This chapter provides five activities and two assessments designed for training CHWs in stress management and self care. CHWs face considerable stress on the job as well as risks for burnout. The activities and assessments presented here promote increased understanding of stress and its impacts on health, as well as enhanced stress management skills and self-care practices.

This chapter corresponds to, and is meant to be used with, Chapter 12, “Stress Management and Self Care,” of Foundations for Community Health Workers, Second Edition.
Typically, we find that CHWs are more inclined to support the health and well-being of others rather than to practice self care. At City College of San Francisco (CCSF), we address the topics of stress management throughout our curriculum, encouraging learners to enhance their skills and practice over time. Some CCSF faculty incorporate a stress reduction activity—such as a 3-to-5-minute deep breathing exercise—into each training session. Learners are also invited to share their knowledge by facilitating stress reduction activities for the large group. Each CHW student is also asked to develop a self-care plan that they implement (and revise as necessary) over the course of their training.

This guide is meant to be used when teaching/training Chapter 12 of *Foundations for Community Health Workers, Second Edition*. We have included step-by-step activities for key sections, not the entire chapter. We recommend reading Chapter 12 in *Foundations*, as the textbook provides more material about stress management and self care, as well as a deeper explanation of concepts related to activities in this guide.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY 12.1: KEY CONCEPTS FOR STRESS MANAGEMENT (60–90 MINUTES)</strong></td>
<td>▶ Analyze and discuss key concepts related to stress management and self care.</td>
</tr>
<tr>
<td>This activity engages learners in a review of key concepts related to stress management and self care.</td>
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<tr>
<td>Individual work to fill in a stress self-assessment and small group discussion</td>
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<td><em>Includes:</em></td>
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<tr>
<td>• Learner Handout 12.1 A: Stress Self-Assessment</td>
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<tr>
<td>• Learner Handout 12.1 B: Small Group Discussion Questions: Work and Stress</td>
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<tr>
<td><strong>ACTIVITY 12.2: ASSESSING INTERNAL AND EXTERNAL RESOURCES (30–40 MINUTES)</strong></td>
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<tr>
<td>This activity provides learners with an opportunity to assess their own internal and external resources as a key step in developing a stress reduction and management plan.</td>
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<tr>
<td>Small and large group discussion</td>
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<td><em>Includes:</em></td>
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<tr>
<td>• Learner Handout 12.2 A: Mapping Internal and External Resources</td>
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### CHAPTER AT A GLANCE (continued)

**Stress Management and Self Care**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
</table>
| **ACTIVITY 12.3: MINDFULNESS MEDITATION FOR STRESS REDUCTION (40–60 MINUTES)** | - Identify and discuss benefits of mindfulness meditation as a stress reduction practice for self care.  
- Practice mindfulness meditation. |
| This activity provides learners with an opportunity to experience mindfulness meditation as an example of a stress reduction practice for self care.  
Guided meditation and small group discussion  
Includes:  
- For the Trainer 12.3 A: Mindfulness of Breathing, a Guided Meditation Practice | |
| **ACTIVITY 12.4: SUPPORTING A CLIENT WITH STRESS REDUCTION (80–90 MINUTES)** | - Identify and discuss elements of interaction with a client in support of a stress-reduction plan.  
- Practice key elements of this encounter. |
| This activity provides learners with an opportunity to practice elements of an encounter with a client in support of a stress-reduction plan.  
Video demonstration, role plays, and large group discussion | |
| **ACTIVITY 12.5: DEVELOPING A SELF-CARE STRESS-REDUCTION PLAN (40–60 MINUTES)** | - Identify and discuss current stressors in personal and work life.  
- Discuss and clarify intention and commitment to reduce stress.  
- Develop a personal stress-reduction plan including resources to support success. |
| This activity provides learners with an opportunity to assess the ways that stress is currently having an impact on them and develop a personal stress-reduction plan.  
Small group discussion and worksheet  
Includes:  
- Learner Handout 12.5 A: My Self-Care Stress-Reduction Plan | |
| **TRAINING WITH VIDEOS FROM CHAPTER 12 OF FOUNDATIONS** | Chapter 12 of the textbook includes an interview with CCSF faculty about stress management. |

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## CHAPTER AT A GLANCE (continued)

### Stress Management and Self Care

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>ANSWER KEY OR RUBRIC</th>
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<tbody>
<tr>
<td><strong>ASSESSMENT 12.1: DEVELOPING A SELF-CARE PLAN</strong></td>
<td>▶ Standard rubric for assessing or grading writing assignments</td>
</tr>
<tr>
<td>Learners are asked to develop their own stress-reduction and self-care plan.</td>
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<tr>
<td><strong>ASSESSMENT 12.2: STRESS MANAGEMENT AND SELF-CARE QUIZ</strong></td>
<td>▶ Answer key</td>
</tr>
<tr>
<td>A ten-question short answer quiz</td>
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<tr>
<td>ACTIVITY 12.1:</td>
<td>Key Concepts for Stress Management</td>
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<tr>
<td>ACTIVITY 12.2:</td>
<td>Assessing Internal and External Resources</td>
</tr>
<tr>
<td>ACTIVITY 12.3:</td>
<td>Mindfulness Meditation for Stress Reduction</td>
</tr>
<tr>
<td>ACTIVITY 12.4:</td>
<td>Supporting a Client with Stress Reduction</td>
</tr>
<tr>
<td>ACTIVITY 12.5:</td>
<td>Developing a Self-Care Stress-Reduction Plan</td>
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</table>

*Training with Videos from Chapter 12 of Foundations* 633
ACTIVITY 12.1

60–90 MINUTES

MATERIALS NEEDED

- Copies of “Learner Handout 12.1 A: Stress Self-Assessment” (included at the end of this activity)
- Copies of “Learner Handout 12.1 B: Small Group Discussion Questions: Work and Stress” (included at the end of this activity)

TRAINER PREPARATION

- Review Chapter 12.
- Review “Learner Handout 12.1 A: Stress Self-Assessment.” We advise you to carefully evaluate whether to include the set of questions about trauma. These are important issues to acknowledge and it can be very validating for learners to reflect on these experiences, and it may also generate strong emotions that require sensitivity and skill to manage in the classroom.

LEARNER PREPARATION

- Ask learners to carefully read Chapter 12 and to come to class prepared to actively participate in the discussion.

LEARNING OUTCOMES

After this activity, learners will be able to:
- Analyze and discuss key concepts related to stress management and self care.

KEY CONCEPTS FOR STRESS MANAGEMENT

This activity engages learners in a review of key concepts related to stress management and self care. The review includes the definitions of stress and burnout, the effects of stress and its connections to chronic health conditions, and the importance of supporting clients to develop or enhance stress management strategies.

1. Introduction

Frame this activity as an opportunity to talk about key concepts for stress management and self care, based on prior experience and training, readings from Chapter 12, and any other assigned readings. The goal is for learners to analyze and confidently discuss key concepts related to stress management and self care and approaches for supporting clients to better manage their stress.

Start by sharing several scenarios such as the four that follow, or create your own example specific to your setting.

You just had an argument with your partner and the bus is delayed, so you will be late getting to work this morning. There is an important meeting you must lead and many coworkers are depending on you to represent their concerns.

You get a call from your son’s daycare. They say he has a fever and must be picked up right away. You have a full schedule at work and no one to care for him at home.

At work, you have a client who is homeless and struggling to find work and food for their family. You are trying your best to find key resources for the client but keep coming up short.

You have a client who is very stressed about her recent diagnosis of cancer. You want to help her relax a bit, but you do not really know where to start or what concrete steps you can realistically offer her.
Key Concepts for Stress Management (continued)

Ask learners if any of these examples sounds familiar. Ask them to share a common, or recent, example of a stressful situation, and elicit two or three brief examples from the group.

Share a few key messages to frame the discussion about stress, such as the following:

⦁ Everyone experiences stress. Stress is a normal and natural part of life. The stress response keeps us alive; it stimulates our energy and creativity. However, it can also cause many problems when we cannot turn it off.

⦁ Right now, many sources of stress impact your own health. You will also experience stress as you train and work as a CHW. Learning to manage your stress from work (and even reduce it) can assist you in promoting your overall health and wellness.

⦁ Stress is also a driver of chronic health conditions and the resulting health disparities we see in our communities (particularly related to cardio-vascular disease, mental health, and overall immune system function).

⦁ Burnout is a very real risk for CHWs, particularly when they are working with clients and communities where resources are insufficient to meet basic and essential needs.

⦁ How we respond to stress is influenced by our access to internal and external resources. Internal resources reside within us and include, for example, our knowledge, skills, beliefs, and past accomplishments. External resources reside outside of us and include, for example, relationships with family, friends, and community; membership in specific groups or organizations; having employment, a home, and access to food and safety; and so on.

⦁ The good news is that stress management and self-care skills and strategies can be taught and learned.

⦁ Stress-management skills and strategies are very powerful tools to promote health and well-being, but you have to take the time to perform them in order for them to work.

⦁ CHWs can play an important role in assisting others to manage and reduce their stress. The more we learn to take care of ourselves, the better we may understand how to support others to do the same.

Large Group Discussion

Facilitate a discussion about stress drawing on the information provided in Chapter 12. Ask learners to share their responses to questions such as the following:

⦁ In your own words, what is the definition of stress?
  See Chapter 12 as a reference.

⦁ What are some of the responses to or potential consequences of stress?
  List common physical, emotional, cognitive, behavioral, and spiritual responses. See Chapter 12 as a reference.
Key Concepts for Stress Management (continued)

- What is the relationship between stress, chronic conditions, and health disparities?
- Does it surprise you to consider all of the possible consequences of stress?

3 Individual Reflection
Pass out a copy of the stress self-assessment, Parts 1 and 2, to each learner. Ask them to work independently to complete the activity, reflecting upon their own experiences. They will not be asked to turn in their responses. They will have an opportunity to talk about what they learned from this activity, if they wish, during the large group discussion. Provide learners with about 5 minutes to complete the form.

4 Small Group Discussion
Assign learners to small groups of two or three, and explain that they will be discussing a series of questions about stress based on their reading and experiences, and completing the stress self-assessment. Pass out copies of the discussion questions to all learners, and review them briefly, clarifying information as needed. Provide learners with approximately 10 minutes for the discussion. Circulate among small groups, clarifying information as needed.

5 Large Group Discussion
Explain that you will ask questions to guide a discussion among all learners. Emphasize that there is no expectation for learners to share any specific information from their small group discussion or their individual reflection. They may share whatever they wish in response to questions such as these:

- What are some of the ways that stress affects you?
- What are the most common stressors for you at work?
- What are some of the stressors your clients experience?
- What are some of your internal and external resources?
- What is your most effective strategy for managing your stress?
- Have you experienced any of the signs of burnout or secondary trauma? If yes, how have you managed this?
- What kind of support would be helpful for you to enhance your skills and abilities for reducing and managing your stress?
- What was it like to complete the stress self-assessment? Was it useful in highlighting information about your own experience of stress?
- How does your own experience with stress inform your work with clients?
Key Concepts for Stress Management (continued)

6 Reinforcement

Thank learners for their willingness to reflect upon their own experiences with stress and their willingness to discuss them with others. Take a few minutes to reinforce key messages and concepts highlighted by learners, from Chapter 12 and other sources. Key messages to reinforce may include these:

- You are highly likely to experience stress in the workplace—both during your internships and as a volunteer or employee.
- Learning about some of the common responses to and consequences of stress is important for understanding both your own and your clients’ needs for stress management as an important part of managing chronic health conditions.
- Reflecting on your own stress reduction challenges and successes may help inform how you work with clients to develop their stress reduction strategies.
- Everyone can learn to recognize the signs of stress and develop tools that are useful to reducing it.
- Recognize the importance of practicing stress management strategies that work for you and, in turn, assist your clients to develop and reinforce stress reduction strategies that are best for them.
- You have to put stress reduction skills into practice in order to receive the benefits.
### Activity 12.1  
**Learner Handout 12.1 A:**  
**Stress Self-Assessment**

#### PART 1: EXPOSURE TO STRESSORS

Have you recently experienced the following stressors? Define *recently* for yourself. Many self-assessments use the timeframe of six months or a year.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
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</table>

The death of a family member or close friend

A serious injury or illness

The end of a long-term relationship

The beginning of a new relationship or marriage

Birth or adoption

Serious argument or conflict with family members or close friends

Financial or legal difficulties

Significant changes in your sleeping or eating patterns

Depression (lack of feeling or persistent and overwhelming sadness)

Violence or witnessing violence

Loss of housing or employment

Beginning school, starting a new job, or moving to a new home

Jail or prison or incarceration of a close family member

Discrimination in school, employment, housing, or other contexts based on your identity

Other (fill in events that you think are significant stressors)

Other

Other
Learner Handout 12.1 A: Stress Self-Assessment  (continued)

Have you ever experienced the following types of traumatic events?

<table>
<thead>
<tr>
<th>YES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Incarceration</td>
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<td>Armed conflict or war</td>
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<tr>
<td></td>
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<td>Physical abuse or assault</td>
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<td></td>
<td></td>
<td>Intimate partner violence</td>
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<tr>
<td></td>
<td></td>
<td>Sexual abuse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fleeing your country of origin</td>
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<td></td>
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<td>Other</td>
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</tbody>
</table>

Have you ever experienced the following types of work-related stressors?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Received a professional evaluation that you felt was not fair</td>
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<td>Changed jobs or received a promotion or demotion</td>
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<td>Missed work because you felt too stressed to go in</td>
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<td>Had a conflict with a coworker</td>
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<td>Had a conflict with your supervisor</td>
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<td></td>
<td>Witnessed the decline of a client's health or related circumstances</td>
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<td>Worked closely with a client who shares their trauma experiences with you</td>
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<td>Other</td>
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<td>Other</td>
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</table>
Learner Handout 12.1 A: Stress Self-Assessment (continued)

Rank your response to the following questions on a scale from 0–5, with 0 representing strongly disagree and 5 representing strongly agree.

<table>
<thead>
<tr>
<th>STRONGLY DISAGREE</th>
<th>STRONGLY AGREE</th>
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<tbody>
<tr>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
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<tr>
<td>2</td>
<td>3</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
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</table>

- My input is valued by my employer.
- I can rely on guidance and support when I need it at work.
- Workplace policies are implemented in a fair manner.
- My contributions are recognized and valued.
- I feel safe at all times on the job.
- I am confident that my work is meeting the needs of my clients.
- I receive the resources I need to perform my job.
- I have at least one colleague at my workplace who I feel values and connects with me as a person and as an individual.

PART 2: STRESS RESPONSE

Have you recently experienced the following stress responses?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</thead>
</table>
| _____ | _____ | Difficulty sleeping
| _____ | _____ | Smoking or drinking more frequently or more than you want to
| _____ | _____ | Being more irritable with family and friends
| _____ | _____ | Difficulty getting out of bed in the morning, going to work, keeping social commitments
| _____ | _____ | Withdrawal from valued family, friends, community, activities
### Learner Handout 12.1 A: Stress Self-Assessment (continued)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Muscle tension and chronic pain or nausea</td>
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<td>Increased blood pressure</td>
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<tr>
<td></td>
<td></td>
<td>Difficulty sleeping, including insomnia and nightmares</td>
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<td>Significant changes in diet</td>
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<tr>
<td></td>
<td></td>
<td>Difficulty breathing or panic attacks</td>
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<td></td>
<td></td>
<td>Increased symptoms of depression</td>
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<td>Critical thoughts about your own value, intelligence, or abilities</td>
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<td>Thoughts of not wanting to be alive or thoughts of suicide</td>
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<td>Significant changes in spiritual life or faith</td>
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<td>Other</td>
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</table>

**Have you experienced the following at work?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Tuning out when listening to a client</td>
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<td>Talking more than your clients during sessions</td>
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<tr>
<td></td>
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<td>Increased anxiety about work</td>
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<td></td>
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<td>Increased irritation with clients or colleagues</td>
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<td>Less satisfaction from professional contributions</td>
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<td>A lack of hope related to your work or the prospects of your clients</td>
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<td>Taking it personally when clients fail to progress and achieve their goals</td>
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<td>Spending a lot of time worrying about your clients or other aspects of your job when not working</td>
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<td>Difficulty creating a strong boundary between work and the rest of your life</td>
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<td>Other</td>
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</table>
Activity 12.1
Small Group Discussion
Questions: Work and Stress

Take a few minutes to discuss the following questions related to stress on the job:

⦁ What are some examples of stressors you encounter on the job or during your CHW training?
⦁ What kinds of stressors do you see in your clients?
⦁ Have you experienced burnout on your job? How did you handle this?
⦁ What are your most important internal and external resources?
⦁ What is your favorite stress-buster?
⦁ How does your own experience with stress inform your work with your clients?
⦁ How can you support your clients to develop a stress-reduction plan that will work for them?
Assessing Internal and External Resources

This activity provides learners with an opportunity to assess their own internal and external resources as a key step in developing a stress reduction and management plan. Learners will participate in a large group discussion, in individual reflection, and work in pairs to support each other in recognizing internal and external resources.

1 Introduction

Explain that this activity is an opportunity to identify, share, and discuss the internal and external resources that are available to each one of us to reduce and manage our stress.

2 Review

Start by inviting a discussion to review information about stress, as necessary. Ask learners open-ended questions such as these:

- How would you define stress?
- What is an example of a stressful situation in your workplace?
- What is an example of a stressful event in your personal life?
- What is an example of how you handle stress in these cases?

Offer the definition of stress from Foundations as “the way we respond to and are affected by events and situations that place a demand on our internal and external resources.”

Activity 12.2

30–40 MINUTES

MATERIALS NEEDED

- Copies of “Learner Handout 12.2 A: Mapping Internal and External Resources” (included at the end of this activity)

TRAINER PREPARATION

- Review Chapter 12.
- Write the review questions provided in Step 4 on the board or on flip-chart paper.

LEARNER PREPARATION

- Ask learners to review Chapter 12.

LEARNING OUTCOMES

After this activity, learners will be able to:

- Identify and discuss internal and external resources for stress reduction and management.
Assessing Internal and External Resources (continued)

Expand the discussion by asking learners to share their ideas about and definitions of internal and external resources. Review the following definitions from Foundations:

**Internal resources** lie within each of us and include such things as personal qualities, strengths, knowledge, accomplishments, and skills. Some examples include these:
- Humor
- Patience
- Ability to connect to others in a meaningful way
- Love of music, reading, writing, or other pastimes

Ask learners for additional examples and make sure to clearly acknowledge that internal resources are inside each of us and exist independently of the efforts of others. Although we all value and need the support of others as we navigate our lives, our internal resources arise from within our deepest selves.

**External resources** are located outside of us and include things such as relationships, community assets, and social supports. Some examples include these:
- Close and supportive relationships with family
- Strong friendships
- Pets
- Employment
- Access to quality education, stable housing, parks and recreation facilities

Again, ask learners for additional examples acknowledging the wide and diverse nature of external resources. You may wish to share the following points:
- These internal and external resources form our tool kit for dealing with and responding to the demands or stress we encounter.
- Assessing our own internal resources enables us to validate the many, and often unseen, positive attributes we can draw on to assist us in reducing and managing our stress.
- When we begin to acknowledge our basic internal resources, we can often also begin to expand our awareness to include many more internal resources that we may have simply overlooked and that we can now call upon. Paying attention to and nurturing these resources can help increase and expand them even further.
- Assessing our external resources helps to remind us of what we have access to and can also inform our efforts to seek out and build more supportive external resources.
Assessing Internal and External Resources (continued)

3 Individual Reflection
Pass out copies of Learner Handout 12.2 A. Ask learners to spend 5 to 7 minutes in quiet self-reflection and to list as many internal and external resources as they can in the spaces provided. Remind them to think concretely and creatively and to write down any and everything that comes to mind. Let them know that they will have the opportunity to share their maps with a partner and can continue to add resources.

4 Work in Pairs
Ask learners to find a partner to work with. You may choose to instruct them to turn to someone sitting nearby, or alternately, ask them to find someone they do not know or have not worked with recently in class.

Each learner will take turns speaking and listening as they share their internal and external resources. You may time these discussions, making sure they take turns speaking and listening, or you may simply give them 5 to 10 minutes to share their maps. This is an opportunity for all learners to talk about how they manage stress and to give and receive ideas from each other.

Circulate among learners to observe their paired practice and to respond to questions as appropriate.

After 5 to 10 minutes, ask learners to stop and to take a few minutes to debrief with each other. Write the following questions on the board or on flip-chart paper for all learners to read:

- How did it feel to share these internal and external resources?
- What did you find in common with each other? What differences did you notice?
- What might you add to your own list as a result of this conversation?

5 Reinforcement
Take a few minutes to reinforce some of the key messages shared by learners during this activity and from Foundations and other training resources. For example, you might choose to reinforce the following messages or concepts:

- Assessing internal and external resources provides insight into your available strategies for stress reduction.
- By looking carefully at your resources, you may be able to see ways to further acknowledge what you have, build on existing resources, and seek out new ones.
- Taking the time for this self-reflection can prepare you to discuss this with your clients with more skill as well as compassion for their unique experiences.
Activity 12.2

Learner Handout 12.2 A: Mapping Internal and External Resources

Internal resources

External resources
Mindfulness Meditation for Stress

This activity provides learners with an opportunity to experience mindfulness meditation as an example of a stress reduction practice for self care. Trainers will lead learners through a guided meditation. Learners will also participate in a large group discussion and paired partner sharing to reflect on the experience.

The practice of mindfulness meditation has grown dramatically in recent years and is now taught and used regularly (often called Mindfulness-Based Stress Reduction or MBSR) in many corporate settings, educational and health care institutions, and even in the US military.

There are evolving standards for teaching mindfulness including that it is important to practice mindfulness yourself in order to be able to guide others in the practice. Although the instructions for this training activity may initially seem complex, we recommend that you read through them and try doing the practice yourself. We also recommend doing trial runs of the narrated guided instructions for learners before you offer it in the training. We think you will find a very positive response from your learners to this type of experience. We encourage you to explore the resources offered on mindfulness in the corresponding chapter in the Foundations text.

1 Introduction

Explain that this activity is an opportunity to discuss and experience mindfulness meditation as a stress reduction practice for self care.

2 Review of Mindfulness Meditation

Briefly review and discuss key information about mindfulness drawing upon Chapter 12 and other resources. For example, you may wish to highlight the following

### Reduction

**40–60 MINUTES**

**MATERIALS NEEDED**

- "For the Trainer 12.3 A: Mindfulness of Breathing, a Guided Meditation Practice" (included at the end of this activity)
- Bell, chime, or other device to indicate the end of the meditation session

**TRAINER PREPARATION**

- Review Chapter 12.
- Read through the guided meditation and practice on yourself and others before the training.
- Write discussion questions provided in Step 5 on flip-chart paper or on the board.

**LEARNING OUTCOMES**

After this activity, learners will be able to:

- Identify and discuss benefits of mindfulness meditation as a stress reduction practice for self care.
- Practice mindfulness meditation.
Mindfulness Meditation for Stress Reduction (continued)

information, stopping along the way to provide opportunities for learners to ask questions and share their own knowledge:

- **Mindfulness** is the practice of being intentionally aware of thoughts and actions in the present moment, without judgment. Simply put, mindfulness cultivates a willingness to be with what is.

- Although mindfulness meditation has its roots in ancient meditation disciplines, it is also a universal practice that can benefit anyone directly. Cultural and religious traditions and practices from all over the world have various practices that cultivate attention of the present moment.

- Mindfulness cultivates the ability to be more present with our experience rather than simply reacting to experiences without noticing what is actually going on.

- In mindfulness meditation the focus is on this present moment because it is the only time we have to learn, grow, or create change to answer the challenges and opportunities arising in our lives.

- Health research over the last 30 years has demonstrated many benefits of mindfulness meditation practice including the following:
  - Increased immune function
  - Decreased pain
  - Decreased inflammation
  - Increased positive emotion
  - Decreased depression
  - Decreased anxiety
  - Decreased stress

3 **Introduce the Mindfulness Meditation**

Explain that you will now lead learners in a mindfulness meditation. Ask them to do their best to participate and give it a try.

We suggest facilitating a first-time experience of mindfulness meditation for 5 to 10 minutes. Note that the guided meditation practice provided in the handout included after this activity can be used to facilitate meditation sessions ranging from 10 to 40 minutes.

Proceed with instructions for mindfulness meditation using the following script:

*The easiest and most effective way to begin practicing mindfulness as a formal meditation practice is to simply focus your attention on your breathing and just see what happens as you attempt to rest it there.*
Mindfulness Meditation for Stress Reduction  (continued)

Paying attention to your breathing means just paying attention. Nothing more. It does not mean that you should push or force your breathing, try to make it deeper, control it, or change its pattern or rhythm in any way. You have been breathing for many years and are doing it just right. The intention we make in being mindful of breathing is simply to be aware of the feeling of each in breath and each out breath, just as it is, right here, right now, in this present moment.

As you begin to keep your attention focused on the breath you will undoubtedly find that your mind has wandered off someplace else. Perhaps you are rehashing a past event, or rehearsing a future possibility. This is part of the human experience and happens to us all. It is important to know that when your mind wanders off, you are not doing anything wrong. It’s just the nature of the brain and untrained attention.

Each time you become aware of this wandering mind during your mindful breathing meditation, simply bring your attention back to the breath. If it moves off the breath a hundred times, just calmly bring it back to the breath a hundred times.

By doing so, you are training your mind to be less reactive and more stable. When you bring your attention back to the breath you are gently turning away from the thousand ways your mind constantly chatters, and you are coming back to the present moment, to make each moment count. You are taking each moment as it comes, and not valuing any moment over another; you are just noticing what is right here, right now. By repeatedly bringing your attention back to the breath each time it wanders off, you are cultivating your natural ability to concentrate your mind, and concentration builds and deepens with practice, much as muscles develop by lifting weights.

Doing this meditation practice regularly helps us to be in the present moment and perhaps appreciate all the things that we miss by being swept away by the chattering mind. The meditation practice builds inner strength, develops patience, and strengthens the ability to be nonjudgmental. You are not giving yourself a hard time because the mind left the breath. You simply, and as a matter of fact, return to the breath anew each time gently but firmly.

Next, review the following directions with learners:

1. Assume a comfortable posture lying on your back or sitting. If you are sitting, keep your spine straight, let your shoulders drop, and your jaw relax.
2. Close your eyes if it feels comfortable. If you leave your eyes open, keep a gentle, downward, soft gaze.
3. Bring your attention to your breath wherever you feel it is the most distinct or prominent in your body—in your nostrils, your chest, or your belly. Feel the in breath and the out breath.
Mindfulness Meditation for Stress Reduction  (continued)

4. Keep the focus on your breathing, just being with each in breath for its full duration and with each out breath for its full duration, as if you are riding the waves of your own breathing.

5. Every time you notice that your mind has wandered off the breath, simply note the wandering, and then gently bring your attention back to your body, feeling the breath wherever you feel you are breathing in and breathing out.

6. If your mind wanders away a thousand times, then your task is to simply bring it back to the breath every time, without blame or judgment, no matter what your attention becomes preoccupied with.

4 Facilitated Mindfulness of Breathing, Guided Meditation Practice

Use the guided meditation practice provided at the end of this activity as a script. As suggested, take your time reading the guided meditation; pause as you wish to provide learners with time to follow, to breathe, and to be in the moment; repeat any phrase or part of the guided instructions that may seem useful for your learners in your setting as you go. Continue for 10 to 15 minutes based on your assessment of the learners’ interest and capacity. This may increase over time with continued practice.

You may share this recommendation after the practice.

Practice this meditation for 15 minutes at a convenient time every day, whether you feel like it or not, for one week and see how it feels to incorporate disciplined meditation practice into your life. Be aware of how it feels to spend time each day just being with your breath without having to do anything. Over time you may feel able to practice mindfulness of breathing meditation for longer periods of time.

5 Paired Partner Sharing

Assign learners to find a partner to share their experience. Post the following discussion questions on the board or on flip-chart paper and review them with learners before they begin their conversations in pairs:

- What was it like to try mindfulness meditation?
- What was it like to focus on your breath?
- Was anything about this experience surprising to you?
- Were there any particular challenges for you?
- Would you be interested/willing to try this every day for 10 minutes? Why or why not?
Mindfulness Meditation for Stress Reduction (continued)

Share with learners the two most common responses to beginning mindfulness practice:

- **I get so sleepy or fall asleep.** This is completely all right; you probably need some more sleep on a regular basis. Try to step away from any judgment that you are doing something wrong or that there is something wrong with you. Mindfulness practice when we are sleepy is just to notice sleepiness—that’s it, no judgment or blame.

- **My mind is too busy and distracted to do this.** This is completely all right, you just need more practice. Again, try to step away from judgments that are about you doing something wrong or that your mind is not able to do this (all human minds jump around). More practice will build your mental concentration muscle.

### Reinforcement

Take a few minutes to reinforce some of the key messages shared by learners during this activity, from *Foundations*, and from other training resources. For example, you might choose to reinforce the following messages or concepts:

- Mindfulness is all about p-r-a-c-t-i-c-e, learning to focus and calm the mind. We do this by flexing that muscle of simple nonjudgmental awareness of an object of concentration, in this case the breath. When the mind wanders or you feel sleepy, just bring your attention back to the object of awareness. That is successful mindfulness, and that’s why it’s called a practice.

- The practice of coming back to your breath after wandering off (a thousand times) develops concentration, increases mental stability, and helps regulate emotions.

- Just being aware of what’s going on in your mind can help you step back from it, like lying on your back and watching the clouds in the sky pass by. This can aid you in not identifying with or believing negative thoughts.

- Sometimes simply being aware of negative or unpleasant thoughts can enable them to lessen or be released as you experience how all phenomena are constantly changing. Research has shown that labeling experience with words helps regulate emotions and helps you to feel calmer.

- Mindfulness meditation can help you experience the mind–body connection—how your thoughts and emotions are connected to your body. One benefit of this can be to break the cycle of clenching or tightening around pain or discomfort. We often do this on auto pilot with pain, and by just paying attention to this, we can help release this tightening.
Activity 12.3

Trainer’s Copy 12.3 A: Mindfulness of Breathing, a Guided Meditation Practice

The following is a script for facilitating a mindfulness of breathing meditation. Feel free to adjust the script to meet the needs of your learners and your setting. We recommend that you practice reading this aloud before the training to make sure that it comes out naturally, in your own words.

You may wish to add pauses, long or short, during the meditation wherever you feel learners need more time to adjust or to incorporate what you are saying. Practicing reading the meditation ahead of time, and paying attention to learners' body language can help you set the correct pace for this meditation.

Begin by reading the following script to the learners.

**NOTE** The language in this guided meditation, such as the -ing form of verbs used throughout, is chosen purposefully. It is used in guided mindfulness to convey more of a gentle instruction and less of a command.

Welcome to mindfulness of breathing meditation practice.

To begin, start by finding a comfortable position that encourages being alert and awake.

Let's take a few moments as we begin, welcoming ourselves here and now, and checking in with ourselves, acknowledging our thoughts and emotions, whatever they are, whatever is present inside us, and simply letting them be.

Congratulating yourself for doing this practice and for taking time out to take care of yourself.

Now, very gently, shifting your awareness to the breath, to wherever you feel your breath as prominent or distinct. This could be the tip of your nose as your breath enters, the rise and fall of your chest, or perhaps the expansion and contraction of your belly— anywhere you are making contact with the breath and feeling the breath. We all know how to breathe; there is no wrong way. There is no need to count the breath or control it in any way. Just breathing.

Feeling the sensations in your body as you breathe in and breathe out. Just feeling the breath. Becoming mindful of the breath in this moment. As you breathe in, being aware and feeling what it is to breathe in. As you breathe out, being aware of breathing out and what that feels like.

It's inevitable that you will find your mind wandering away from the breath. When this happens, simply making a mental note that you're wandering and gently bringing your awareness back to the breath. If your mind wanders off a thousand times, bringing it back to the breath a thousand times, without judgment. Simply breathing in and breathing out. Being present.

Noticing the variations of your breath. Letting go of any thoughts or ideas about your breath, just breathing moment to moment.
Each time you bring attention back to the breath is mindfulness. Taking your life one inhalation and one exhalation at a time.

As we breathe, becoming aware of the ebbing and flowing of the breath, just like the sea. Becoming aware of the transient nature of the breath, coming and going, as are all things, ever changing, coming and going, rising and falling away.

And now withdrawing your focus from the breath, to feeling a sense of wholeness in your entire body, moment to moment. Sensing your whole body, connected, alive, breathing.

In a minute, I will ring the bell to end this session of sitting meditation. In the remaining moments, please congratulate yourself for taking this time to care for yourself in this way.

Knowing that this practice is always available to you, just as your breath is always here for you, moment to moment, right here, right now.

Ring bell to end the meditation session.

And for a bit of levity, you may want to share this poem by an unknown author. It may help learners understand that self care for stress reduction is truly a life-long process. On a good day we may feel more ease in our lives, and on another day, well...

Poem

If you can start the day without caffeine
If you can always be cheerful, ignoring aches and pains
If you can resist complaining and boring people with your troubles
If you can eat the same food every day and be grateful for it
If you can understand when loved ones are too busy to give you time
If you can take criticism and blame without resentment
If you can conquer tension without medical help
If you can relax without liquor
If you can sleep without the aid of drugs
Then you are probably a dog.
Activity 12.4

**Supporting a Client with Stress Reduction**

This activity provides learners with an opportunity to practice elements of an encounter with a client in support of a stress-reduction plan. Learners will participate in a large group discussion, watch a video demonstration, and participate in role plays to practice key elements of developing and maintaining a stress-reduction plan with a client.

1. **Introduction**

   Explain that this activity is an opportunity to discuss, and to put into practice, key elements for supporting a client with a stress-reduction plan. Let learners know that they will be watching a video of a CHW and a client working on stress reduction, and after the video, everyone will have an opportunity to role play a stress-reduction plan, both as the CHW and as the client.

2. **View Video**

   Show the video of a CHW working with a client to support stress reduction: “Action Planning and Stress Management: Role Play Demo, Foundations” (3:47) (http://youtu.be/H_62Cbm5W_c). After viewing, ask learners to share their thoughts about the video by asking questions such as these:
   
   - How did the CHW demonstrate support for the client?
   - How did the client respond to the CHW? Why do you think they reacted this way?
   - What else did you notice in the encounter?

3. **Large Group Discussion**

   Guide learners in reviewing the elements of a successful encounter with a client. Start by asking learners
Supporting a Client with Stress Reduction (continued)

to share client-centered counseling principles. Write answers on flip-chart paper or the board as the discussion progresses.

- Start where the client is. Let the client guide the ideas about the elements of a stress-reduction plan.
- Support and reinforce the client’s own strengths.
- Support any positive, small, and incremental steps in the plan.
- Enlist the client’s ideas of how they would like to receive your support.
- Assume a neutral and nonjudgmental presence in order to support the client’s ideas.
- Express compassion by supporting and validating the client’s experience through the use of OARS (open-ended questions, affirmations, reflective listening, and summarizing—see Chapter 9, “Client-Centered Counseling for Behavior Change”).

4 Role Play Practice in Pairs

Ask learners to find a partner to work with for this role play activity. Ask learners to choose either the CHW or client role, and to do their best to create a situation that is both realistic and not too challenging or problematic. For this scenario, the client is facing considerable stress in their life and is interested in working on a stress-reduction plan.

Ask learners to take 5 to 10 minutes with the role play. Circulate among learners to observe their role play practice, and to respond to questions as appropriate. Call time as you wish, and ask learners to take a few minutes to debrief with each other. Write the following questions on the board or on flip-chart paper for all learners to read:

For the Learner Playing the Client
- What did the CHW say that felt supportive of your stress-reduction efforts?
- What else could the CHW have done to support your stress-management efforts?

For the Learner Playing the CHW
- What was challenging about this role play?
- How did you use client-centered concepts and skills to support the client with stress management?

5 Role Play Practice in Pairs, Switch Roles and Repeat

Ask learners to switch roles—the person who played the CHW should take on the role of client, and vice versa. Again, the learner playing the client will develop their own
Supporting a Client with Stress Reduction (continued)

realistic scenario about a person who is facing considerable stress in their life. Follow the same steps covered in Step 4.

After approximately 5 to 10 minutes, stop the role play and ask the learners to debrief with each other.

6 Large Group Discussion
Facilitate a discussion among the large group of learners by posing questions such as these:

⦁ What was it like to practice supporting a client with stress reduction?
⦁ How might talking with clients about stress be beneficial to them?
⦁ What did you learn about how (and how not) to best support clients with stress management?
⦁ What kind of support do you need to initiate this discussion with your clients?

7 Reinforcement
Take a few minutes to reinforce some of the key messages shared by learners during this activity, from Foundations, and from other training resources. For example, you might choose to reinforce the following messages or concepts:

⦁ Express compassion and respect for the client’s experience.
⦁ Remember to assess for—and acknowledge—the client’s strengths regarding stress management. For example, inquire about what they have done well in the past to manage their stress.
⦁ Support the client to develop a realistic stress-management plan—one that they are likely to have success implementing and fitting into their daily life.
⦁ Explore specific and concrete ways to support them by providing reminders, by setting timelines, or by doing other things mutually agreed upon with clients.
Developing a Self-Care Stress-Reduction Plan

This activity provides learners with an opportunity to assess the ways that stress is currently having an impact on them and to develop a personal plan that includes self-identified stress reduction activities and key resources to support their success. Learners will participate in individual reflection and large and small group discussion to clarify intention, identify resources, and develop this plan.

This activity may stand alone or be blended into Activity 12.2.

This activity also may be used as a written assessment to be turned in at a later date (see “Assessment 12.1: Developing a Self-Care Plan”).

1 Introduction

Explain that this activity presents an opportunity to identify, share, and discuss the specific ways that stress is affecting learners’ lives right now—in both their personal and work/professional lives—and the importance of developing a regular practice for self care. Learners will then share and discuss ideas of specific actions to reduce stress and create a personal stress-reduction plan.

Depending upon whether or not you have already facilitated other training activities (such as Activities 12.1–12.3) about stress reduction, you may wish to start with a quick review of key concepts. Facilitate the review by posing questions such as these:

- How do you define stress?
- What is an example of a common stressful situation that CHWs may face in the workplace?
- What are some examples of common internal and external resources that can be helpful in managing stress?
- What is one example of a method or strategy for managing stress?

Activity 12.5

40–60 MINUTES

MATERIALS NEEDED

- Copies of “Learner Handout 12.5 A: My Self-Care Stress-Reduction Plan” (included at the end of this activity)

TRAINER PREPARATION

- Review Chapter 12.

LEARNER PREPARATION

- Ask learners to review Chapter 12.

LEARNING OUTCOMES

After this activity, learners will be able to:

- Identify and discuss current stressors in their personal and work lives.
- Discuss and clarify their intention and commitment to reduce stress.
- Develop a personal stress-reduction plan that includes resources to support success.
Developing a Self-Care Stress-Reduction Plan  (continued)

- What might be the benefit/impact/effect of reducing this stress?
- How might reducing stress change your personal relationships?
- How might reducing stress change your work relationships or environment?

Make notes of key responses to these questions. Highlight ideas about the benefits of stress reduction.

2 Individual Reflection

Ask learners to spend about 5 minutes in quiet self-reflection and to list as many internal and external resources as they can on a sheet of paper. Remind them to think both creatively and concretely to write down any and everything that comes to mind. Let them know that they will have the opportunity to explore these ideas when they develop stress-reduction plans in small groups.

3 Small Group Work

Assign learners to small groups of four to five for the next portion of this activity. You may choose to instruct them to group together with those sitting nearby or ask them to find people they do not know or have not worked with recently in class.

Distribute and review the stress-reduction plan worksheet. Ask learners to discuss the elements of the plan in their groups, taking turns to share their ideas and experiences as they work their way through the handout. Let them know that although they may not finish the entire worksheet during this discussion, it will serve as a starting place when they continue to develop these plans on their own.

Circulate among learners to observe their small group practice and to respond to questions as appropriate.

After 5 to 10 minutes, stop to ask learners to share a few of their action-step ideas with the larger group. Emphasize the importance of specific and incremental action steps. Reinforce that in order for a stress-reduction plan to have any positive impact, first and foremost it must be doable and realistic for each individual—and each individual is the best judge of what is the most appropriate action step. Take a moment to elicit learner examples of the benefits of reducing stress on work and personal relationships, and make the connection between remembering these benefits and ongoing follow-through on the action steps in their plans.

Allow another 5 to 7 minutes for the small groups to continue to work on their plans.
Developing a Self-Care Stress-Reduction Plan (continued)

4 Large Group Discussion
Facilitate discussion among learners by posing questions such as the following:

- What was it like to develop a personalized stress-management plan?
- What is most challenging for you about practicing self care?
- What aspect of your new plan are your most excited or hopeful about?
- What is one thing that you learned from a colleague that could be helpful for your own plan?
- How can you continue to build on today’s discussion and to enhance your ongoing strategies for stress management?

5 Reinforcement
Take a few minutes to reinforce some of the key messages shared by learners during this activity, from *Foundations*, and from other training resources. For example, you might choose to reinforce the following messages or concepts:

- You are highly likely to experience stress in the workplace—during your internships, and as a volunteer or employee—and in your personal life.
- Identifying the benefits of stress reduction can support your intention to develop and follow through on a personal self-care stress-reduction plan.
- Recognizing the importance of practicing stress-management strategies that work for you can in turn assist you in your efforts to guide clients to develop and reinforce stress-reduction strategies that are best for them.
- Stress reduction practices can be powerfully effective—and you have to actually practice them in order to receive the benefits.
Activity 12.5 Learner Handout 12.5 A: My Self-Care Stress-Reduction Plan

1. Think about the ways stress is currently affecting you.
   List two ways that stress is affecting you that you wish to change. This could include issues such patience, anger, irritability, judgment, blame, and so on.
   1. ____________________________________________
   2. ____________________________________________

2. What are the reasons you want to handle this stress differently? What might be the potential benefit of stress reduction in each of these situations?
   1. ____________________________________________
   2. ____________________________________________

3. List three specific action steps that you can commit to that will assist you in taking better care of yourself and reducing your stress. For each action step, state what you will do, when you will begin, and how often you will do it.
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________

4. List a few of the internal resources that will support your action steps.
   ____________________________________________

5. List a few of the external resources that will support your action steps.
   ____________________________________________

6. Write down the name of a friend or a professional colleague who you will talk with about your self-care stress-reduction plan.
   ____________________________________________

7. If or when you feel discouraged or experience challenges in implementing your stress reduction plan, what will you do to get back on track? List at least one action that you will take.
   1. ____________________________________________
Training with Videos from Chapter 12 of **Foundations**

In addition to the videos that accompany the activities in this guide, we have developed a video that accompanies Chapter 12 of the textbook. We encourage you to use this video as a training resource.

All videos can be found on the **Foundations** YouTube channel (www.youtube.com/channel/UCKSB1-LQsSfsRp24Q9W2Jlw) and are described in the video directory included in the appendix of **Foundations**.

There is one video interview with CCSF faculty in Chapter 12 of **Foundations** on the topic of

- Stress management

You can use the video interview to facilitate discussion by posing questions such as these:

- What were the central messages conveyed in this interview?
- How might these concepts be helpful to your work as a CHW?
- What additional information do you want to highlight about this topic?
We have included a selection of assessments that cover important skills for this chapter. There is not an assessment for every activity or for every learning outcome in this chapter. We encourage you to adapt these or add any other assessments from your own resources.

ASSESSMENT 12.1: Developing a Self-Care Plan

- Learners are asked to develop their own stress-reduction and self-care plan. This assessment can be an extension of Activity 12.5.

ASSESSMENT 12.2: Stress Management and Self-Care Quiz

- A ten-question short-answer quiz
**Assessment 12.1  Developing a Self-Care Plan**

Your name: ________________________________________________________________

Date: ________________________________________________________________

Your assignment is to write or revise and submit a self-care plan for reducing and managing stress. It is due on __________

Your plan should reflect concepts from training, activities, and readings from the *Foundations* textbook. Most importantly, your personal plan should be authentically yours and reflect specifically what is relevant to your life situation. Remember to be specific about incremental and small steps that you can actually accomplish. This plan represents a place to begin. You can build on it in the future as you gain confidence and momentum in reducing and managing your stress successfully.

Please keep in mind that formatting (including clear headers and consistent margins), grammar, and spelling do count for this assignment. You may wish to refer to the standard grading rubric for reflective writing assignments as you develop your plan.

1. Think about the ways stress is currently affecting you in personal or work situations.

   List two ways that stress is affecting you that you wish to change. This could include issues such as patience, anger, irritability, judgment, blame, and so on.

   1. ________________________________________________________________
   2. ________________________________________________________________

2. What are the reasons you want to handle this stress differently? What might be the potential benefit of stress reduction in each of these situations?

   1. ________________________________________________________________
   2. ________________________________________________________________

3. List three specific action steps that you can commit to that will assist you in taking better care of yourself and reducing your stress. For each action step, state what you will do, when you will begin, and how often you will do it.

   1. ________________________________________________________________
   2. ________________________________________________________________
   3. ________________________________________________________________

4. List a few of the internal resources that will support your action steps.

   ________________________________________________________________
Developing a Self-Care Plan (continued)

5. List a few of the external resources that will support your action steps.

6. Write down the name of a friend or professional colleague who you will talk with about your self-care stress-reduction plan.

7. If or when you feel discouraged or experience challenges in implementing your stress-reduction plan, what will you do to get back on track? List at least one action that you will take.
   1. _____________________________

RUBRIC FOR ASSESSING OR GRADING WRITING ASSIGNMENTS

At City College of San Francisco, faculty often use a common rubric for assessing most writing assignments (some assignments require a more specific rubric) such as the one provided here. Written reports, professional development plans, research papers, and reflective writing assignments are graded based on six different performance categories, and each category is worth a number of points, all of which total 100. In each category, possible scores range from 0 to 20 points each. For us, a passing grade is generally 70 percent of possible points. Note that acceptable responses may vary from trainer to trainer. Please revise and customize this rubric as you wish.

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<tr>
<th>CATEGORY</th>
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<td></td>
<td>EMERGING</td>
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<td>Less than 70%</td>
<td>70–89%</td>
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<tr>
<td>1. Responsiveness to the assignment</td>
<td>Paper does not respond to the questions and topics posed in the assignment.</td>
<td>Paper is partially responsive to the assignment.</td>
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<td>Weight these ___ /100</td>
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## Developing a Self-Care Plan (continued)

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<tr>
<td>2. Connections to key CHW and public health concepts and skills (such as client-centered practice)</td>
<td>Paper makes no connections to key training concepts and skills.</td>
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<td>Paper makes limited or vague connections to key training concepts and skills.</td>
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<td>Paper provides clear and relevant connections to key training concepts and skills.</td>
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<td>3. Clarity</td>
<td>Paper is not well organized and the ideas presented are difficult to follow or understand.</td>
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<td>Greater clarity of organization or writing would strengthen this paper to the level of proficient.</td>
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<td>4. Use of evidence to support analysis and the ideas presented</td>
<td>Paper does not present evidence to support arguments or ideas. It fails to properly cite the ideas of others. Plagiarism.</td>
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<td>Paper shows an incomplete or unclear connection between evidence and the writer's point of view, ideas, or arguments.</td>
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<td>5. Self-reflection</td>
<td>Paper fails to reflect on the writer's own life experiences, study, or CHW practice.</td>
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<td>Paper shows limited self-reflection or application of insights to the work of CHWs.</td>
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<td>Paper demonstrates reflection on personal experiences, cultural identity, and values, and how they apply to the work of CHWs.</td>
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<td>6. Originality</td>
<td>Paper closely repeats ideas from class or training, textbook, or assigned readings.</td>
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<td>Paper reframes ideas or analysis from class or training.</td>
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<td>Paper presents an original analysis of the ideas of others or original ideas and perspectives.</td>
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**Total points** ____/100

Suggested grading guidelines for writing assignments are as follows: Satisfactory or Passing = 70 points or above.

Letter grades are as follows: A = 90–100 points; B = 80–89 points; C = 70–79 points; D = 60–69 points; F = below 60 points.
Stress Management and Self-Care Quiz  

Assessment 12.2

Your name: ____________________________________________

Date: ____________________________________________

Please do your best to answer each of the following questions, applying knowledge based on CHW trainings and the Foundations textbook.

1. Which of the following statements are true about stress? (Please check all that apply.)
   - A. Stressors include both positive and negative events or dynamics in our lives.
   - B. Stress is not influenced by outside events but determined only by genetics.
   - C. Stress is common and natural.
   - D. CHWs are likely to face a lot of stress on the job.
   - E. Stress responses include physical, emotional, and spiritual responses.

2. Please list three examples of internal resources that influence stress responses, as identified in Foundations.

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Please list three examples of external resources that influence stress responses, as identified in Foundations.

   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Please list three common physical responses (or symptoms) of stress.

   ____________________________________________
   ____________________________________________
   ____________________________________________

5. Please list three common behavioral responses (symptoms) of stress.

   ____________________________________________
   ____________________________________________
   ____________________________________________
Stress Management and Self-Care Quiz  (continued)

6. What are common signs that a CHW or other helping professional is experiencing burnout? (Please check one.)
   A. The CHW is late for work and appointments with clients.
   B. The CHW acts out personal frustration with coworkers and clients.
   C. The CHW does not listen to or care about coworkers and clients.
   D. All of the above can be signs of burnout.

7. What is the connection between stress and wealth and income, education level, and social status? (Please check one)
   A. There is no strong connection between stress and social status.
   B. People with less income and wealth, lower levels of education, and less social status often experience more stressors, have fewer resources for coping, and have more negative health issues (outcomes).
   C. Negative health issues (outcomes) are distributed equally in our society.
   D. Negative health issues (outcomes) are only related to individual behavior.

8. What is the connection between exposure to chronic stress and health-related behaviors? (Please check all that apply.)
   A. There is a link between exposure to chronic stress and tobacco, alcohol, and drug use.
   B. Unhealthy behavior is due to a lack of personal willpower.
   C. Structural issues are important factors that shape access to health-promoting behavior.
   D. Stress and behavior are not significantly connected.

9. List three things to keep in mind when working with a client to develop a stress-reduction self-care plan.

10. As a CHW, developing your own stress-reduction self-care plan will guide you in taking good care of yourself and assist you in effectively working with your clients so you can guide them to develop their own plans for stress reduction and self care. (Please check one.)
    A. True
    B. False
Acceptable answers may vary from trainer to trainer. We are including our version of what the correct answers may be to these questions, but feel free to adjust this answer key to fit your unique situation.

Please do your best to answer each of the following questions, applying knowledge based on CHW trainings and the *Foundations* textbook.

1. Which of the following statements are true about stress? (Please check all that apply.)
   
   A. Stressors include both positive and negative events or dynamics in our lives.
   
   B. Stress is not influenced by outside events but determined only by genetics.
   
   C. Stress is common and natural.
   
   D. CHWs are likely to face a lot of stress on the job.
   
   E. Stress responses include physical, emotional, and spiritual responses.

   *The correct answers are A, C, D, and E.*

2. Please list three examples of internal resources that influence stress responses, as identified in *Foundations.*

   *Internal resources lie within each person and include, for example, knowledge, skills, beliefs, personal attributes and qualities, and past accomplishments.*

3. Please list three examples of external resources that influence stress responses, as identified in *Foundations.*

   *External resources include, for example, key relationships with family and friends; belonging to community or faith-based organizations; employment; and access to resources such as health care, housing, physical safety, civil rights protections, quality education, and job training.*

4. Please list three common physical responses (or symptoms) of stress.

   *Common physical responses include fatigue, pain, breathlessness, changes in sleeping patterns, nausea, freezing or the inability to take action, and quick reactions in moments of crisis.*

5. Please list three common behavioral responses (symptoms) of stress.

   *Common behavioral responses include isolating themselves or withdrawing from family and friends; avoiding locations that are particularly stressful; engaging in behaviors that may temporarily relieve stress, such as smoking, alcohol or drug use, shopping, and so on; or developing sound stress-management techniques, such as engaging in regular exercise or meditation.*
Answer Key: Stress Management and Self-Care Quiz (continued)

6. What are common signs that a CHW or other helping professional is experiencing burnout? (Please check one.)
   A. The CHW is late for work and appointments with clients.
   B. The CHW acts out personal frustration with coworkers and clients.
   C. The CHW does not listen to or care about coworkers and clients.
   D. All of the above can be signs of burnout.
   
   *The correct answer is D. All of the above can be signs of burnout.*

7. What is the connection between stress and wealth and income, education level, and social status? (Please check one.)
   A. There is no strong connection between stress and social status.
   B. People with less income and wealth, lower levels of education, and less social status often experience more stressors, fewer resources for coping, and more negative health issues (outcomes).
   C. Negative health issues (outcomes) are distributed equally in our society.
   D. Negative health issues (outcomes) are only related to individual behavior.
   
   *The correct answer is B. People with less income and wealth, lower levels of education, and less social status often experience more stressors, have fewer resources for coping, and have more negative health issues (outcomes).*

8. What is the connection between exposure to chronic stress and health-related behaviors? (Please check all that apply.)
   A. There is a link between exposure to chronic stress and tobacco, alcohol, and drug use.
   B. Unhealthy behavior reflects a lack of personal willpower.
   C. Structural issues are important factors that shape access to health-promoting behavior.
   D. Stress and behavior are not significantly connected.
   
   *The correct answers are A and C. Both highlight behaviors that are associated with stress.*

9. List three things to keep in mind when working with a client to develop a stress-reduction self-care plan.

   *Suggested guidelines to keep in mind when working with clients to develop stress-management plans include a strength-based approach; harm reduction; positive reinforcement or the use of affirmations; a neutral or nonjudgmental stance; and other client-centered skills such as motivational interviewing.*
10. As a CHW, developing your own stress-reduction self-care plan will guide you in taking good care of yourself and assist you in effectively working with your clients so you can guide them to develop their own plans for stress reduction and self care. (Please check one.)

A. True
B. False

*The correct answer is A.*