Self-Care 101: Part 1

August 12, 2020
This webinar is being recorded. The recording and presentation slides will be emailed to those that registered. These materials will also be placed on the NCSD website.
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Presentation Structure

1. Presentation Content
2. Ask questions in the chat during the presentation
3. Questions will be answered at the end of the presentation
Training Objectives

• Define self-care
• Describe the connection between trauma and self-care
• Describe the brain’s response to trauma
• Describe self-capacity building and self regulation as results of self care
DEFINING SELF-CARE
The Big Question

What does self-care mean to you?
Why do we talk about self-care?

- Our jobs are hard
- Workload expectations
- We work with clients who don’t cooperate
- We see and hear some tough stuff
- Burnout
Why do we talk about self-care?

COVID

• Working from Home
• Isolation
• Health Concerns
Why do we talk about self-care?

Racial Justice
• Public Health Concerns
• Community Environment
• Political Environment
• Workplace Environment
Self-Care History

“Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

--Audre Lorde
Self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being.

Self-Care Aims

- **Health**: Taking care of physical and psychological health
- **Stress**: Managing and reducing stress
- **Heart & Spirit**: Honoring emotional and spiritual needs
- **Social**: Fostering and sustaining relationships
- **Integrate**: Achieving an equilibrium across one's personal and work lives

TRAUMA
What are we talking about?

1. Childhood Experiences
2. Life Experiences
3. Work Experiences
THE BRAIN
Brain Responses

Two Responses:

1. Limbic Brain Response
2. Pre-Frontal Cortex Response
Limbic Response

- Stress Response
- Lack of rational thinking
- Lack of planning
- Emotions
- Fight, flight, or freeze

Ogden, Minton, Pain, 2006 & Siegel, 2011
Pre-Frontal Cortex

- Past experience and memories as reference.
- Reasoning
- Flexible problem solving
- Planning
- Emotional Regulation

Ogden, Minton, Pain, 2006 & Siegel, 2011
SELF CAPACITY AND SELF REGULATION
FACES

Flexible
Adaptive
Coherent
Energized
Stable

Siegel, 2010 & Ogden, Minton, & Pain, 2006
Cup Analogy
Window of Tolerance:
Flexible; adaptive; coherent;
energized; stable
Self Regulation

• Manage emotions and behavior
• Resist highly emotional responses
• Calm self
• Adjust to change
• Handle frustrations

https://csktribes.org/teaching-self-regulation-skills
Tools For Self Regulation

• Mindfulness
  - Observe present moment
  - Let judgements roll by

• Reframing
  - Changing thought pattern
What does self-care mean to you?

• How do you want to feel?
• What are your intentions?
• What are your goals?
Questions?

• Robert George: Robert.George2@DenverGov.org
• Please complete the webinar evaluation once the webinar ends.
• The webinar recording and presentation slides will be shared.
Upcoming webinars

• **August 26 at 3:15-4:30pm ET – Self Care 101 Part 2**
  – Registration link will be sent via email and placed on the NCSD website: [https://ncsd.adobeconnect.com/eynvxrwuhxv/event/registration.html](https://ncsd.adobeconnect.com/eynvxrwuhxv/event/registration.html)

• **September 9 at 3:15-4:30pm ET – Self Care & Supervision**
  – *Registration link is forthcoming!*

• **September 30 at 3:15-4:30pm ET – Self Care & Intersectionality**
  – *Registration link is forthcoming!*