session so that it follows the same format. The description of each session begins with information for the facilitator, including the session topic, an overview of the topic, learning objectives, materials needed, and any tips for facilitating the session.

The session outline describes the flow of the session following this general format:

- Introduction (10 minutes)
- Activity (10-20 minutes)
- Discussion and Summary (10 minutes)

The session outline is intended to be used along with the *Guide*. You will see that specific page numbers in the *Guide* are included for your reference. You should review the information in the *Guide* in advance of facilitating the session so you can identify content you think is important to share. In the session outline you will see a statement saying, "Make the point" followed by a brief statement from the *Guide*. You can use this statement alone or along with the additional information from the *Guide* you think would be helpful to share.

## **Video Option**

Video demonstrations are available for some of the activities described in the sessions. Consider using these video demonstrations if the technology is available. Links to the individual videos are included in each session outline and at the end of this manual in the resource section. All videos are also available at this link: <https://www.care2caregivers.com/self-care/> (scroll down on the page).

If you are unable to access the video during the sessions, review and practice it on your own ahead of time. Each demonstration in the video is a model for how you can demonstrate the relevant activity live during your session.

## **Guidelines for Session Facilitation**

Each session provides an opportunity to develop skills to improve well-being. When people take care of themselves first, they are better able to offer high quality support and services, manage emotions, and re-connect to purpose and meaning in their work and life.

## **Involving Participants**

Facilitators need to show genuine interest in and empathy for their participants. This will help participants feel comfortable. If they believe you care about and understand their situation, they will be more likely to actively engage in the session activities. The flow of

the sessions helps to engage participants throughout each session. Using the session outline will help you.

You may need to repeat key points sometimes to maximize learning. Involve the participants in the repetition by reviewing, summarizing, and discussing these key points.

Discussions (and chat questions if you are virtual) help participants apply what they are learning and think through how and when they will use the knowledge and skills covered. The application of learning is important because the purpose of the sessions is to introduce participants to self-care habits they can add to their regular activities. The goal is for these self-care activities to become part of their daily routine.

## **Preparing for the Session**

### ***Tasks***

- Review the session outline that describes the session, its learning objectives, a list of materials needed, and tips for facilitating the session.
- Review the Guide and identify content from the Guide you want to incorporate into your session facilitation.
- Collect needed materials.
- Practice demonstration of the activity and/or arrange for available technology to be set up in advance.

### **For In-Person Facilitation**

Select a space that is welcoming and free from distractions, to the greatest extent possible. Set up the seating area so that participants are in a semi-circle or horseshoe shape and so they can easily see the facilitator. Make sure to allow for enough room between seats that participants can move their bodies without bumping into each other. Please also consider arranging the space to allow for additional room for those in wheelchairs or those who may need other accommodations. See checklist on page 8 of this manual for more detailed recommendations.

### **For Remote Online Facilitation**

Sessions can be delivered via videoconferencing software. To ensure an optimal experience for participants you should facilitate the sessions from a location with good high speed internet service. We recommend that you limit groups to a maximum of 20-25 participants. You will also want to decide upon audio/video sharing beforehand. See checklist on page 9 of this manual for more detailed recommendations.

## ***Tailoring the Program***

Each session is designed to be delivered in 30-40 minutes. You can shorten sessions if needed or combine them as part of a longer event. Although each session is set up as a stand-alone session, we encourage you to offer them as a multi-session series, depending on the needs of your participants and the resources your program has available.

Work schedules may be a barrier to offering a five-session series to the entire staff at one time. You can offer the sessions as a series people sign up for in advance or you can offer them on a drop-in basis.

Experience with the self-care program will help you determine the schedule that will work best for your setting and audience.

The session outlines are structured to be delivered in a group format, however, the *Guide* may also be useful in one-to-one individual sessions.

### ***Remember***

Remember that this *Manual* is intended to be used along with the *Self-Care Guide for Professional Caregivers*. You should follow the content in the *Guide* as you go through the session but avoid just reading aloud. The session outline does not repeat all the content from the *Guide*, so the facilitator needs to review the *Guide* in advance and determine the key points they want to emphasize.



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## FACILITATOR CHECKLIST

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### ***In-Person Checklist***

#### **Before each session**

- Recruit and register participants.
- Send confirmation and reminders with time and location details.
- Schedule the room.
- Review the session outline.
- Review the estimated timing of session and add clock times to your schedule.
- Photocopy *Guides* and any other handouts and (if relevant) evaluation form.
- Gather any supplemental materials, such as pictures for discussion prompts.
- If using videos, arrange for technology and check functionality.
- Arrive early to set up the room to facilitate participation.

#### **During each session**

- Support participant needs (e.g., allow those with hearing loss to sit close to facilitator and provide accessible handouts).
- During the first session, have participants introduce themselves by first name.
- During subsequent sessions, review content from previous session at the start of each session.
- Discuss participant experiences with practice between sessions, if relevant.
- Actively engage participants throughout the session.
- Adjust the process and content to meet participant needs.

#### **After each session**

- Add comments to your session outline about what worked and what didn't to enhance future facilitation.
- Plan for subsequent session delivery.
- Follow up with individual participants as needed.
- Practice pause, breathe, nourish yourself, move, and sleep for yourself.
- After the series of sessions are completed, submit program evaluation surveys.

## ***Remote Online Delivery Checklist***

### **Before each session**

- Create and schedule online meeting or webinar (if applicable).
- Recruit and send registration link to participants (if applicable).
- Send confirmation and reminders detailing time and how to log on.
- Review the session outline.
- Review the estimated timing of session and add clock times to your schedule.
- Download pdf of *Guides*, handouts and (if relevant) evaluation form.
- Identify any supplemental engagement strategies for the webinar (e.g., polls or word clouds).
- Practice on your webinar platform using your camera, microphone and sharing videos.
- Arrive early to set up the webinar to facilitate participation.

### **During each session**

- Support participants' needs (e.g., closed captioning and accessible documents).
- Allow time during the first and last sessions for program evaluation surveys.
- During the first session, have participants introduce themselves by first name in the chat.
- During subsequent sessions, review content from previous session at the start of each session.
- Discuss participant experiences with practice between sessions, if relevant.
- Actively engage participants throughout the session using chats, polls or discussions.
- Adjust the process and content to meet participant needs.

### **After each session**

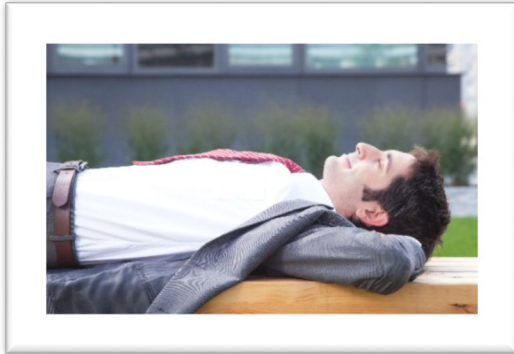
- Add comments to your session outline about what worked and what didn't to enhance future facilitation.
- Plan for subsequent session delivery.
- Follow up with individual participants as needed.
- Practice pause, breathe, nourish yourself, move, and sleep for yourself.
- After the series of sessions are completed, submit program evaluation surveys.

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## SESSION 1 TOPIC: PAUSE

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### Overview



Today's session introduces the overall idea of taking time for yourself and specifically taking a few moments to "pause." The overall purpose of the session is for participants to focus on the present moment taking time to pause and learn how to become aware of their thoughts and breath in the moment.

Taking a brief pause can occur several times throughout the day – before or after patient/client care, before or after a class or group, at the end of a shift, or when a person catches themselves starting to feel uncomfortable.

### Learning Objectives:

By the end of the session participants will be able to:

- Define "pause."
- Consider how to take a few minutes daily to practice pausing.
- Focus on their breathing.
- Describe physical sensations related to the pause practice.
- List at least one benefit of taking time to pause during the day.

### Materials Needed:

- Copies of *Self-Care Guide for Professionals* or a link to the Guide before the session or via email after the session.

### Tips for Facilitating this Session:

- If this is the first session in a series, it may be helpful to take time for session participants to introduce themselves to one another.
- Participants may describe their barriers to "pausing."
  - Acknowledge their challenges empathically, while gently reminding them that self-care is critical if they want to effectively care for and support those around them (patients/clients/students).

- For example, you might say, “Thank you for sharing your concerns. It can be hard to take time for yourself while working in a fast-paced and challenging setting. The rewards are great, though. When you do take care of your well-being, you are better able to be calm and offer help and support.”
- Describe how self-care is critical to avoiding burnout.

## Outline for Session 1: Pause

### Introduction

10 minute

- This is the first session (or section) of our training on Self-Care.
- *Read segments from page 5 of the Guide that you think are important to share.*
  - Make the point: Self-care refers to activities and practices that you can do on a regular basis to reduce stress, look after yourself, and improve the quality of care or work you provide in your role.
- *Ask and discuss briefly:* What makes self-care so important? Why is self-care especially important for professionals in your role?
- Introduce Pause: *Read segments from page 7 of the Guide that you think are important to share.*
  - Make the point: Taking breaks during the day, even a few seconds at a time, is the first step in self-care. We call this pause. Pausing means to stop what you are doing and focus on your breath.
- Today you will learn to:
  - Check in by pausing.
  - Focus on your breathing.

### Activity: Pause

20 minutes

- Next, we will do a practice activity for “pause.”
- Provide additional information about Pause: *Read additional segments from page 7 of the Guide that you think are important to share.*
  - Make the point: Pausing means being fully aware of the present moment, without judging what should or should not be happening.
- *Read segments from page 8 of the Guide that you think are important to share.*
  - Make the point: To pause, you simply stop.
- *Ask and discuss briefly:* What is the value in just stopping for a moment? When will it be particularly important for you to stop?
- There are three steps to “pause” (*page 9 of the Guide*):
  - First, you check in by turning your attention to your body.
  - Second, you focus on your breathing.
  - Third, you notice how you feel after you “pause” and try to hold on to that new feeling as you go back to the rest of your day.
- *Show the video, if available, or demonstrate the steps.*
  - <https://www.youtube.com/watch?v=Ss5npPAoqG8>
- *Lead participants in the practice.*
- *Ask participants to share their experiences with the practice.*

## **Discussion and Summary**

*10 minutes*

- *Read segments on self-care tips for pause from page 10 of the Guide.*
- *Ask a wrap-up question: How and when can you do what we practiced today?*
- *Provide a summary: Today, we learned about pausing during your day to check in with yourself and focus on your breathing. Add discussion points identified by participants, if any.*
- *Thank you all for coming today.*
- *Add a preview of the next session, if there will be one.*

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## SESSION 2 TOPIC: BREATHE

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### Overview



Today's session focuses on breathing. This topic is important for participants because taking time to focus on their breathing can change their mood, feelings, and help decrease anxiety and stress. This strategy can be done at work before or after patient/client care, before or after a class or group, at the beginning or end of a shift, or when experiencing a particularly difficult encounter.

### Learning Objectives:

By the end of the session participants will be able to:

- Define the importance of breathing mindfully.
- Take a full deep breath.
- Practice deep controlled breathing to help relax.
- Describe when and where to practice breathing during the next few days.
- List at least one benefit of breathing practice.

### Materials Needed:

- If this session is part of a continuing series, bring a few extra copies of the *Self-Care Guide* in case anyone needs one or share a link to the Guide before the session or via email after the session.
- Blank paper and pens or pencils.

### Tips for Facilitating this Session:

- Occasionally, a participant may become light-headed when doing the breathing practice. If this happens, have the participant just breathe at a pace and depth that is comfortable for them. Remember to reinforce that they should breathe at their own pace and not force it.
- Be sure any participant who experiences light-headedness or starts coughing during a session is safe to stand and walk before leaving.
- While it is possible to do the breathing practice in a standing position, we strongly recommend participants remain seated for all practices during the session.

## Outline for Session 2: Breathe

### Introduction

10 minutes

- This is the second session (or section) of our training on Self-Care.
- During the last session, we talked about “pause.”
- *Read segments from page 11 of the Guide that you think are important to share.*
  - Make the point: When you pause, you focus on your breath, but you don’t change it. Now, we are adding a different kind of attention to your breath. This new practice will help you relax, so you feel calmer and less stressed.
- *Ask and discuss briefly:* How is your breathing different when you are calm, compared to when you feel frightened, distressed, or angry?
- Your breathing changes with your state of mind.
- *Read additional segments from page 11 of the Guide that you think are important to share.*
  - Make the point: The breath responds to the mind. The mind also responds to the breath! You can change the state of your mind and body by controlling your breathing.
- Today you will learn to take a full deep breath and use deep controlled breathing to help you relax.

### Activity: Breathe

20 minutes

- Next, we will do a practice activity for “breathe.”
- Provide additional information about Breathe: *Read additional segments from page 11 of the Guide that you think are important to share.*
  - Make the point: By learning to control your breath, you can influence your feelings and calm your body. This becomes especially important in difficult situations, such as when you are surrounded by disorder and chaos.
- There are several steps to this way of deep breathing (see page 13 of the *Guide*). I will take you through each step, then you can try it.
- *Before the practice, tell participants:* If you experience any pain or difficulty with these exercises, stop and consult your health care provider.
- *Show the video, if available, or demonstrate the steps.*
  - <https://www.youtube.com/watch?v=Mv-dNOTjKPs>
- *Lead participants in the practice.*
- *Ask participants to share their experiences with the practice.*



## **Discussion and Summary**

*10 minutes*

- *Read segments on self-care tips for breathe from page 14 of the Guide.*
- *Ask a wrap-up question: How will you use what we did today in your routine in the next few days?*
- *Provide a summary: Today, we learned about taking a full deep breath and using deep controlled breathing to promote relaxation. Add discussion points identified by session participants, if any.*
- *Thank you all for coming today.*
- *Add a preview of the next session, if there will be one.*

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## SESSION 3 TOPIC: NOURISH YOURSELF

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### Overview



Today's session introduces the idea of nourishing your thoughts and body. Good food, plenty of water, and positive thoughts can be very helpful.

### Learning Objectives:

By the end of the session participants will be able to:

- Practice pausing by focusing awareness on nourishing food and thoughts.
- Describe the benefits of focusing on nourishing thoughts and food.
- Define when and where you can practice pausing and focusing on nourishing thoughts and food.
- List 3 nourishing thoughts and 3 nourishing foods.

### Materials Needed:

- If this session is part of a continuing series, bring a few extra copies of the *Self-Care Guide* in case anyone needs one or share a link to the Guide before the session or via email after the session.
- Blank paper and pens or pencils.
- If possible, provide snacks or invite participants to bring snacks or other food.

### Tips for Facilitating this Session:

- The focus of this session is on taking time to relax and paying attention to the experience of eating, not primarily on healthy food choices.
- There is no video for this session.
- Participants may describe barriers to nourishing their bodies and their minds while they are at work.
  - Acknowledge their challenges empathically, while gently reminding them that self-care is critical if they want to effectively care for and support those around them (patients/clients/students).

- For example, you might say, “Thank you for sharing your concerns. It can be hard to take time for yourself while working in a fast-paced and challenging setting. The rewards are great, though. When you do take care of your well-being, you are better able to be calm and offer help and support.”
- Describe how self-care is critical to avoiding burnout.

## Outline for Session 3: Nourish Yourself

### Introduction

10 minutes

- This is the third session (or section) of our training on Self-Care.
- In the first two sessions, we talked about “pause” and “breathe.”
- These self-care practices help you slow down, even if just for a brief moment, to relax and calm yourself and to gain a new point of view on your current situation.
- Today, we will be talking about nourishing yourself. This includes eating in a way that makes you feel well. It also involves feeding your mind as well as your body.
- *Read segments from page 15 of the Guide that you think are important to share.*
  - Make the point: Nourishing yourself with good food and thoughts will help you be a more effective caregiver.
- Today you will learn to:
  - Apply what you know about “pause” by being present and focusing your awareness on your food as you eat.
  - Nourish your mind with positive thoughts.

### Activity: Nourishing Your Body

10 minutes

- Next, we will do a practice activity for “nourishing your body.”
- Provide additional information about Nourishing Yourself: *Read additional segments from page 15 of the Guide that you think are important to share.*
  - Make the point: Make sure you take time during the day to eat. This will fuel your body and mind and give you the energy you need to get through your many tasks.
- Nourishing your body includes what you eat and drink, but also includes how you eat. Today, we will practice the “how.”
- When we practiced “pause,” you learned to focus your awareness on the present moment. In this practice, you will pause and focus your attention on the food and on the experience of eating.
- *Demonstrate the steps on page 16 of the Guide.*
- *Lead participants in the practice. If you are using real food or drinks, distribute these or have participants access before the practice.*
- *Ask participants to share their experiences with the practice.*

### Activity: Nourishing Your Mind

10 minutes

- Next, we will do a practice activity for “nourishing your mind.”
- *Read segments from page 17 of the Guide that you think are important to share.*

- Make the point: Many people tend to dwell on the negative – what went wrong or what they want but don't have. This activity helps you focus specifically on the positive.
- Again, we will begin this practice with a pause. We will add a few deep breaths to calm your mind and body.
- *Guide participants through pausing and breathing.*
- First, begin by thinking of something that went right in the last 24 hours.
- *Read examples from page 17 in the Guide.*
- *Lead participants in the practice for one minute.*
- *After you call time, share your “something I did well,” and ask participants to share theirs and their experiences with the practice.*

## **Discussion and Summary**

*10 minutes*

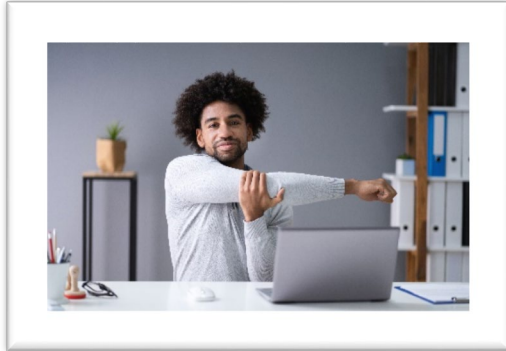
- *Read segments on self-care tips for nourishing yourself on page 18 of the Guide.*
- *Ask a wrap-up question:* How will you use what we did today in your routine in the next few days?
- Provide a summary: Today, we learned about being present and focusing on what you eat. We also learned about nourishing your mind with positive thoughts. *Add discussion points identified by participants, if any.*
- Thank you all for coming today.
- *Add a preview of the next session, if there will be one.*

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## SESSION 4 TOPIC: MOVE

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### Overview



Today's session focuses on the importance of moving mindfully. The session includes practicing a series of 8 gentle stretches that can be done for a few moments throughout the day to help release stress tension and restore focus and balance.

### Learning Objectives:

By the end of the session participants will be able to:

- Define the benefit of moving mindfully.
- Perform 8 gentle stretches.
- Consider when, where, and how to practice the gentle stretches within the next few days.
- List at least one benefit of doing gentle stretching during the day.

### Materials Needed:

- If this session is part of a continuing series, bring a few extra copies of the *Self-Care Guide* in case anyone needs one or share a link to the Guide before the session or via email after the session.
- Blank paper and pens or pencils.
- Set up the seating area with chairs spread out enough for participants to stretch their arms out without being in another participant's space.

### Tips for Facilitating this Session:

- Set up the seating area with chairs spread out enough for participants to stretch their arms out without being in another participant's space.
- Some participants may be unable to do a particular stretch. If this happens, invite participants to do a modified stretch, repeat a previous stretch, or simply sit quietly (pause and breathe) during the stretch.
- Although the *Guide* mentions that it is possible to do most of the stretches sitting or standing, we strongly recommend participants should remain seated for the entire practice.

- Before showing the video, you may want to demonstrate and practice a simple movement done with awareness, such as making a fist and then opening the hand, first one hand then the other. Afterwards, ask participants to share their experiences of the practice.

## Outline for Session 4: Move

### Introduction

10 minutes

- This is the fourth session (or section) of our training on Self-Care.
- Previously, we practiced how to pause, breathe, and nourish yourself. Today, we will learn about moving.
- *Read segments from page 19 in the Guide that you think are important to share.*
  - Make the point: Moving is important for self-care, for health, and for stress relief.
- *Ask and discuss briefly:* How might movement help you reduce stress? What has been your experience with using movement for stress relief?
- Today, you will learn to:
  - Perform 8 gentle stretches to reduce physical tension and stress.

### Activity: Move

20 minutes

- Next, we will do a practice activity for “move.”
- Provide additional information about Move: *Read additional segments from page 19 of the Guide that you think are important to share.*
  - Make the point: Movement can be calming and build your physical strength.
- Before we do each of the 8 stretches, I want to give you some general instructions about moving with awareness.
- *Read from page 19 of the Guide.*
  - Make the point: To move with awareness, notice the sensations of your body as you go from sitting to standing and from standing to walking. Notice what you are doing as you move about. Pay attention to how it feels when you bend to pick something up or when you reach for something in the kitchen cabinet.
- *Show the video, if available, or demonstrate the stretches described in the Guide on page 20-22.*
  - [https://www.youtube.com/watch?v=QI\\_8XlvX6mo](https://www.youtube.com/watch?v=QI_8XlvX6mo)
- *Before the practice, tell participants:* If you experience any pain or difficulty with these exercises, stop and consult your health care provider.
- *Lead participants in the practice. End with a pause.*
- *After completing the series of stretches, ask participants to share their experiences with the practice.*



## **Discussion and Summary**

*10 minutes*

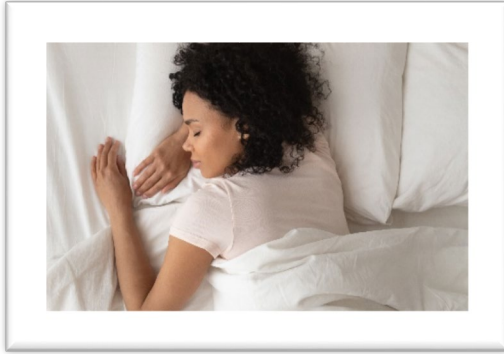
- *Provide examples of daily opportunities to move with awareness from page 23 of the Guide.*
- *Read segments on self-care tips for move on page 24 of the Guide.*
- *Ask wrap-up questions.*
  - *How and when can you stretch gently during the coming week?*
- *Provide a summary: Today, we learned about 8 gentle stretches that you can use to ease physical tension and stress. Add discussion points identified by participants, if any.*
- *Thank you all for coming today.*
- *Add a preview of the next session, if there will be one.*

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## SESSION 5 TOPIC: SLEEP

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### Overview



Today's session introduces the importance of sleep for well-being. This session will review how pausing, breathing, and moving mindfully during the day can help promote restorative sleep.

### Learning Objectives:

By the end of the session participants will be able to:

- Define the benefits of sleeping for personal well-being.
- Think positive thoughts while preparing to sleep.
- Create a simple intentional plan for incorporating pausing, breathing, moving, and nourishing activities into habits and routines.

### Materials Needed:

- If this session is part of a continuing series, bring a few extra copies of the *Self-Care Guide* in case anyone needs one or share a link to the Guide before the session or via email after the session.
- Blank paper and pens or pencils.
- Evaluation form if this session is last in a series. While evaluation is not required it is recommended to assess the impact of your sessions and receive feedback from participants.

### Tips for Facilitating this Session:

- Participants may describe barriers to getting a full night's sleep and to making self-care a regular part of their daily routine.
  - Acknowledge their challenges empathically, while gently reminding them that self-care is critical if they want to effectively care for and support those around them (patients/clients/students).
  - For example, you might say, "Thank you for sharing your concerns. It can be hard to take time for yourself while working in a fast-paced and challenging

- setting. The rewards are great, though. When you do take care of your well-being, you are better able to be calm and offer help and support.”
- Describe how self-care is critical to avoiding burnout.
  - Although the *Guide* mentions using a breathing practice while lying down, we strongly recommend participants remain seated during the entire practice session.

## Outline for Session 5: Sleep

### Introduction

5 minutes

- Today is the last session (or section) in our training on Self-Care.
- Today's topic is sleep. We also will spend some time reviewing what we have covered throughout this self-care program and think about sustainability going forward.
- *Ask and discuss briefly:* What happens to your mind and body when you don't get a good night's sleep? How does that affect your ability to provide care and support?
- We will go over some ways that you can use what you have learned about pausing, breathing, and nourishing your mind to help you relax into a restful sleep. You can also help yourself relax before bed by doing some or all of the stretches from last week.

### Activity: Sleep

5 minutes

- Next, we will do a practice activity for "sleep".
- This practice adds to the deep breathing practice you learned earlier to make it especially effective for getting ready to sleep.
- *Before the practice, tell participants:* If you experience any pain or difficulty with these exercises, stop and consult your health care provider.
- *Demonstrate the steps on page 25 of the Guide, one step at a time.*
- *Lead participants in the practice.*
- *Ask participants to share their experiences of the practice.*
- *Read segments on self-care tips for sleep on page 26 of the Guide.*

### Activity: Planning Self-Care Moments

10 minutes

- *Read segments on self-care practices from pages 27-28 of the Guide that you think are important to share.*
- Next, we will do a practice activity to put it all together and plan for the future.
- *Ask participants to complete the worksheet on page 29 of the Guide. Give them a few minutes to complete the activity, then ask participants to briefly share their plans and their experiences of the practice.*

### Activity: Creating Self-Care Moments

10 minutes

- Next, we will do one last practice activity on creating self-care moments. This practice involves adding affirmations when you pause and breathe.

- *Read the definition from page 30 of the Guide: An affirmation is a positive statement of emotional support or encouragement. It helps you replace negative thoughts. Repeating positive affirmations can improve your mood and boost your confidence.*
- *Demonstrate focusing on the breath and saying an affirmation statement as you breathe.*
- *Lead participants in the practice. Ask participants to focus on their breath and choose one of the affirmation statements, or use their own preferred positive statement, and say that statement as they breathe for one minute.*
- *After gently ending the practice, ask participants to share their experiences.*

## **Discussion and Summary**

*10 minutes*

- *Read the description of flexibility from page 32 of the Guide: Regular self-care helps you manage the demands of work, so you do not become exhausted. This involves flexibility. Think of an elastic band. “Healthy” elastic bands can stretch and recover their shape. Overused elastic bands are “unhealthy” and break when they are stretched too much. Good self-care helps give you the strength you need to face stressful situations and to bounce back.*
- *Ask a wrap-up question: How can you sustain self-care practices as part of your regular routine?*
- *Provide a summary: Over the past five sessions we have talked about and practiced simple self-care activities that can improve your overall well-being and enhance your ability to provide effective services and supports to others. Add discussion points identified by participants, if any.*
- *Thank you all for coming today and participating in this series.*

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## RESOURCES

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The following resources are helpful and recommended.

### **Care2Caregivers Resources**

- A Self-Care Guide for Professional Caregivers: <https://www.care2caregivers.com/wp-content/uploads/2019/12/Caregiver-Self-Care-Booklet-English.pdf>
- Introduction to Self-Care Guide Video: <https://www.youtube.com/watch?v=dMva9TsXCBo>
- “Pause” Demonstration Video: <https://www.youtube.com/watch?v=Ss5npPAoqG8>
- “Breathe” Demonstration Video: <https://www.youtube.com/watch?v=Mv-dNOTjKPs>
- “Move” Demonstration Video: [https://www.youtube.com/watch?v=QI\\_8XlvX6mo](https://www.youtube.com/watch?v=QI_8XlvX6mo)
- Care2Caregivers website: <http://care2caregivers.com>

### **Mental Health Technology Transfer Center (MHTTC) Resources**

- Wellness Matters: Self-Care for Mental Health Provider Online Self-Paced Course (CE credits available): <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/wellness-matters-self-care-mental-health-providers>
- Taking Care of Yourself While Taking Care of Others: Self-Care Tools for Healthcare Providers
- Northeast and Caribbean MHTTC Provider Wellness website: <https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/provider-wellness>
- MHTTC Provider Well-Being Initiative website: <https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/responding-covid-19-provider-well-being>