



# Selfcare & Advocacy: Meal Preps for the Soul

Stacy A. S. Williams, PhD., LP

School of Education

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# Soul Food



The background is a dynamic composition of numerous diagonal streaks in various colors including blue, teal, orange, and purple. A large, white, semi-transparent circular shape is positioned on the left side, partially overlapping the streaks. The text "Radical Selfcare" is centered in the white area of this circle.

# Radical Selfcare





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# Hair Club for Men Commercial

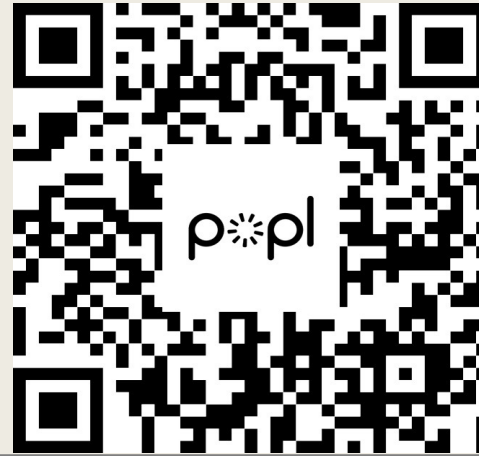
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# About Me



Immigrant

Jamaican

School Psychologist

Practitioner Scholar

Systems Consultant

Not an Expert

## Stacy A. S. Williams, PhD

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# About Me

7,649 Tweets

TweetsTweets & repliesMediaLikes

Dr. Stacy Williams🇧🇷🇺🇸🇵🇪🇵🇸🇬🇪 @Scheeatow · 20h


After the storm photos. Grateful for the storm that passed through. It brought cooler temperatures #sustainableselfcare #naturetherapy #sunset #najiimages #selfcare



🗨️🔄👍9📤📊

Dr. Stacy Williams🇧🇷🇺🇸🇵🇪🇵🇸🇬🇪 @Scheeatow · May 22

#Morningwalk #Selfcare #Najiimages






🗨️🔄👍11📤📊




Dr. Stacy Williams🇧🇷🇺🇸🇵🇪🇵🇸🇬🇪 @Scheeatow · May 21




Resist the urge to present a curated version of yourself. Kevin C. Weinman #MaristCommencementSpeaker #Marist #CongratsGraduates

Instagram

Q Search









# Community Guidelines



STAY ENGAGED



EXPECT TO EXPERIENCE  
DISCOMFORT



SPEAK YOUR TRUTH

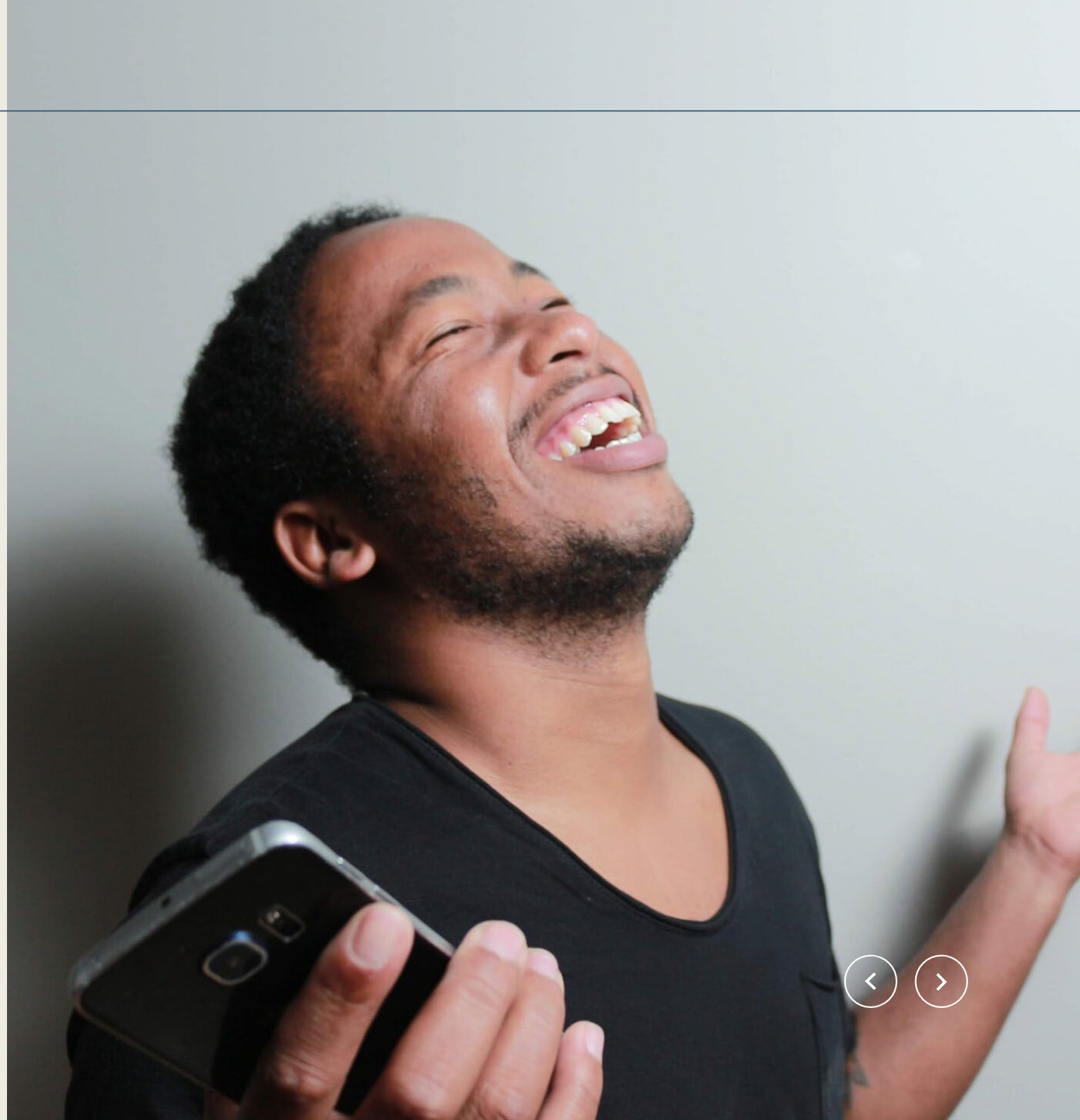


EXPECT AND ACCEPT A  
LACK OF CLOSURE



# Learning Objectives

- explore the relationship between **social justice advocacy** and racial trauma
- examine the relationship between **toxic stress/racial trauma** and achievement
- examine the dynamics between **advocacy and selfcare**
- identify sustainable **selfcare routines**





# Social Justice Advocacy



**Social Justice:** "both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting nondiscriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth" (National Association of School Psychologists [NASP] Board of Directors, 2017).

## Categories

Gender and Sex <

History and Theoretical Concepts <

Power, Prejudice, and Oppression <

Race and Racism <

Allyship and Advocacy <

Culture and Religion <

(Dis)ability and Size Discrimination <

Socioeconomic Status <





<https://tsp.wildapricot.org/resources/Documents/2022%20TSP%20Black%20Leaders%20Flyer.pdf>





# Social Justice Advocacy



Accomplice

Ally

Amplify  
Voices

Inclusion

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/social-justice-definitions>





# Social Justice Advocacy



**Accomplice:** an individual who leverages their privilege at the expense of the comfort or safety afforded by that privilege to obstruct or stop the oppression of minoritized groups, often at the direction of members of those groups, in order to prevent injustice or advance social justice.

As such, accomplices ally with the minoritized individuals, groups, or communities with whom they act in solidarity, but not all allyship reflects accompliceship, as the latter is distinguished by direct action that carries risk to the accomplice.

# Social Justice Advocacy



**Ally:** to act in solidarity with individuals from minoritized groups by using one's privilege to obstruct or stop oppression in collaboration and partnership with individuals from minoritized groups **in order to advance social justice**. Note that here, ally is a verb, not a noun, and thus refers to action (i.e., to ally or practice allyship).



# Social Justice Advocacy



**Amplify Voices (Amplification of Voices):** refers to the act of consciously increasing visibility of the opinions, beliefs, and knowledge of marginalized people by allowing them to share their own lived experiences and work (e.g., citing Black or Indigenous authors, retweeting Black authors, including Black researchers in syllabi).

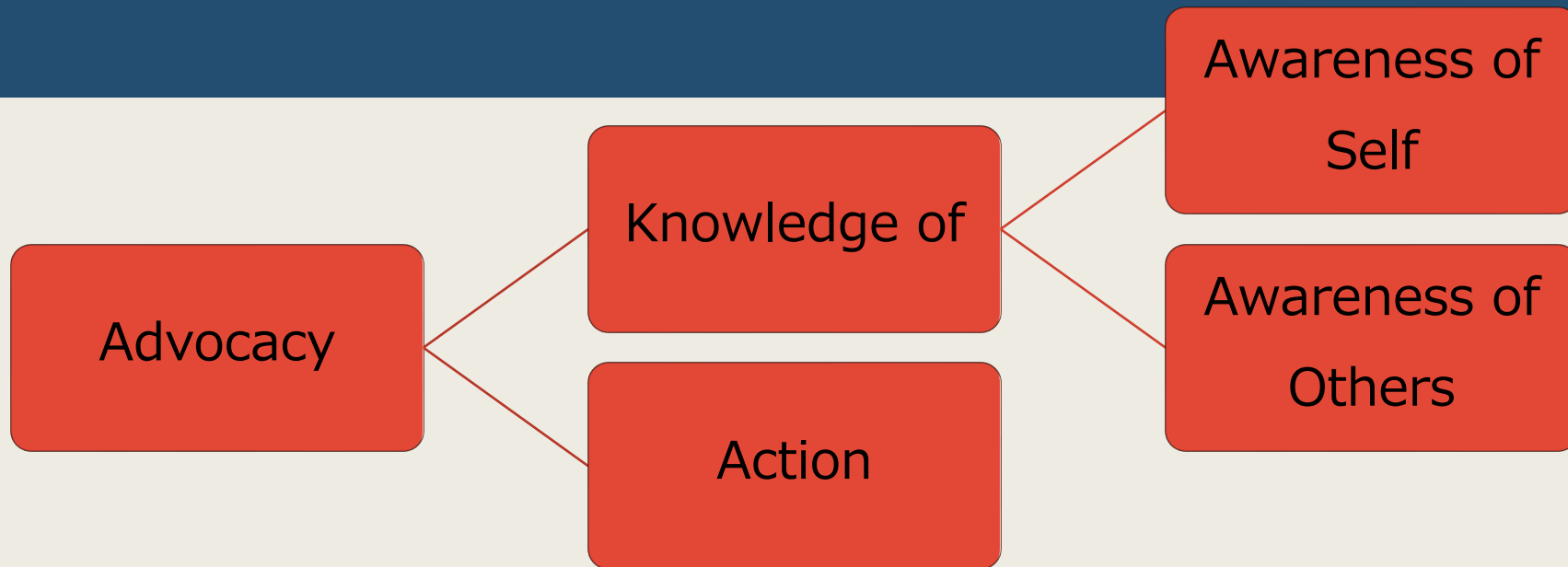
# Social Justice Advocacy



**Inclusion: fostering belonging through authentic participation and engagement**, which may be distinguished from diversity or representation by the acceptance and **valuation of minoritized individuals and groups and their contributions, rather than mere presence.**



# Social Justice Advocacy



Shriberg, Bonner, Sarr, Walker, Hyland, & Chester, 2008

# Social Justice Advocacy

Provide information to families about rights and resources and help them access the resources.

Model advocacy behaviors and engage other colleagues in advocacy activities such as joint committees to address policies, guidelines, and so on.

Engage in behaviors and actions that demonstrate responsibility for addressing social justice issues.

Have the courage to differ in opinion from others and take personal responsibility for addressing social justice issues with colleagues.

Address and discuss situations, guidelines, and practices that are barriers to achieving and promoting equity.

Action





# Social Justice Advocacy



Advocacy Scale

<http://mari.st/fd>



## Advocacy Competencies Self-Assessment (ACSA) Survey

**Directions:** To assess your own competence and effectiveness as a social justice change agent, respond to the following statements as honestly and accurately as possible.

STATEMENTS	ALMOST ALWAYS	SOMETIMES	ALMOST NEVER
1. It is difficult for me to identify client's strengths and resources.			
2. I am comfortable with negotiating for relevant services on behalf of client/students.			
3. I alert community or school groups with concerns that I become aware of through my work with clients/students.			
4. I use data to demonstrate urgency for systemic change.			
5. I prepare written and multi-media materials that demonstrate how environmental barriers contribute to client/student development.			
6. I distinguish when problems need to be resolved through social advocacy.			
7. It is difficult for me to identify whether social, political and economic conditions affect client/student development.			
8. I am skilled at helping clients/students gain access to needed resources.			
9. I develop alliances with groups working for social change.			
10. I am able to analyze the sources of political power and social systems that influence client/student development.			
11. I am able to communicate in ways that are ethical and appropriate when taking on issues of oppression public.			
12. I seek out and join with potential allies to confront oppression.			
13. I find it difficult to recognize when client/student concerns reflect responses to systemic oppression.			

14. I am able to identify barriers that impede the well being of individuals and vulnerable groups.			
15. I identify strengths and resources that community members bring to the process of systems change.			
16. I am comfortable developing an action plan to make systems changes.			
17. I disseminate information about oppression to media outlets.			
18. I support existing alliances and movements for social change.			
19. I help clients/students identify external barriers that affect their development.			
20. I am comfortable with developing a plan of action to confront barriers that impact clients/students.			
21. I assess my effectiveness when interacting with community and school groups.			
22. I am able to recognize and deal with resistance when involved with systems advocacy.			
23. I am able to identify and collaborate with other professionals who are involved with disseminating public information.			
24. I collaborate with allies in using data to promote social change.			
25. I assist clients/students with developing self-advocacy skills.			
26. I am able to identify allies who can help confront barriers that impact client/student development.			
27. I am comfortable collaborating with groups of varying size and backgrounds to make systems change.			
28. I assess the effectiveness of my advocacy efforts on systems and its constituents.			
29. I assess the influence of my efforts to awaken the general public about oppressive barriers that impact clients/students.			
30. I lobby legislators and policy makers to create social change.			



Directions for scoring:

Score numbers 1, 7, and 13 first, and then record the score next to the corresponding number below:

- Almost Never = 4 points
- Sometimes = 2 points
- Almost Always= 0 points

Then score the remaining items by recording the score next to the appropriate number.

- Almost Always= 4 points
- Sometimes = 2 points
- Almost Never = 0 points

Total the number of points earned for each domain. Then, add the total scored earned for the 6 domains to find out your advocacy rating scale.

Client/Student Empowerment	Community Collaboration	Public Information
1. _____	3. _____	5. _____
7. _____	9. _____	11. _____
13. _____	15. _____	17. _____
19. _____	21. _____	23. _____
25. _____	27. _____	29. _____
Total: _____	Total: _____	Total: _____

Client/Student Advocacy	Systems Advocacy	Social/Political Advocacy
2. _____	4. _____	6. _____
8. _____	10. _____	12. _____
14. _____	16. _____	18. _____
20. _____	22. _____	24. _____
26. _____	28. _____	30. _____
Total: _____	Total: _____	Total: _____

Advocacy Rating Scale:

100-120	You’re on the way to becoming a strong and effective social change agent.
70-99	You’ve got some of the pieces in place. However, you need to do some work to develop your competence in specific advocacy areas in order to be an effective social change agent.
69 & Below	If you earn low scores in certain advocacy domains (e.g., client/student empowerment, systems advocacy), obtaining training in these areas can greatly improve your effectiveness as a social justice counseling advocate. If being an advocate at the client/student level is a low area, you can expand your repertoire by familiarizing yourself with feminist counseling principles and multicultural counseling competencies. If however, low scores are in a majority of domains you may want to reconsider your commitment to being a social justice advocate.

Social Justice Advocacy

*Note:* Advocacy Competencies Self-Assessment Survey  
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# Social Justice Advocacy

Client/Student  
Empowerment

Community  
Collaboration

Public  
Information

Client/Student  
Advocacy

Systems  
Advocacy

Social/Political  
Advocacy



In what areas of advocacy do you **excel**?  
In what areas do you need to work on?

<https://www.vogue.co.uk/arts-and-lifestyle/article/non-optically-guide>





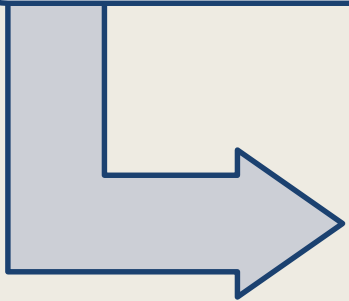
What is your understanding of  
**Racial Trauma?**

Why is this an important topic for as  
practitioners?

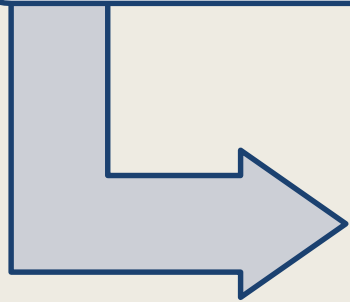
<http://mari.st/fh>



**Traumatic  
Events**



**Historical  
Trauma**



**Racial  
Trauma**





# Traumatic events



Traumatic events involve (1) experiencing a serious injury to oneself or witnessing a serious injury to or the death of someone else; (2) facing imminent threats of serious injury or death to oneself or others; or (3) experiencing a violation of personal physical integrity.

Child traumatic stress occurs when children's exposure to traumatic events overwhelms their ability to cope with what they have experienced.

<https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators>

# Historical Trauma



Historical trauma is a form of **trauma that impacts entire communities**. It refers to cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted **across generations within a community** (SAMHSA, 2016; Yehuda et al., 2016).

This type of trauma is often associated with racial and ethnic population groups in the US who have suffered major intergenerational losses and assaults on their culture and well-being.



# Racial Trauma



Traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events. **Racial trauma (also known as race based traumatic stress) refers to the stressful impact or emotional pain of one's experience with racism and discrimination (Carter, 2007).**

Common traumatic stress reactions reflecting racial trauma include increased vigilance and suspicion, increased sensitivity to threat, sense of a foreshortened future, and more maladaptive responses to stress such as aggression or substance use (Comas-Forgas, 2016).

# Racial Trauma



Carter et al. (2017) defines **race-based traumatic stress (RBTS)** as a "racial encounter that is emotionally painful, sudden and out of **the individual's control** results in reactions, some of which overlap with PTSD symptoms and also involve other criteria unrelated to PTSD that can result in RBTS injury (p. 31 ). " In his definition, **the encounter is experienced directly** by the individual.

Helms, Nicolas, and Green (2012) argue that PTSD symptoms may result from "**direct cataclysmic** racial or ethnic cultural events, **vicarious or witnessed cataclysmic events, and racial and cultural macroaggressions** (p.68).



# Racial Trauma



Regardless of the theoretical orientation, the trauma of racism refers to the increasing and negative impact of racism on the lives of individuals from minoritized communities. When these experiences are **repetitive and unresolved**, they may create "severe emotional pain and distress that can overwhelm a person's and community's ability to cope, creating feelings of powerlessness (Lebron, Morrison, Ferris, Alcantara, Cummings, Parker, & McKay, 2015, p.10)."

# Racial Trauma

Several studies have shown a consistent and strong relationship between **racial discrimination and negative mental health outcomes** including increased depression and anxiety, decreased self-worth and self-esteem, as well as psychological maladjustment (e.g., Davis et al., 2017; Priest et al., 2013; Seaton et al., 2008).





# Racial Trauma



Specifically, studies have reported that Black youth who encounter discrimination and racism experience **negative mental health outcomes including low self-esteem and symptoms of depression** (Davis et al., 2017; Harris- Britt et al., 2007; Thomas et al., 2010). One study by Seaton et al. (2008) reported that 87% of African American youth and 90% of Caribbean Black youth indicated that they had experienced at least **one discriminatory incident within a given year**. Furthermore, the authors noted that perceived discrimination was associated with increased depressive symptoms, decreased self-esteem, and decreased life satisfaction for both groups.

Similar findings have also been reported for other REM youth (Davis et al., 2017; Gartner et al., 2014). Additionally, recent research has found an association between experiencing **covert racism in the form of microaggressions** (i.e., indirect and subtle forms of discrimination) and **suicidal ideation in Black and Latinx youth**; moreover, experiences of discrimination were associated with increased suicidal ideation over time for Black youth (Madubata et al., 2019).

Malone, C. M., Wycoff, K., & Turner, E. A. (2021). Applying a MTSS framework to address racism and promote mental health for racial/ethnic minoritized youth. *Psychology in the Schools*, 1–15. <https://doi.org/10.1002/pits.22606>



ROBIN DIANGELO  
AUTHOR OF THE #1 NEW YORK TIMES BESTSELLER  
WHITE FRAGILITY

# Nice Racism

HOW PROGRESSIVE  
WHITE PEOPLE  
PERPETUATE RACIAL HARM



50

that is also damaging. A 2020 Gallup poll on microaggressions—a term used by psychologist Derald Wing Sue to capture the everyday slights, indignities, and allegations that people of color experience in their day-to-day interactions with well-intentioned white people—found that Black Americans disproportionately experience microaggressions compared to those in other racial groups. Gallup concluded, “The flash points that spark national conversations on racism are often instances of violence, but for many Black Americans, their experiences with mistreatment and discrimination are much subtler and are woven into the routines of their normal, daily lives.”<sup>13</sup> Who do Black and other Americans of color most likely interact with in their daily lives who are perpetuating these microaggressions? Not likely white nationalists but rather nice white people like myself. And that means we have a critical role and responsibility to address our “nicer” forms of racism.





## SITUATIONS IN WHICH RACE-BASED TRAUMA OCCURS

Racism-related  
life events

Vicarious racism  
experiences

Daily racism  
micro stressors

Chronic-  
contextual stress

Collective  
experiences of  
racism

Transgenerational  
transmission of  
group trauma

# Toxic Stress



Murphey (2016) also hypothesized that the trauma can potentially lead to **toxic stress**, a type of stress caused by “strong, frequent, and/or prolonged adversity” without adult support, and which disrupts the development of brain architecture and function, while increasing the risk for poor physical health, limited social–emotional skills, and cognitive impairment (National Scientific Council on the Developing Child, 2012).

Garcia, A. (2017). Treating toxic stress in immigrant children. *Communique*, 46 (7), pp.1, 30-32.



# Toxic Stress

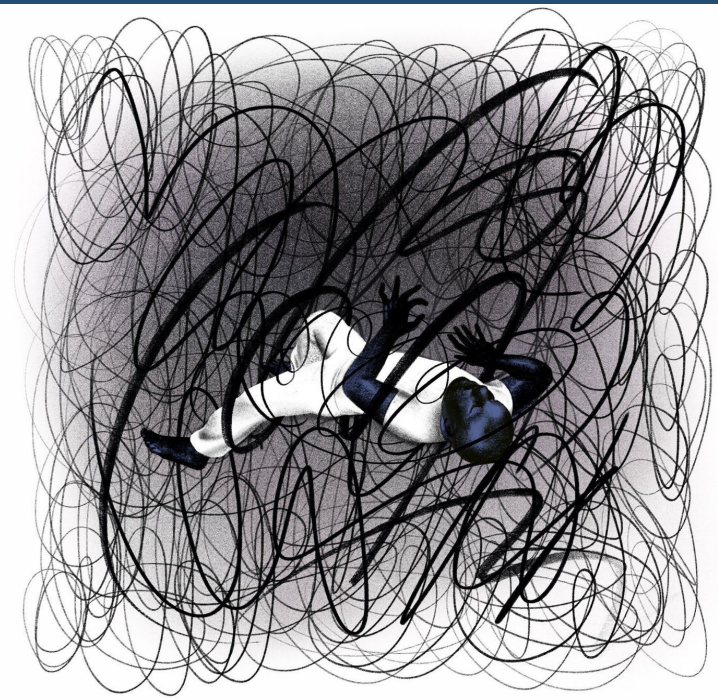


Research has shown that the presence **of at least one undocumented member** in a Latino family increases the likelihood of children experiencing anxiety, depression, attention deficits, withdrawal, and rule breaking behaviors.

Children whose parent(s) have been deported are at a higher risk for exhibiting emotional and behavioral difficulties than children whose parent(s) have not been deported (Allen, Cisneros, & Tellez, 2015; Patel et al, 2016).

Garcia, A. (2017). Treating toxic stress in immigrant children. *Communique*, 46 (7), pp.1, 30-32.

# Toxic Stress



Rubio-Hernandez and Ayón (2016) identified **five major themes** in behavioral and emotional changes that resulted from the impact of antiimmigrant policies on Latino children: (a) concern for their family's safety and sense of responsibility in “helping change their families’ circumstances”; (b) fear of the threat of deportation and hypervigilance (e.g., asking parents to not go to work); (c) sadness and crying; (d) depression (particularly in children whose parent had been deported); and (e) fear of authority figures, including police and firefighters.

Garcia, A. (2017). Treating toxic stress in immigrant children. *Communique*, 46 (7), pp.1, 30-32.



## WHY IS THIS IMPORTANT FOR US TO TALK ABOUT?



As students are exposed to the issue of racism through media, daily experience, and history, they need adult guidance to navigate all of the information and experiences.

Students need avenues of discussion and information that are factual, compassionate, open, and safe.

Youth's resilience and resistance to systemic oppression can be increased by creating an environment that acknowledges the role of systemic racism inside and outside of school, and how that is perpetuated by intergenerational poverty, current community unrest, and intentional targeting of young people of color by those in power.



Be introspective and reflective to better understand your own beliefs, ideas, and responses. Working with students who exhibit traumatic stress reactions in response to historical and racial trauma **can be emotionally and psychologically draining for educators**. **Seek out assistance and secure support for yourself when needed** (Keengwe, 2010; Carter, 2007).



## Reflect on your own identity and worldview, regardless of your race or cultural identity.

Consider sharing reflections with other staff or colleagues and discuss about how your identity and worldview may impact your beliefs, biases, experiences, and responses.

Keep in mind that these conversations about race and historical trauma, whether with colleagues or students, are often challenging, regardless of your race. Working to maintain a safe and brave environment for students while facilitating these discussions can **add additional stress, difficulty, and exhaustion.**

<https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators>





Seek out various allies to help you process and grow as you address race and trauma in the classroom. Consider identifying allies who are of different races and cultures as well as those with whom you share racial or cultural experiences.



Do what you can to **process** the stories, experiences, and images that bother you most with your **colleagues and peers** before engaging your students. Make sure you're emotionally ready to hear students' perspectives.





Be ready to consult with parents, mental health staff, and community partners for assistance when addressing these types of issues in the classroom.

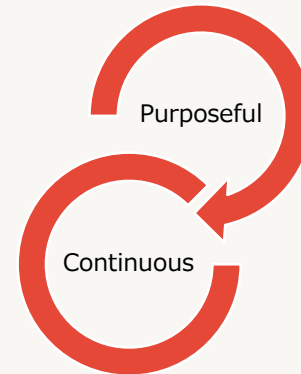
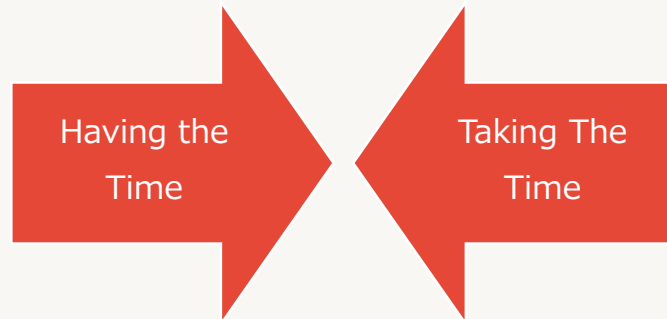


Form a staff or colleague “buddy system” to practice using trauma-informed and culturally- responsive language and creating a safe and brave environment for students to discuss race.



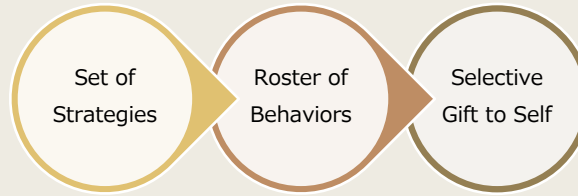
# Selfcare

Individualized collection of practices that must be integrated into our life with constancy.





# Selfcare



Self care enhances well-being - “ a person’s emotional and psychological capacity to cope with demands across time, circumstances, and settings”( Ashford, LeCroy & Lortie, 2006, as cited by Smullens, 2015, p. 62).

...anything that puts you more in touch with yourself, gives you a way to express the difficulties and frustrations you are experiencing, and helps you connect positively with other human beings is an extraordinarily meaningful self-care gift to yourself (Smullens, 2015, p.63).



# Selfcare & Stress

As you may already know, stress can cause a chemical imbalance in our body that can create long lasting impacts on our health and general wellbeing. However, a little stress is not bad for you.

A key component with stress is knowing how to manage and deal with it.

(Center for integrated healthcare, 2013).





# Selfcare & Stress

Stress is a common psychological and physical response to life's pressures. It is the physical, emotional, mental, and behavioral responses of our bodies to any change in the status quo. Even thinking of change can cause and create stress.

Stress affects everyone differently. What is stressful to me, may not be stressful to you.

We become stressed when we believe we cannot cope or are unable to meet the requirement or demands.

(Center for integrated healthcare, 2013)





# Selfcare & Stress

Stress isn't always a terrible thing. Stress is necessary in our lives since it is both stimulating and motivating. It provides us with the motivation to work harder.

When we are confronted with events that are too difficult for us, we respond with the "fight or flight" stress reaction.

Stress starts in our brains and manifests itself in our bodies. When we experience stress, our bodies release chemical messages in the form of stress hormones to assist us cope when we are stressed, but sometimes that is not enough (Center for integrated healthcare, 2013)





# WARNING SIGNS OF STRESS



## PHYSICAL

- EARLY**
- Muscle tension
  - Headache
  - Fatigue / Tiredness
- SECONDARY**
- Heartburn
  - Shortness of breath
  - Sleep disturbance



## BEHAVIORAL

- EARLY**
- Compulsive eating
  - Hyperactivity
  - Poor productivity
- SECONDARY**
- Increased absenteeism
  - Aggression / Irritability
  - Sudden tears

## EMOTIONAL

- EARLY**
- Anxiety / Sadness
  - Frustration
  - Loss of sense of humour
- SECONDARY**
- Overreaction
  - Hopelessness
  - Defensiveness



## THOUGHTS / PERCEPTION

- EARLY**
- Brain fog
  - Reduced creativity
  - Fear of rejection
- SECONDARY**
- Negative self-talk
  - Feelings of "unfairness"
  - Can't switch off



# Selfcare & Stress (Gender Differences)

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Women were more likely to report physical and emotional symptoms of stress than men (headaches or upset stomach)

41% women vs 30% men (headaches)

32% women vs 15% men (report having an upset stomach)

Men were more likely to state that work was a cause of stress

76% men vs 65% women

Women were more likely than men to report that they were stressed

- 28% women vs 20% male



# Selfcare & Stress

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How stressed are you ?

<https://psychcentral.com/quizzes/stress-test>



# Selfcare

## Questions for Reflection

Do you self-medicate with drugs or alcohol? Do you find that your intake of such substances increases on more stressful days, when you experience an intense schedule or a particular session that hits too closely to home?

What is the impact on you when sessions leave you unsettled because they did not go as you had hoped?

Even if exhausted, when you leave work, do you feel satisfied that you have worked hard and to the best of your ability? Or do you feel dizzy with exhaustion, nearly unable to function or incapable of functioning in your personal world?





# Selfcare

## Questions for Reflection

Do you have intrusive thoughts during a session, wishing you were somewhere else, doing something else?

Do you have angry outburst at home or with the people whom you love and who love you, seemingly for no reason?

Have you experienced a large fluctuation in your weight recently (either gain or loss)?

Do you have trouble falling asleep or sleeping through the night? Do you need medication to help you sleep?

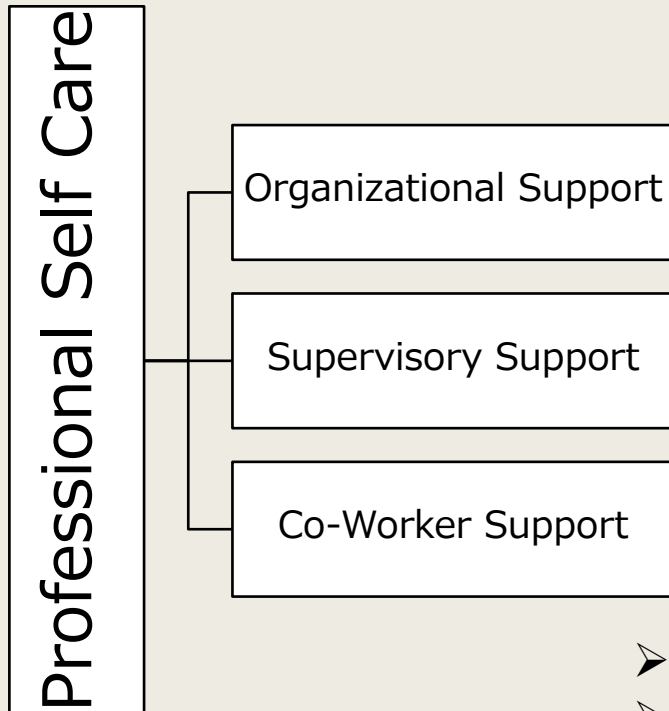


# Burnout





# Selfcare Strategies (Professional Selfcare)



- Take time to chat with co-workers
- Take a coffee/lunch break
- Make quiet time to complete tasks
- Set limits with students and colleagues
- Develop a peer support group





## **Selfcare Strategies**

**Professional Self Care – Sisterhood**  
**Gaynor & Williams, 2017**

Building a community

- Don't be afraid to say “hello”
- Don't be afraid to be open
- Making time for conversations

Recognize diversity within  
sisterhood



# Selfcare Strategies

## Professional Self Care – Sisterhood

Gaynor & Williams, 2017

---

WE wear the mask that grins and lies,  
It hides our cheeks and shades our eyes,—  
This debt we pay to human guile;  
With torn and bleeding hearts we smile,  
And mouth with myriad subtleties.

Why should the world be over-wise,  
In counting all our tears and sighs?  
Nay, let them only see us, while

We wear the mask.

We smile, but, O great Christ, our cries  
To thee from tortured souls arise.  
We sing, but oh the clay is vile  
Beneath our feet, and long the mile;  
But let the world dream otherwise,  
We wear the mask!

*Paul Lawrence Dunbar*

SAFE SPACE

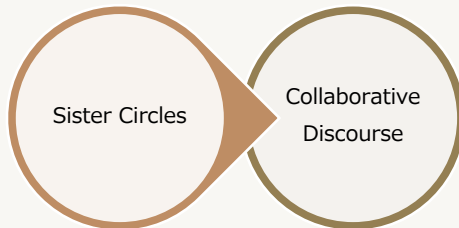
EMOTIONAL SUPPORT  
(WE WEAR THE MASK)

PROFESSIONAL  
SUPPORT

PERSONAL SUPPORT

IDENTITY & EGO  
SUPPORT  
(Imposter syndrome)

Don't sacrifice who you are  
Be true to yourself



## Selfcare Strategies

Professional Self  
Care – Sisterhood  
Gaynor & Williams,  
2017



# Selfcare Strategies (Personal Selfcare)





# Selfcare Strategies (Psychological Selfcare)

Make time away from email, internet, cell phones

Make time for self-reflection

Seek Counseling

Journal

Take pride in one's heritage





# Selfcare Strategies

## Spiritual Selfcare

Make time for reflection

Spend time in nature

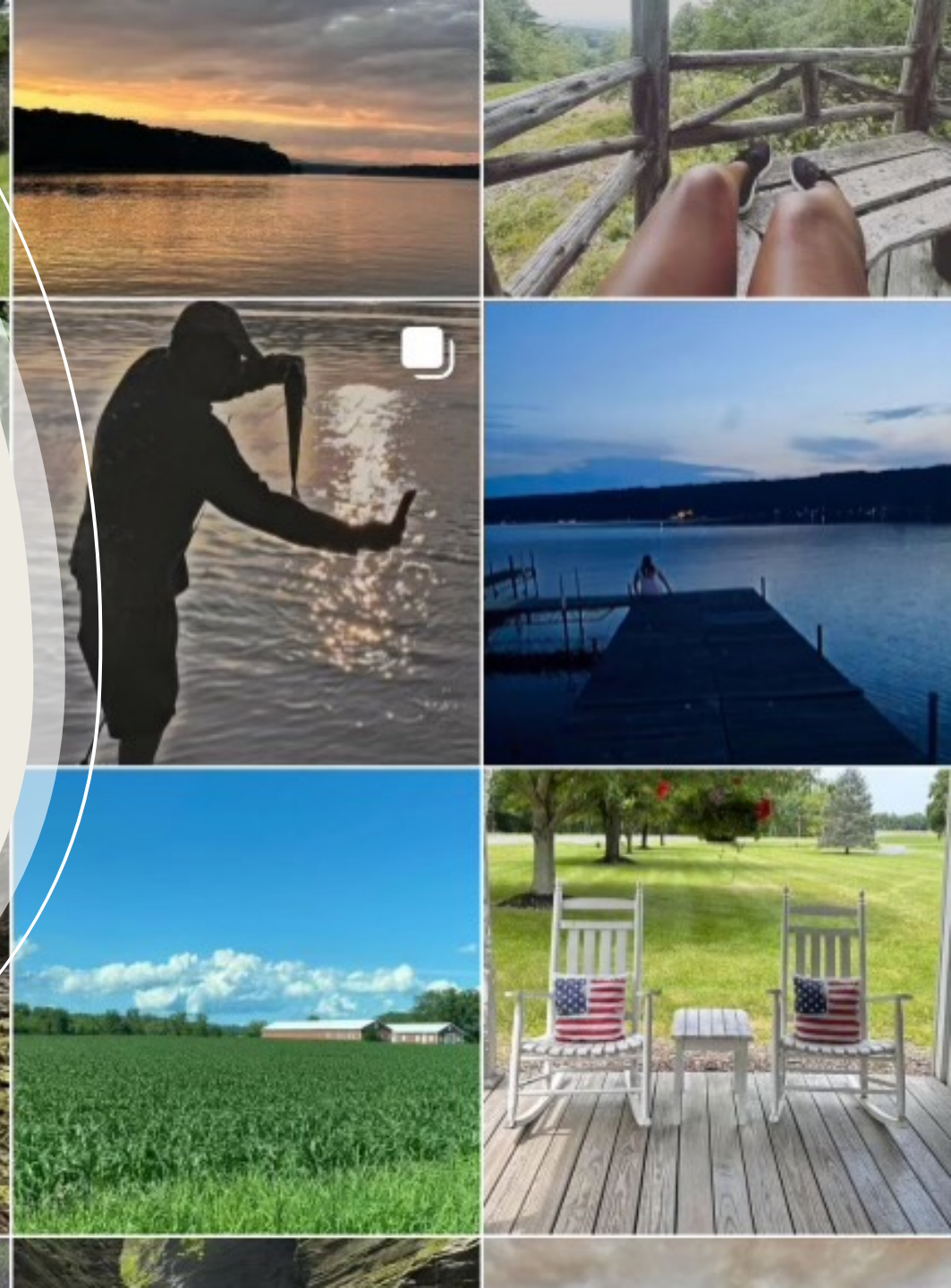
Pray, sing, meditate & rituals

Contribute to causes you believe in

Attend services

Be open to inspiration

Read or listen to inspirational material





# *Positive Affirmations*

- ✓ Every day is a new opportunity to show that I am unstoppable.
- ✓ Success is written into my destiny - no man, woman, or any other hurdles will ever change this.
- ✓ I am becoming the woman i have envisioned.
- ✓ I belong here. I am wanted. I matter.
- ✓ I set healthy boundaries to ensure that I am never overwhelmed.
- ✓ My unique qualities are my superpower.
- ✓ I am in awe of my ability to become all that I set my mind to.
- ✓ I am a valuable asset to those around me.
- ✓ I give myself the space to evolve, grow and learn.
- ✓ I can do it, so watch me.

## **Selfcare Strategies Mindfulness**

A mental state in which you focus on awareness of present moment

Find Calm- a 1 minute meditation

Practice breathing and focus on the exhale

Simplify your day

Relax your jaw and face

Choose a mantra

Walk and pay attention to the ground under your feet

Make a plan for selfcare



# Selfcare Strategies

## Meditations

### Reflection meditation

May I heal from my wound, pain, and suffering

May I give thanks for being able to do this work

May I let go of my reaction to the other

### Compassion meditation

May I be gentle with myself at work

May I be attuned to those I serve

May I forgive the imperfect nature of my work



# Selfcare Strategies

## Relationship Selfcare

Schedule regular dates with partner or spouse & children

Make time for friends

Stay in touch w/ faraway friends

Call, check in on relatives

Allow others to do things for me

Ask for help when you need it

Enlarge social circle





# Selfcare Strategies

## Physical Selfcare

Eat regularly

Take time off when sick

Get a Massage

Wear clothes you like

Get enough sleep

Dance, sing, play sports, swim, Run

Take vacations





# Selfcare Strategies

## Emotional Selfcare

Spend time with others you enjoy

Stay in contact with important people in my life

Identify comforting activities

Allow yourself to cry

Find things that make you laugh

Love yourself





# Selfcare Strategies Coping with Racial Stress

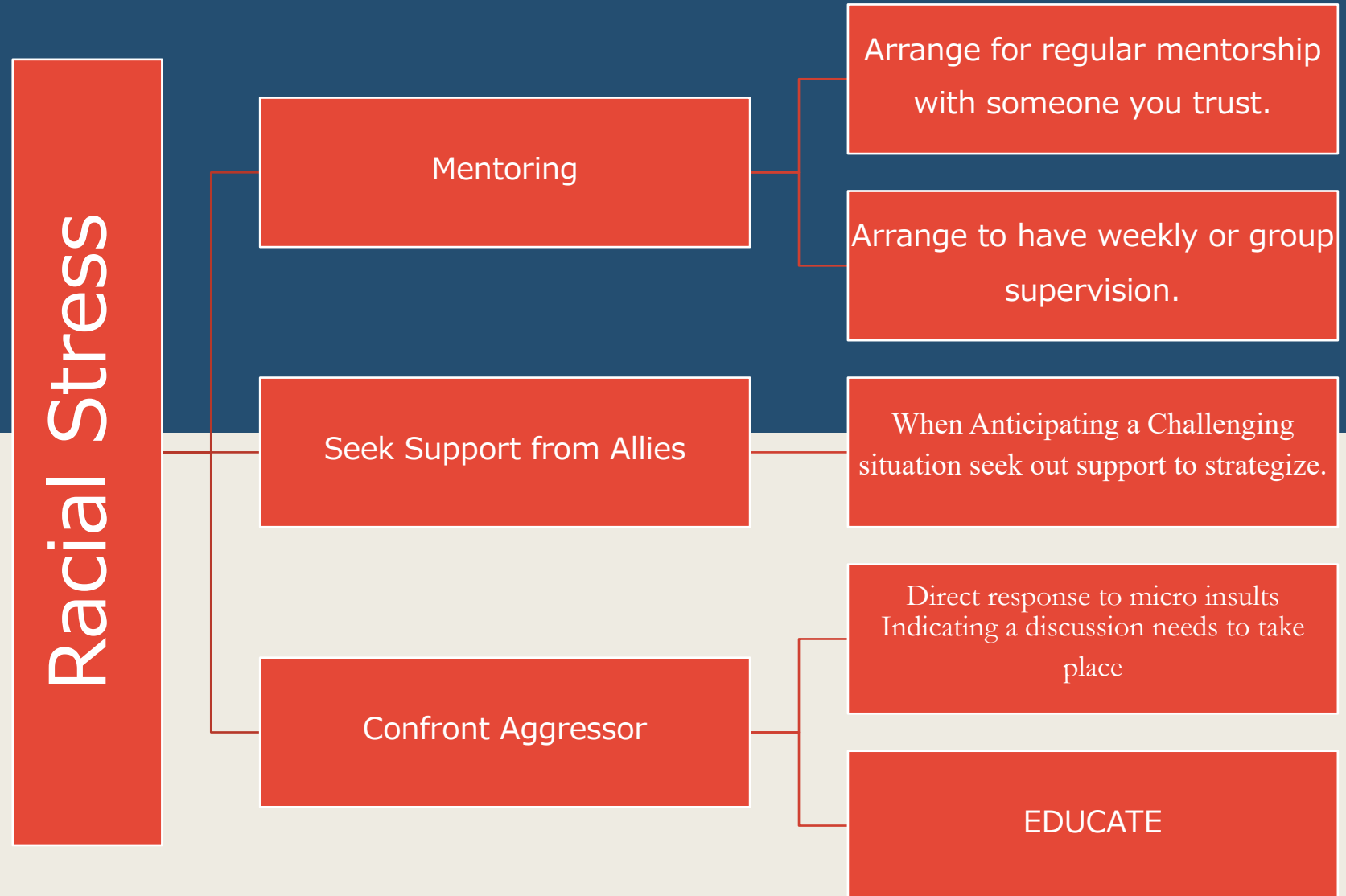
## Respond to the Racial Microaggression

- Identify thoughts, feelings and responses to a perceived microaggression.
- Decide if you want to invest the energy in pursuing understanding and possibly responding by reflecting on the situation alone and with others.



# Self-Care Strategies

## Coping with Racial Stress







# Keep good records and document experiences

Be mindful to document your experiences in the workplace

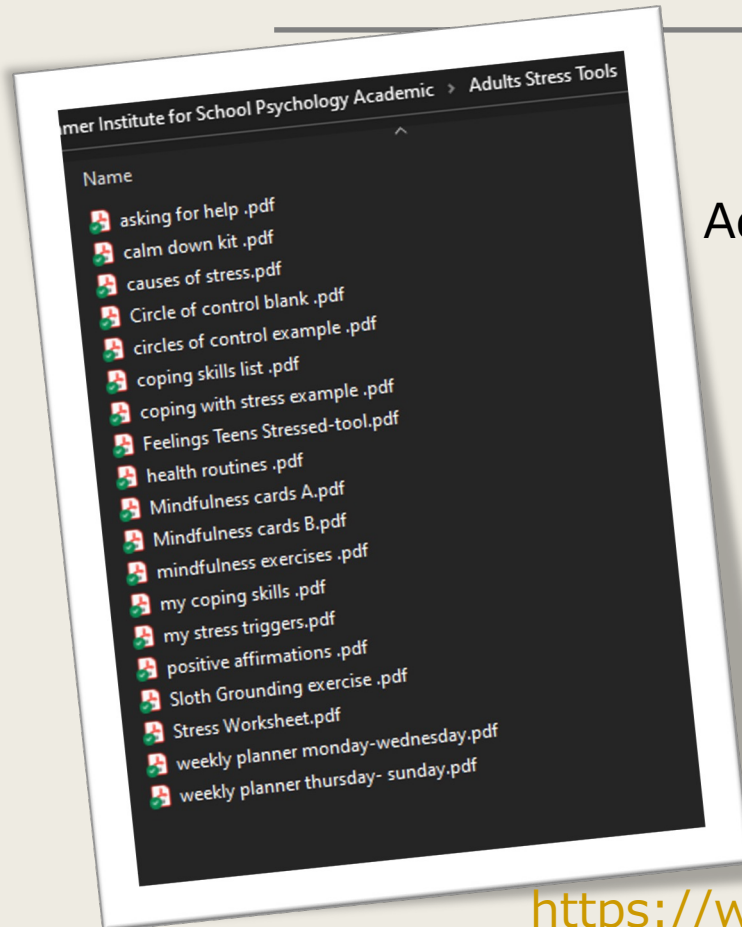
Verbal and nonverbal

Allows one to see patterns

Allows one to strategize new responses

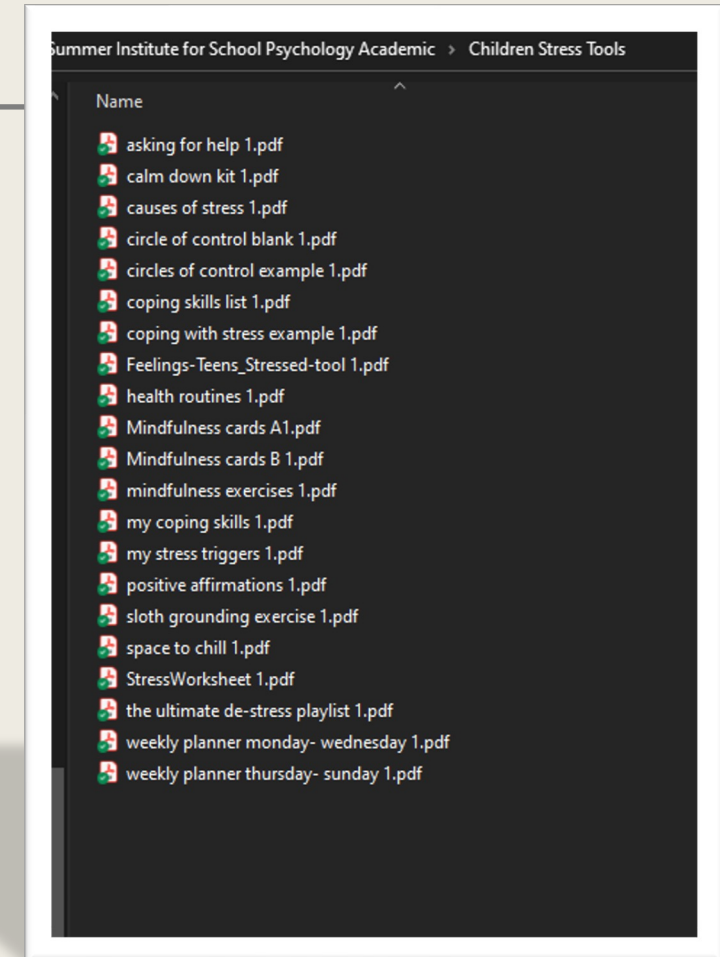
<https://www.dropbox.com/scl/fo/iwvq2z8sqhxs45n2v2k/h?rlkey=xj07h25k26z0cocjt16quq4e5&dl=0>

# Additional Resources



Adult Stress Tools

Child's Stress Tools



<https://www.dropbox.com/scl/fo/8sp219xvxct5ivigihv6/h?rlkey=pkzon862xy5p3boytdxdpqlv&dl=0>





# **Core Values Exercise**



CORE VALUES

# BUCKET LIST







CORE VALUES

CORE VALUES



LIFE

COMPASSION

FREEDOM

DEDICATION

CREATIVITY

ACCOUNTABILITY

WORK

RELIGION

HUMOR

COOPERATION

LOYALTY

WEALTH

SECURITY

RECOGNITION

BEAUTY

PROFESSIONALISM

MORALITY

PATIENCE

SPIRITUALITY

RESPONSIBILITY



LIFE	COMPASSION	FREEDOM	DEDICATION	CREATIVITY
ACCOUNTABILITY	WORK	RELIGION	HUMOR	COOPERATION
LOYALTY	WEALTH	SECURITY	RECOGNITION	BEAUTY
PROFESSIONALISM	MORALITY	PATIENCE	SPIRITUALITY	RESPONSIBILITY

**WRITE DOWN 5 CORE  
VALUES**

LIFE	COMPASSION	FREEDOM	DEDICATION	CREATIVITY
ACCOUNTABILITY	WORK	RELIGION	HUMOR	COOPERATION
LOYALTY	WEALTH	SECURITY	RECOGNITION	BEAUTY
PROFESSIONALISM	MORALITY	PATIENCE	SPIRITUALITY	RESPONSIBILITY

Remove a core value for getting in the car.





# Remove a core value for getting on the plane.

LIFE	COMPASSION	FREEDOM	DEDICATION	CREATIVITY
ACCOUNTABILITY	WORK	RELIGION	HUMOR	COOPERATION
LOYALTY	WEALTH	SECURITY	RECOGNITION	BEAUTY
PROFESSIONALISM	MORALITY	PATIENCE	SPIRITUALITY	RESPONSIBILITY



Remove a core value to have dinner with a past, present or future guest.

LIFE

COMPASSION

FREEDOM

DEDICATION

CREATIVITY

ACCOUNTABILITY

WORK

RELIGION

HUMOR

COOPERATION

LOYALTY

WEALTH

SECURITY

RECOGNITION

BEAUTY

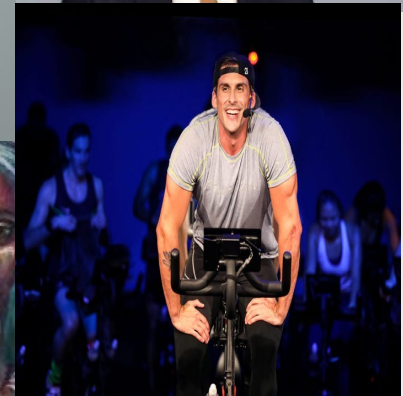
PROFESSIONALISM

MORALITY

PATIENCE

SPIRITUALITY

RESPONSIBILITY







# Core Values

How does your core values inform your selfcare practices?

How aligned are your values with your restorative practices?





# Summarizing

Burnout is REAL!!

Burnout can systematically decrease not only our ability to find meaning, direction, and fulfilment in our own lives, but also our ability to relate successfully to our clients and coworkers (Smullens, 2015, p.21).

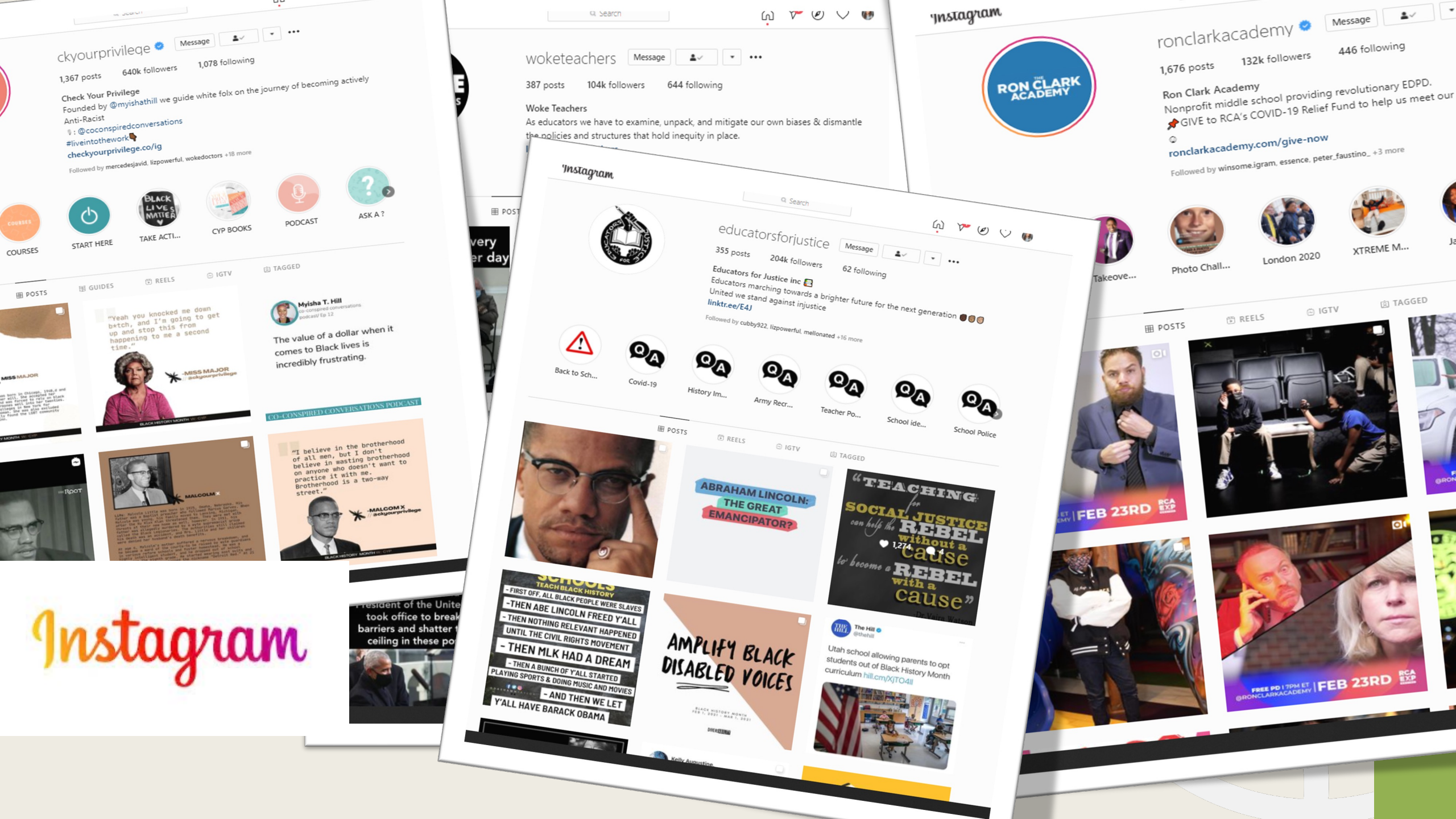
Self-care is an individualized collection of practices that must be integrated into a psychologist's life with constancy.



# Questions, Comments, Concerns









BE  
ANTIRACIST

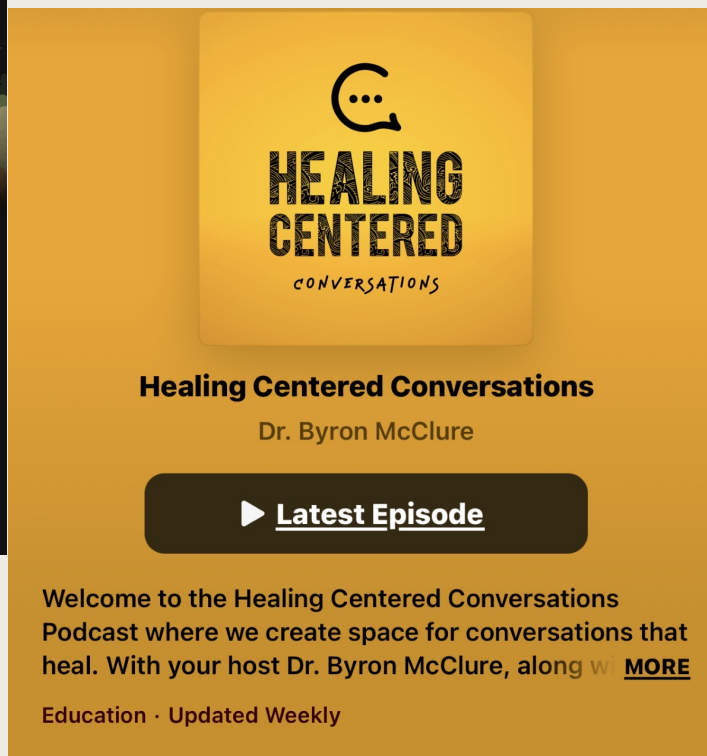
WITH IBRAM X. KENDI

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HEALING  
CENTERED  
CONVERSATIONS

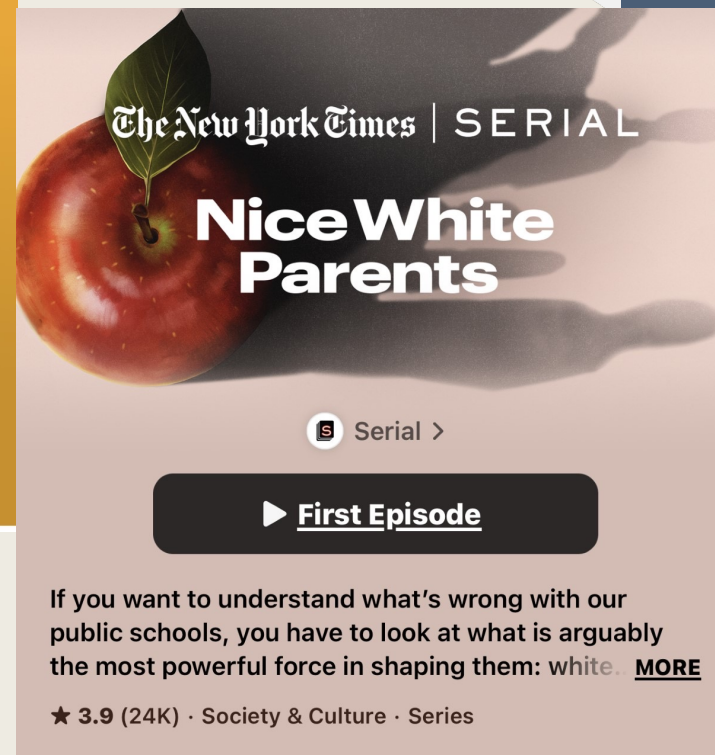
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Dr. Byron McClure

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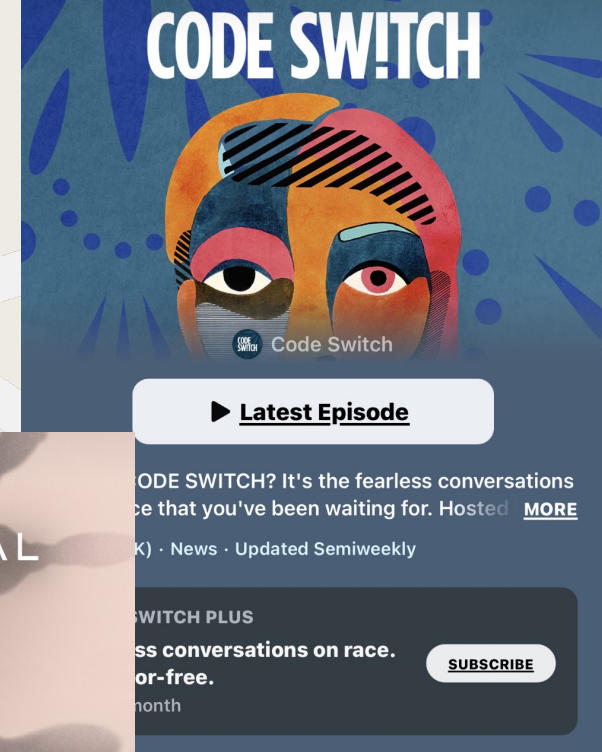
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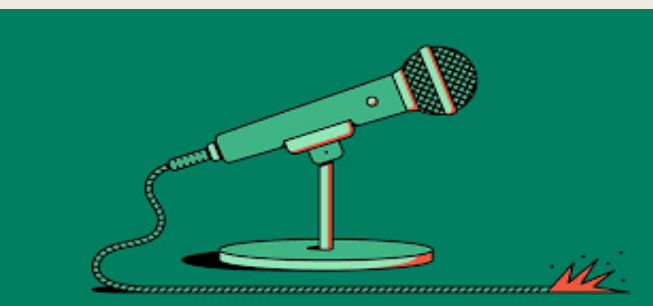
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CODE SWITCH PLUS

ss conversations on race. or-free. month

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So you  
want  
to talk  
about  
race

Ijeoma Oluo

me  
and  
white  
supremacy

Combat Racism,  
Change the World, and  
Become a Good Ancestor

AMERICANAH  
A NOVEL  
CHIMAMANDA

DERALD WING SUE  
RACE TALK  
AND THE  
CONSPIRACY OF SILENCE

HOW TO  
BE AN  
ANTIRACIST  
IBRAM X.  
KENDI

STOKELY  
SPEAKS

STAMPED  
FROM  
THE  
BEGINNING  
Ibram X.  
Kendi

NATIONAL BESTSELLER  
"Why Are  
All the  
Black Kids  
Sitting  
Together  
in the  
Cafeteria?"  
IBRAM X. KENDI

And Other Conversations About Race  
CITIZEN

WHITE  
FRAGILITY  
WHY IT'S SO HARD  
FOR WHITE PEOPLE TO  
TALK ABOUT RACISM  
The New Jim Crow

Mass Incarceration in the Age of Colorblindness  
MICHELLE ALEXANDER  
WITH A NEW FOREWORD BY CORNEL WEST

Just  
Mercy  
A STORY OF JUSTICE  
AND REDEMPTION

'They Can  
Kill Us All'  
Wesley Lowery  
A-NEHIS  
COATES  
BETWEEN  
THE WORLD  
AND ME

Just  
Mercy  
A STORY OF JUSTICE  
AND REDEMPTION



Microaggressions  
in  
Everyday Life  
Race, Gender, and  
Sexual Orientation  
Derald Wing Sue



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Essential Readings on the  
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AMERICAN  
MASCULINITY  
AT THE  
END OF  
AN ERA



# ANGRY WHITE MEN

MICHAEL  
KIMMEL

FIFTH EDITION

without racism  
racism witho  
without racism  
racists racism  
t racism with  
hout racism

color-billed racism and the persistence  
of racial inequality in america

EDUARDO BONILLA-SILVA

*Guardian* Stephen James, Winner of the Man Booker Prize 2015

Reni Eddo-Lodge

# WHY I'M NO LONGER TALKING

TO WHITE  
PEOPLE

# ABOUT RACE

ALPHA BOOKS

THE NEW YORK TIMES BESTSELLER

So you  
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to talk  
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