



COLLECTIVE CARE FOR COMMUNITIES (CC4C)

Toolkit for the Healthcare Workforce

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Lyda Hill
**Institute for
Human Resilience**

GRIT GREATER RESILIENCE
INFORMATION TOOLKIT

COLLECTIVE CARE FOR COMMUNITIES
Toolkit

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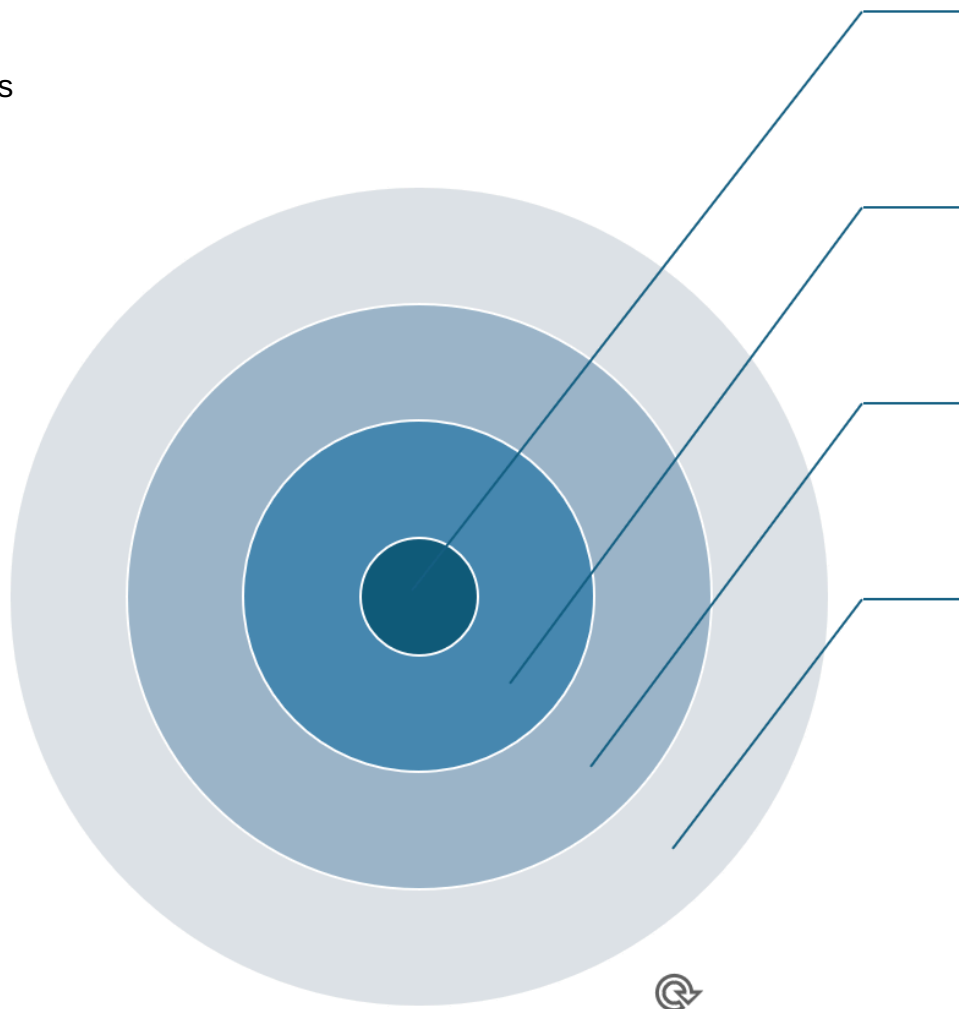
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Social Support Map

List at least four people that you support in your personal or professional life. Consider listing those you feel closest to more towards the center of your social support map. Also consider the types of support you get from each person (empathy, advice, social, and practical support).

To complete an electronic version of this map, [click here](#).



Empathy:

Advice:

Social:

Practical:



Stress Continuum Model

The Stress Continuum Model is a self-assessment tool that provides a visual representation and vocabulary for discussing stress injury. It is focused on the needs of the individual and is intended to help you recognize and understand how stress is affecting you personally, so you can respond to it in a way that feels meaningful, impactful, and sustainable for you. More specifically it is designed to allow you to recognize and name signs of stress accumulation, and respond using strategies that are effective for you.

To help you brainstorm what your own Stress Continuum might look like, we put together the following table with some examples of thoughts, attitudes, behaviors, and patterns in each "zone" of the Stress Continuum Model, which we compiled from statements taken from fellow colleagues. As you read through each one, consider what you may identify as your own signs.

READY	REACTING	INJURED	CRITICAL
<p>I feel/am:</p> <ul style="list-style-type: none">• Cool, calm, collected• Boundaried• Energized• Exercising/moving regularly• Finding joy in and out of work• Seen, heard, and supported• A strong sense of self and purpose• Connected	<p>I feel/am:</p> <ul style="list-style-type: none">• Hurried, restless, tense, anxious• Procrastinating• Self-critical• Less tolerant/Judgmental• More distracted• Desire to avoid/escape• Need to process stress more frequently• Desire more connection	<p>I feel/am:</p> <ul style="list-style-type: none">• Dread for hard things/complexity/work• Tense, tearful and/or fatigued• Struggling to show compassion and empathy• Not sleeping well• Not myself• Unattuned to the needs of self, kids, colleagues and/or partner	<p>I feel/am:</p> <ul style="list-style-type: none">• Overworking/Underworking• "Checked out"• Shame and guilt for not being able to help• Low, angry, anxious, hopeless, reactive, isolating• Totally depleted• "Numbing out" with screens/substances• Unable to look toward the future



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Stress Continuum Worksheet

We now invite you to take a moment to reflect on your own experience of times when you have found yourself in each of the four zones of the Stress Continuum Model. In particular, consider:

- Thoughts, attitudes, worldviews, and self-talk that occupied your mind
- Actions, behaviors, and habits you engaged in
- How you felt in your body and were able (or unable) to navigate your day
- How your personal and professional relationships felt and functioned

READY	REACTING	INJURED	CRITICAL
I feel/am:	I feel/am:	I feel/am:	I feel/am:

Battery Snapshot Worksheet

Think of your body and nervous system as a battery, which requires a reliable, consistent source of energy in order to function. Fill in your current charges and depletions. Revisit your Battery Snapshot frequently. The faster we can identify the signs and origins of our battery drains, the more likely we are to be able to reduce them or counter them with choices and actions that recharge us.

Charges

- Consistent exercise routine
- Time with family and friends

Depletions

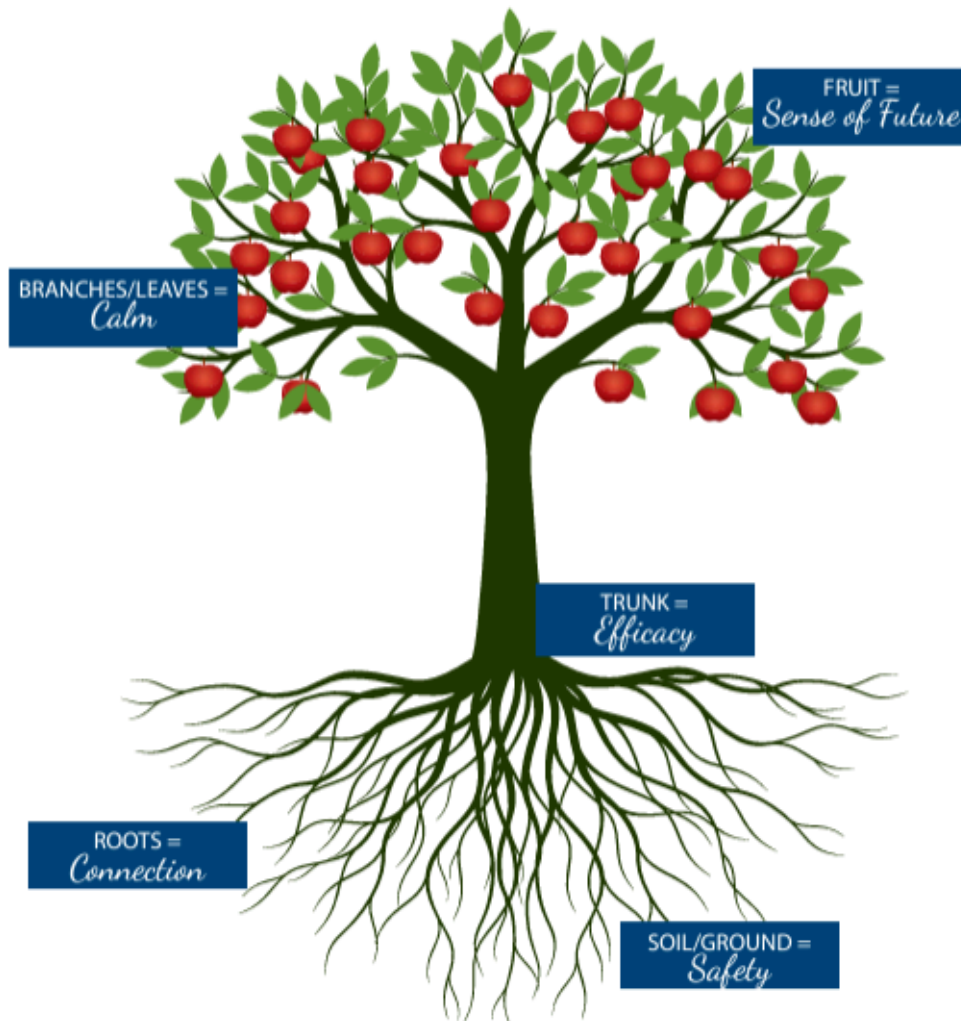
- Poor sleep or late bed times
- Task inundation, endless notes



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Individualized Resiliency Plan

These 5 evidence-based themes have been identified as aiding in psychosocial resiliency following mass disasters or traumas. For our purposes, reflect on these categories as also being themes of your battery “charges” and “depletions”. Brainstorm and list examples next to each theme of how it is being met or points of struggle in your personal and professional life.



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Individualized Resiliency Plan

Reflection Exercise

Think about a recent stressor or ongoing issue you've been experiencing at work.

Which of the five themes of resilience is this stressor impacting or stemming from?

Why has this issue caused stress for you lately? And, are there other stressors/depletions you are experiencing that may be causing this issue to feel more stressful?

With this issue in mind, what might you need to better fulfill this area of psychosocial resilience? If it is not within your control, are you able to meet the theme in a different way in your life somehow?



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Relationship Battery

People Who
Charge Me:

People Who
Deplete Me:



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Relationship Stress Continuum

READY	REACTING	INJURED	CRITICAL
Fulfilled and Satisfied in Relationships	Loss of Interest Distanced from Others	Inability to Resolve Conflict Avoidant Unsafe to Share	Inability to Contribute Relationships Feel Out of Control/Broken
Feels: Valued Seen Heard Loved	Feels: Distant Disengaged	Feels: Conflictual Tension Blame Shame	Feels: Disconnected Blaming Self or Others Lashing Out Isolating/Withdrawn
Trust and Reliability Emotionally Available Open Communication Supportive of Changing Dynamics	Takes a Lot of Energy to Get Together Difficulty Practicing Active Listening Skills Social Interaction is Often Draining	Distant from Others Wanting to Isolate Pushing Others Away	Apathy Toward Support Feels Unsafe Physically or Emotionally Contempt
CHANGE IN WORLDVIEW			

Adapted from Combat and Operational Stress First Aid by Doria, Choi & McGladrey, 2020

Reflect...

What do you **GIVE** in your relationships?

What do your relationships **NEED** in order to be “recharged”?

How can you **EXPRESS** what you need?



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Role Management Table

Another important task in managing stress is recognizing that you cannot be all things to all the people in your life. Use the role management tool below to consider the different roles you identify with in your life, the expectations you have for yourself and that others have for you in each of these roles, and how you might need to adjust these expectations to reduce stress and increase self-efficacy. You may give yourself a rating or percentage, use a word or phrase, or provide any examples that come to mind when filling out the chart below.

Role	What's involved in showing up for this role?	What meaning do I get from this role?	What are the social connections related to this role?	How does this role energize my battery?	How does this role deplete my battery?



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Mindfulness Awareness Attention Scale (MAAS)

Below is a collection of statements about your everyday experience. Using the 1-6 scale below, please indicate how frequently or infrequently you currently have each experience. Please answer according to what really reflects your experience rather than what you think your experience should be. Please treat each item separately from every other item.

1	2	3	4	5	6
almost always	very frequently	somewhat frequently	somewhat infrequently	very infrequently	almost never

- ___ 1. I could be experiencing some emotion and not be conscious of it until some time later.
- ___ 2. I break or spill things because of carelessness, not paying attention, or thinking of something else.
- ___ 3. I find it difficult to stay focused on what's happening in the present.
- ___ 4. I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.
- ___ 5. I tend not to notice feelings of physical tension or discomfort until they really grab my attention.
- ___ 6. I forget a person's name almost as soon as I've been told it for the first time.
- ___ 7. It seems I am "running on automatic" without much awareness of what I'm doing.
- ___ 8. I rush through activities without being really attentive to them.
- ___ 9. I get so focused on the goal I want to achieve that I lose touch with what I'm doing right now to get there.
- ___ 10. I do jobs or tasks automatically, without being aware of what I am doing.
- ___ 11. I find myself listening to someone with one ear, doing something else at the same time.
- ___ 12. I drive places on "automatic pilot" and then wonder why I went there.
- ___ 13. I find myself preoccupied with the future or past.
- ___ 14. I find myself doing things without paying attention.
- ___ 15. I snack without being aware that I'm eating.

Scoring: To score the scale, simply compute a mean (average) of the 15 items.

(Brown & Ryan, 2003; Carlson & Brown, 2005).



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Calm Transitions Exercise

Instead of...

- **Running** overtime on meetings or patient/client appointments
- **Rushing** through meals or scheduling over my lunch break
- **Pushing** through task after task when I'm noticing my energy fade
- **Jumping** out of my car to run to my next appointment, run errands, or enter my home
- **Ignoring** that tension headache, neck pain, shoulder soreness, etc.
- **Rushing** into my next client session or work meeting

Can I pause to...

- end my appointments on time and **do something kind** for myself for five minutes (stretch, eat a snack, etc.).
- put my **lunch breaks on my calendar**, honoring that time as a real appointment.
- take a **walk outside**, stand up and stretch, or step out of my office to chat with a colleague.
- take a **moment to breathe**, noticing the quality of my breath and any tension in my muscles.
- **set an alarm** to schedule an appointment with my doctor or massage therapist.
- **pause** to notice how my body is feeling. Are there any personal/physical needs I can address to be fully present with others?

Write in your own!

•

•



Self-Compassion Activity

As helpers, caregivers, and providers, it is important for us to be able to simultaneously hold compassion for others while practicing self-compassion for ourselves.

Mindful self-compassion has been found to improve well-being, reduce stress and anxiety, and decrease the risk of burnout and compassion fatigue.

Try repeating this phrase entitled **“Compassion with Equanimity”**, either during difficult and taxing moments of caring for others, or as a ritual practice to start your work day.

**Everyone is on their own life journey.
I am not the sole cause of this person’s suffering,
nor is it entirely within my power to make it go away,
even though I wish I could.
Moments like this are difficult to bear,
yet I will still try to help if I can.**



GRIT Coach Training

Welcome to the GRIT Coach Program. GRIT stands for Greater Resilience Information Toolkit and has been established to train volunteers in the community to promote wellness and resilience among fellow community members – friends, family, and acquaintances – in the wake of the stress, disasters, or trauma-related stress.

The GRIT Program offers training in a brief conversational intervention that is used to support effective coping in those in your natural social network. The program is intended to function as one element within more comprehensive planning to help individuals and communities to be as resilient as they can be in the wake of stress or disasters. In times of disaster, strengthening coping, spreading support, and providing resources can have a positive impact on healing and resilience for everyone.

As a GRIT Coach, you can help strengthen resilience and spread this support to people you know in your community.

The GRIT Coaching Concept

Social support is a major factor in effective coping and resilience in the face of adversity. A helping conversation is one effective way of offering social support.

Goals of the GRIT Coach helping conversation include:

- Encouraging the person to talk about how they are coping with the stress
- Drawing attention to and identifying what is working for them, their strengths
- Reviewing key activities that can make coping even more effective
- Sharing helpful community resources
- Sharing technology-based resources
- Encouraging active coping

5 Steps to GRIT Coaching

The 5 Steps provide a guide to conducting a supportive helping conversation to support others. You can use these 5 steps to guide and structure your helping conversations:

- 1. Make Contact**
- 2. Ask Questions about Feelings, Distress and Wellbeing**
- 3. Identify Coping Strengths and Resilience**
- 4. Add to Strengths**
- 5. Review, Summarize, Discuss Action Steps, and Provide Resources**

Core Principles of Psychological First Aid

In this training you will learn about making contact and holding a conversation to promote strength, resilience, and effective coping. Our approach is based on core principles of Psychological First Aid. As you talk to friends, family, and acquaintances, and follow the 5 Steps of GRIT helping conversations, be thinking about promoting the following in the individuals you are supporting:

- Personal sense of safety
- Physical and mental calming
- Connectedness with other people
- Hope for the future
- Sense of self- and collective efficacy, confidence in ability to cope effectively with the disaster

Step 1: Make Contact

Skills for Making Contact: Introducing What You Would Like to Do and Explaining your Role

- Initiate contact and begin your helping conversation in a respectful, non-intrusive way.
- You can introduce the fact that you have trained as a GRIT Coach and describe your role if you feel it may help the conversation.
- Ask for permission to talk to him/her about their stress and explain that you are there to see if you can be of help.

**Try to ensure privacy for the conversation. Give the person your full attention.
Speak softly and calmly.**

Here are things you can say to start up a helping conversation (you can say something like this, using your own words):

- *“As a GRIT Coach, I’m volunteering to check in with people I know to see how they’re doing with the stress of _____ (a specific situation or disaster).”*
- *“You have been on my mind, and I wanted to see how things are going for you amidst the current stress?”*
- *“Is it okay if I talk to you about that for a few minutes?”*

Self-Reflection: How would you initiate a conversation with a friend? A family member? A neighbor?

Step 2: Ask Questions About Feelings, Distress, and Wellbeing

Open-Ended and Closed-Ended Questions

To elicit more informative answers and encourage your person to talk, you may need to try open questions using phrases such as:

“How do you feel about...?”

“Help me understand....”

“Tell me about...”

Important Open-Ended Questions for Coaches to Ask

To get the conversation started, and learn how the stress (or disaster) is affecting the person, ask two or three of the following questions:

“How are you doing?”

“What is happening for you?”

“What is most distressing for you?”

“How are you handling it emotionally?”

*“What have you been doing lately that helps you relax or provides you some enjoyment?”
(this question will help you move into the next Step 3)*

Self-Reflection: Write down one closed-ended and one open-ended question in your own words.

Step 3: Identify Coping Strengths and Resilience

Key Questions for Coaches to Ask about Strengths

After finding out how people are being affected and feeling, move into asking about what is helping or working for them, their strengths.

Here are questions you can ask. Choose two or three to ask the person:

- *“What are you doing that is helping you cope?”*
- *“What parts of your life feel good to you?”*
- *“Are there times when you have felt positive emotions or good feelings during this situation?”*

- *“Have you been able to offer support to anyone who is struggling?”*
- *“Who has been especially helpful to you in getting through this?”*
- *“In your past, what difficult experience were you able to overcome?”*

Look for Opportunities to Expand Discussion about Their Strengths

Ask open-ended questions to have them say more about the positive things:

- *“How is that helping you?”*
- *“Can you tell me more about that?”*
- *“What exactly did you do when you were able to overcome that difficult experience in the past?”*

When we identify strengths and resilience and have people focus on these, we are promoting a sense of control, safety, hope, and self-efficacy.

Step 4: Add to Strengths

As the person speaks about the concerns, and then their strengths, you have been looking to find opportunities to encourage their resilient behaviors:

- Social connections and support
- Positive (mood-improving) activities
- Healthy eating and drinking
- Sleeping
- Exercise
- Relaxation

Questions for Coaches to Ask to Review Key Coping Actions

“What are you doing each week to stay connected with friends and family and give and get support from others?”

- If needed, explore ways of increasing connection and social support

“What are you doing each week to include positive activities and activities you enjoy that might make you feel better inside yourself (lift your mood)?”

- If needed, explore positive activities to lift mood

“What are you doing to keep your mind and body relaxed?”

- If needed, discuss tools for calming body and mind

“What are you doing to help your sleep?”

- If needed, discuss sleep hygiene

“Are you getting physical exercise each week?”

- If needed, discuss how to increase exercise

“What are you doing to make sure you are eating well and limiting your use of substances?”

- If needed, discuss eating or drinking habits

Step 5: Review, Summarize, Action Steps, Resources

Summarize key points of your conversation:

- How the stress (or disaster) is affecting them
- What they are doing to cope that is helping (what is working)
- What added actions they can take to further strengthen their coping

Actions steps include:

- Continuing activities that have already been helping
- Adding additional actions based on review of key coping activities
- Adding use of tools for coping (apps, internet programs, websites, telephone support service)

Check on their reaction to what you have summarized using the following questions (in your own words):

- *“Have I got that right?”*
- *“Is there anything else important that I’m forgetting, or you’d like to add?”*

Agree on Action Steps

Say the following using your own words:

- *“We discussed ways you are effectively coping, especially (add individual strengths in coping actions here) and how you can keep doing or increase what is working for you”*
- *“We also talked about things you can add to your toolbox to strengthen your own resilience (add elements here based on your assessment and previous discussion)”*
- *“Do those things make sense to do in the next days and weeks?”*
- *“What action steps do you see as most important to you?”*

Your Challenge to Action: Reflection

Who did you check in with? What was happening that motivated you to practice 5 Steps of GRIT with this person?

How did you do practicing the 5 action steps of GRIT?

How did you feel after the interaction? How did your peer feel?

How did you feel the interaction went overall?

What would you do the same?

What might you do differently?

Learn More About GRIT!

- **FREE 2.5 to 7-hour training, self-paced**
- **5 tracks Available**
- **Foundational information on core principles of psychological first aid, stress, disaster stress, resilience, and self-efficacy, as well as self-care and referring to professional mental health support, when needed**
- **5 steps in reaching out and making a meaningful and helpful connection**
- **Roleplays showcasing each Step**
- **Self-reflections for personal enhancement**
- **6 key areas of strength to identify and encourage in self and others**
- **Resources**
- **Monthly community newsletter**



Learn more at: GRIT.UCCS.EDU