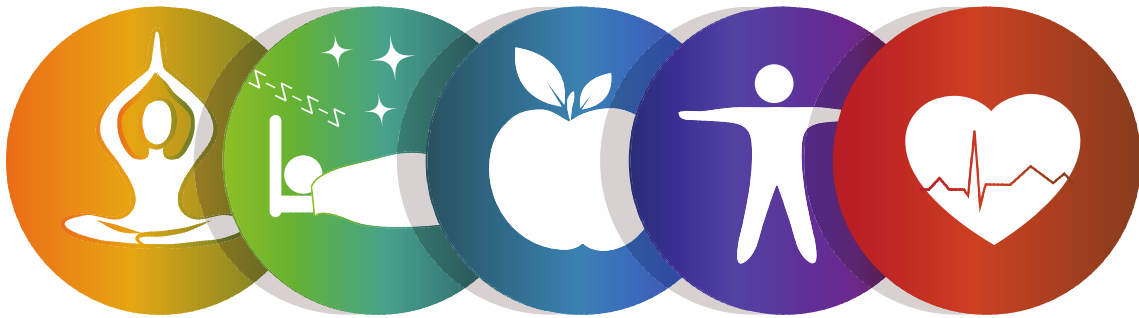


Workforce Wellness Toolkit



OVERVIEW

This workforce wellness toolkit is designed to support health center leaders who are building comprehensive plans to enhance workforce health and wellbeing. Community health centers are experiencing an ever-growing load of traumatic assaults and toxic stress caused by growing demand for their services, changes to the delivery of care, staffing shortages, and resource shortfalls. Centering workforce wellness is therefore fundamental to sustaining community health centers and the high-quality collaborative care they deliver.

Drawing on principles of trauma-informed care, this toolkit provides an overview of the neurobiology of toxic stress and offers specific clinic practices that support workers to better regulate their nervous systems and resist the real threats of moral injury and burnout. The toolkit offers sample workflow changes, emails, meeting agendas, and brief individual and team exercises that health centers can integrate into day-to-day clinic life.

Our hope is that these tools inspire and lift up the workforce wellness initiatives already in place. The materials are designed to be used by a broad range of health center employees, including leadership, human resources, front line workers, and participants in trauma-informed care and wellness committees.

The toolkit is divided into the following sections:

Stepping Back from the Culture of Busy ([PowerPoint](#))

Provides an overview of the current state of the health care workforce and identifies the need for protected time and space for regulation practices. These slides can be used to “make the case” for how staff can no longer endure the toxic stress that comes with operating in a “culture of busy.” These slides cover the neurobiology of toxic stress, the science-based practices of regulation that help workers build resilience, and considerations for leaders to make protected time for these practices to support staff wellness.

Facilitators Guide to Micro-Resilience at Work ([PowerPoint](#))

Provides examples of effective regulation practices to soothe over-taxed nervous systems. The exercises include practices that can be done by individual workers, managers, and meeting facilitators. These micro-resilience practices are based on the neuroscience of regulation – a critical practice to quiet the lower brain’s fight, flight, freeze response and activate the parasympathetic rest and digest process. The materials are offered in PowerPoint for those who want to present these strategies during in-person and virtual meetings.

Example Newsletter/Email to Health Center Leaders re: Integrating Stress Regulation at Work ([Word](#))

Provides text for a sample newsletter or email that health center leadership can send internally to urge leaders and managers to build space for these brief micro-resilience practices throughout the workday.

Example Newsletter/Email to Health Center Staff re: Practicing Stress Regulation ([Word](#))

Regulation is an organizational and individual responsibility. This sample weekly or monthly wellness newsletter or email helps to build a culture of wellness and reminds workers to practice self-regulation.

Moment to Pause Script ([Word](#))

This one-page script can be used by leaders during team meetings and attached to emails and newsletters.

Clinic Wellness Assessment Tool ([Word](#))

This brief assessment is designed to quickly identify institutional strengths and areas for improvement to build a culture of wellness for clinic staff. Health centers may choose to use this tool to guide their strategic workforce wellness plan.

Staff Wellness Assessment Tools ([Word and PDF](#))

These tools help supervisors and team leads assess the overall state of compassion fatigue in their workforce, as well as assess the positive coping skills that have been proven to resist burnout. These tools can be used quarterly and/or annually to build a data-driven workplace culture of wellness. We encourage health centers to use these tools in addition to an annual staff satisfaction survey that will provide ongoing quantitative and qualitative data about the workforce. Ideally these tools will be delivered in small teams and/or through supervisory relationships wherein employees are encouraged and supported to act on the results by making necessary behavioral changes inside and outside of work.

- [ProQOL Scale](#)
- [Buffalo Self-Care Assessment](#)
- [Compassion Resilience Self-Compassion Scale](#)

Stress Management Worksheet ([Word](#))

This worksheet can be used with individuals or teams of employees to support crafting a wellness plan that decreases stress and increases resilience.

NACHC is grateful to Nicole Pearson, Senior Program Manager, Behavioral Health & Substance Use Disorder, Idaho Community Health Center Association, for her contributions to this publication.

Funding for this initiative was made possible (in part) by grant no. 1H79TI083343 from SAMHSA. The views expressed in written conference materials or publications and by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

EXAMPLE NEWSLETTER/EMAIL TO HEALTH CENTER LEADERS re: Integrating Stress Regulation at Work

Email Subject Line:

Bring 5-minute stress management practices into your day-to-day work

We are working to build a workplace where employees are encouraged to feel well – regulate, relate, reason, and set the workplace boundaries they need to sustain their humanity.

To that end, we are asking you to bring brief (3-5 minute) regulation practices into your team meetings, supervisions, and other spaces where you connect with colleagues.

Each person and team may benefit from different practices to regulate when their cup is overflowing. We invite you to bring what feels right to you as a leader and collaborate with your teams to create brief spaces for these healing exercises in the day-to-day work. You might start with 1:1 supervision or in a weekly team meeting. The details are yours to determine. In your support, here are some examples of brief regulation practices. You may also find additional resources in the [“Facilitator’s Guide to Micro-Resilience at Work.”](#)

Optional regulation practice examples:

- [5-4-3-2-1 Mindful Moment](#) or “Moment to Pause Script” ([see page 6.](#))
- Sound and Visual Meditation: [Forest Sounds](#) or [Underwater Images](#).
- Team Connection: Start with a prompt, i.e.,: What is the best human interaction you had this week? What one word describes the state of your being right now? What do you need to take care of yourself this week and can anyone in this room help?
- Acknowledgement and Shout Outs: Start meeting with sharing gratitude and shout outs for team members.
- Humor: [Animals Swimming or Being Silly](#).
- Movement: 10 jumping jacks, head, shoulders, knees, and toes round or other stretching; ball toss challenge (catch 20 in a row.)



5 things that you can see



4 things that you can touch



3 things that you can hear



2 things that you can smell



1 emotion you can feel

Again, these are just examples to inspire your own creativity and sense of what your team might enjoy. We know that many of you already are engaging in these practices and encourage you to continue.

If you have thoughts, questions, concerns, we want to hear from you. You can reach [\(insert contact information here\)](#).

EXAMPLE NEWSLETTER/EMAIL TO HEALTH CENTER STAFF

re: Integrating Stress Regulation at Work

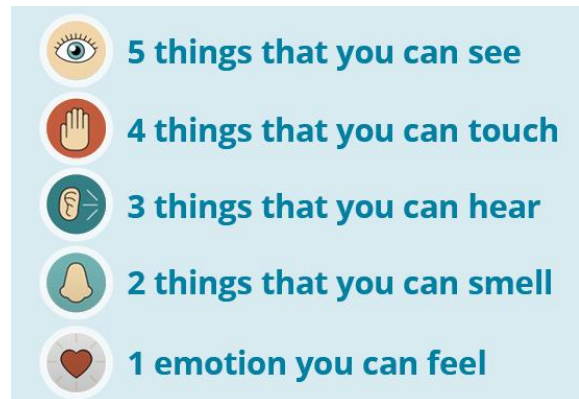
Email Subject Line: Stop and take 5 minutes for You

We know the work never ends, but we are asking you to STOP for five minutes to check in and engage in a practice that releases stress.

To that end, here are a few brief regulation practices that are proven to support rest and recovery of an overtaxed nervous system. **Can you find 5 minutes today to do one of them?** When you've done it, please email (insert name of person such as Human Resource Director, CEO, Medical Director). The **first 15 workers to complete the practice will get 2 extra hours of PTO this month.**

Optional regulation practice examples:

- [5-4-3-2-1 Mindful Moment](#) or "Moment to Pause Script" ([see page 6](#))
- Sound and Visual Meditation: [Forest Sounds](#) or [Underwater Images](#).
- Humor: [Animals Swimming or Being Silly](#).
- Movement: 10 jumping jacks; 1 round of head, shoulders, knees and toes or other stretching; ball toss challenge (catch 20 in a row.)
- Gratitude Journal: Write down 3 things from the past week that you are grateful for and take 3 minutes to visualize and re-experience one of them.
- Self-Care Assessment: Review the self-care assessment (see page 12). Decide on one action you want to take and ask a colleague or manager to help clear your schedule and hold you accountable to following through.



Again, the first 15 workers to complete this 5-minute challenge will get 2 hours of PTO. Just email us at (insert contact information here).

If you have thoughts, questions, concerns, we want to hear from you. You can reach (insert contact information here).

MOMENT TO PAUSE SCRIPT (5 minutes)

1. Sit comfortably in your chair with feet flat on the ground. You may choose to keep your eyes open or closed.
2. The singing bowl will sound three times and this is an invitation for you to begin noticing your breathing and this present moment (RING BOWL). Slowly, take in a breath and then exhale.
3. Allow yourself to breathe normally. Simply pay attention to what it feels like in your body to slowly breathe in and out. Bring your attention to your belly. You might even place your hand with an open flat palm on your belly. You might notice your belly rising, as you inhale, and falling as you exhale. You might imagine the tip of your nose or your lips where the air is going in as you inhale, and out as you exhale. What does the air feel like at the tip of your nose as you inhale? Is it cold, warm? How about when you exhale?
4. Now let your breath fall into the background letting it happen effortlessly.
5. Scan your body from head to toe trying your best to notice any physical sensations. To yourself, name the parts of your body where you notice these physical sensations presently. For example, if you feel something in your neck, say to yourself, "Neck." It might be, "No sensations." No need to change or judge these sensations. Just try to name the part of your body where you experience them. You might notice that a sensation changes moment to moment. (10 SECONDS OF SILENCE)
6. Now let those physical sensations fall into the background and try your best to focus on your thoughts. To yourself, rate the speed of your thoughts presently. For example, say to yourself, "Fast, or Medium, or Slow." No need to change or judge these thoughts. Just try to give them a speed. You might notice that the speed of your thought changes from moment to moment. (10 SECONDS OF SILENCE)
7. Now let those thoughts fall into the background and try your best to focus on any emotions you might be having. To yourself, label each emotion as either "Pleasant, Neutral, or Unpleasant." No need to change or judge these emotions. Just try to describe them with one of the three words. You might notice that an emotion changes from moment to moment. (10 SECONDS OF SILENCE)
8. Now with your eyes open, slowly turn your focus to the outside. Name to yourself the places on your body where you are connected to the ground or with the chair on which you are sitting. Use your eyes to find something you see and name it to yourself. (WAIT A COUPLE SECONDS)

Use your ears to find something you hear and name it to yourself. (WAIT A COUPLE SECONDS)

Use your hand and touch an object nearby and name it to yourself. (WAIT A COUPLE SECONDS)

Use your nose to find something you smell and name it to yourself. It might be “no smell.” (WAIT A COUPLE SECONDS)

As you come to the end of this moment to pause, congratulate yourself for taking this time to be present.

9. Take three more deep breaths, bringing some movement into your hands and feet, and gently come back to our conversation.

BRIEF ASSESSMENT OF CLINIC CULTURE AND SYSTEMS TO SUPPORT EMPLOYEE WELLNESS

Identify Your C-Suite Leader / Wellness Champion

Possible Qualities: power of purse strings, humble, compassionate, good listener, personally committed to improving wellness, concerned about health care pipelines and staff retention

Brief Assessment of Culture of Busy In Your Health Center Possible Areas to Target ¹	Rate Availability of Scale of 1-5 (1 = not available, 5 = readily available)				
Clinic culture creates forums (e.g., supervision, treatment team meetings, periodic retreats, social events, team self-care challenges, lunch & learn) aimed at helping staff to acknowledge vicarious traumatization and engage in practices of play, individual and co-regulation to build resilience.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Staff schedules are structured such that staff have time to meet, think about, and talk about the work rather than only doing the work (e.g., supervision, debrief meetings, case consultation huddles.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Physical space in the health center offers quiet rooms, opportunities for informal connection (e.g., breakrooms, gardens), space for quiet walks or mindfulness practices.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Data related to implementation of a trauma-informed approach or building employee wellness is collected, monitored, and used for quality improvement.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Multidisciplinary team members function well as a team - manage conflict, care for each other, have opportunities to huddle and consult on cases.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Organization makes use of outside consultants who have expertise in trauma, substance use disorder, integrated behavioral health, crisis management, etc. when necessary.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Wellness goals are incentivized by HR, (e.g., supporting work/life balance and staff wellness is integrated into workforce performance goals; staff offered PTO and other benefits for high team scores on workforce satisfaction and/or low/scores on ProQOL and other indicators of burnout or compassion fatigue.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

¹ These questions have been informed by the National Council on Mental Wellbeing's Trauma-Informed Organizational Self-Assessment. <https://www.thenationalcouncil.org/resources/fostering-resilience-and-recovery-a-change-package-for-advancing-trauma-informed-primary-care/>

STAFF WELLNESS ASSESSMENT TOOLS

Professional Quality of Life (ProQOL) Scale

To download and print, or take the assessment online go to <https://proqol.org/proqol-measure>.

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

- _____ 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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STAFF WELLNESS ASSESSMENT TOOLS

Professional Quality of Life (ProQOL) Scale (Page 2)

YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

Compassion Satisfaction _____

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

The average score is 50 (SD 10; alpha scale reliability .88). About 25% of people score higher than 57 and about 25% of people score below 43. If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 40, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job.

Burnout _____

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

The average score on the burnout scale is 50 (SD 10; alpha scale reliability .75). About 25% of people score above 57 and about 25% of people score below 43. If your score is below 43, this probably reflects positive feelings about your ability to be effective in your work. If you score above 57 you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern.

Secondary Traumatic Stress _____

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

The average score on this scale is 50 (SD 10; alpha scale reliability .81). About 25% of people score below 43 and about 25% of people score above 57. If your score is above 57, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional.

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2

STAFF WELLNESS ASSESSMENT TOOLS

Professional Quality of Life (ProQOL) Scale (Page 3)

WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

- 3. _____
- 6. _____
- 12. _____
- 16. _____
- 18. _____
- 20. _____
- 22. _____
- 24. _____
- 27. _____
- 30. _____

Total: _____

The sum of my Compassion Satisfaction questions is	So My Score Equals	And my Compassion Satisfaction level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- *1. _____ = _____
- *4. _____ = _____
- 8. _____
- 10. _____
- *15. _____ = _____
- *17. _____ = _____
- 19. _____
- 21. _____
- 26. _____
- *29. _____ = _____

Total: _____

The sum of my Burnout Questions is	So my score equals	And my Burnout level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

You Wrote	Change to
	5
2	4
3	3
4	2
5	1

the effects of helping when you are *not* happy so you reverse the score

Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

- 2. _____
- 5. _____
- 7. _____
- 9. _____
- 11. _____
- 13. _____
- 14. _____
- 23. _____
- 25. _____
- 28. _____

Total: _____

The sum of my Secondary Trauma questions is	So My Score Equals	And my Secondary Traumatic Stress level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

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STAFF WELLNESS ASSESSMENT TOOLS

Buffalo Self-Care Assessment²

(Richardson, 2001)

This self-care assessment is designed to measure how well you are balancing your own needs with the needs of those you serve. It is recommended you re-assess yourself on a regular basis and use the results to adapt your Self-Care Plan as needed. It is designed to be used as a tool to help you gain **AWARENESS** about your own needs and limitations, maintain **BALANCE** between your work self and personal self, and deepen your **CONNECTION** to this work.

5 Frequently	4 Occasionally	3 Rarely	2 Never	1 It never occurred to me to do this!!!
------------------------	--------------------------	--------------------	-------------------	---

A. PHYSICAL SELF-CARE

- | | |
|---|--|
| <input type="checkbox"/> Eat regular meals | <input type="checkbox"/> Take time to be sexual |
| <input type="checkbox"/> Eat healthy foods | <input type="checkbox"/> Get enough sleep |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Wear clothes you like |
| <input type="checkbox"/> Get regular medical care | <input type="checkbox"/> Take vacations or day trips |
| <input type="checkbox"/> Take time off when sick | <input type="checkbox"/> Get away from telephones |
| <input type="checkbox"/> Get massages | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Do fun physical activities | |

B. PSYCHOLOGICAL SELF-CARE

- | | |
|--|--|
| <input type="checkbox"/> Make time for self-reflection | <input type="checkbox"/> Listen to your inner experiences |
| <input type="checkbox"/> Engage in your own therapy | <input type="checkbox"/> Let others see different aspects of you |
| <input type="checkbox"/> Journal | <input type="checkbox"/> Practice receiving from others |
| <input type="checkbox"/> Read about topics unrelated to work | <input type="checkbox"/> Be curious |
| <input type="checkbox"/> Try not to be in charge | <input type="checkbox"/> Say no to extra responsibilities |
| <input type="checkbox"/> Decrease stressful experiences | <input type="checkbox"/> Other: |

C. EMOTIONAL SELF-CARE

- | | |
|--|---|
| <input type="checkbox"/> Spend time with those whose company you enjoy | <input type="checkbox"/> Allow yourself to cry |
| <input type="checkbox"/> Stay in touch with old friends | <input type="checkbox"/> Find things to make you laugh |
| <input type="checkbox"/> Give yourself affirmations and praise | <input type="checkbox"/> Express your outrage via social action |
| <input type="checkbox"/> Love yourself | <input type="checkbox"/> Play with children |
| <input type="checkbox"/> Re-visit favorite books and movies | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Identify comforting things | |

² <https://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/self-care-assessment.pdf>
<https://socialwork.buffalo.edu/resources/self-care-starter-kit/self-care-assessments-exercises.html>

STAFF WELLNESS ASSESSMENT TOOLS

D. SPIRITUAL SELF-CARE

- | | |
|---|--|
| <input type="checkbox"/> Spend time in nature | <input type="checkbox"/> Meditate/pray/sing |
| <input type="checkbox"/> Connect with a spiritual community | <input type="checkbox"/> Spend time with children or animals |
| <input type="checkbox"/> Be open to inspiration and hope | <input type="checkbox"/> Have experiences of awe |
| <input type="checkbox"/> Connect to the non-material | <input type="checkbox"/> Contribute to causes you believe in |
| <input type="checkbox"/> Be present, not the presenter | <input type="checkbox"/> Read literature that inspires you |
| <input type="checkbox"/> Identify what has meaning for you | <input type="checkbox"/> Other: |

E. WORKPLACE AND PROFESSIONAL SELF-CARE


- | | |
|---|--|
| <input type="checkbox"/> Schedule breaks in your workday | <input type="checkbox"/> Get regular supervision |
| <input type="checkbox"/> Take time to chat with colleagues | <input type="checkbox"/> Negotiate your needs |
| <input type="checkbox"/> Make quiet time to complete work | <input type="checkbox"/> Have a peer support group |
| <input type="checkbox"/> Identify projects that are rewarding | <input type="checkbox"/> Develop non-trauma areas of professional interest |
| <input type="checkbox"/> Set limits with clients and colleagues | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Balance work/caseload | |
| <input type="checkbox"/> Arrange a comforting workspace | |

STAFF WELLNESS ASSESSMENT TOOLS

Compassion Resilience Self-Compassion Scale

You can take the self-scale [online](#) or print the form below from [here](#).

Why We Gather and Where We Are Headed



Activity: Self-Compassion Scale


Used in this toolkit with permission from Dr. Kristin Neff

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner. You can also [take this self-scale online](#) with automatic scoring.

Almost never				Almost always
1	2	3	4	5

1. I'm disapproving and judgmental about my own flaws and inadequacies. _____
2. When I'm feeling down I tend to obsess and fixate on everything that's wrong. _____
3. When things are going badly for me, I see the difficulties as part of life that everyone goes through. _____
4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world. _____
5. I try to be loving towards myself when I'm feeling emotional pain. _____
6. When I fail at something important to me I become consumed by feelings of inadequacy. _____
7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am. _____
8. When times are really difficult, I tend to be tough on myself. _____
9. When something upsets me I try to keep my emotions in balance. _____
10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people. _____
11. I'm intolerant and impatient towards those aspects of my personality I don't like. _____
12. When I'm going through a very hard time, I give myself the caring and tenderness I need. _____
13. When I'm feeling down, I tend to feel like most other people are probably happier than I am. _____
14. When something painful happens I try to take a balanced view of the situation. _____
15. I try to see my failings as part of the human condition. _____
16. When I see aspects of myself that I don't like, I get down on myself. _____
17. When I fail at something important to me I try to keep things in perspective. _____
18. When I'm really struggling, I tend to feel like other people must be having an easier time of it. _____
19. I'm kind to myself when I'm experiencing suffering. _____
20. When something upsets me I get carried away with my feelings. _____
21. I can be a bit cold-hearted towards myself when I'm experiencing suffering. _____
22. When I'm feeling down I try to approach my feelings with curiosity and openness. _____
23. I'm tolerant of my own flaws and inadequacies. _____
24. When something painful happens I tend to blow the incident out of proportion. _____
25. When I fail at something that's important to me, I tend to feel alone in my failure. _____
26. I try to be understanding and patient towards those aspects of my personality I don't like. _____

Advancing Adult Compassion Resilience: A Toolkit for Parents & Caregivers | Section 1 | Why We Gather and Where We Are Headed



STAFF WELLNESS ASSESSMENT TOOLS

Stress Management Worksheet

Mantra to guide me in this work _____

Manage Your Stress: What can Help?



- 1) Regulation practices I will engage in daily, weekly, monthly, quarterly, annually.
- 2) Regulation practices I will do with my colleagues.
- 3) Regulation practices that I will bring to team meetings, to supervision, etc.
- 4) Who will support me to do this work inside the office?

Outside of the office?

Who do I need to ask to check in on me? When?
- 5) If I hit barriers to accomplishing these stress management goals, I will contact
(i.e., my supervisor/therapist/friend/mentor/etc.)
- 6) A vision of myself in 6 months from now if I am able to follow through on these intentions.
(i.e., I see myself doing a down dog; I see myself smiling and hiking in nature, I see myself playing with my kids, I see myself laughing with a friend, etc.)