

WORKING WITH CHALLENGING CLIENTS IN A VIRTUAL SETTING

PROFESSIONAL BOUNDARIES AND SELF-CARE FOR HEALTH CARE WORKERS AND ADMINISTRATIVE STAFF

**TORONTO ABI NETWORK CONFERENCE
NOVEMBER 3RD, 2022**

**PRESENTED BY:
EDEN DALES B.A., M.S.W., R.S.W.**



REGISTERED SOCIAL WORK & COUNSELLING SERVICE

TODAY'S AGENDA

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ABOUT ME: EDEN DALES MSW
RSW

MY FAVOURITE RESOURCES

WHAT BRINGS ME HERE

RISKS RELATED TO WORK STRESS

VIRTUAL PRACTICE: SETTING
BOUNDARIES

EMPATHY AND COMMUNICATION
SKILLS FOR CHALLENGING CLIENTS

ABOUT ME:

EDEN DALES B.A., M.S.W., R.S.W.

REGISTERED SOCIAL WORKER FOR 20+ YEARS

DIRECTOR, EDSW-COMMUNITY BASED SOCIAL WORK MVA/TRAUMA PRACTICE

EDUCATOR, COSTI AGENCY GENDER BASED VIOLENCE PROJECT

COMMENCED CAREER AS SW AT NYC TRAUMA CENTER DURING 9/11

TRAINED IN COUPLES THERAPY, CBT, DBT, MBSR, TRAUMA THERAPY ETC.

FAN OF COUNTRY MUSIC, THE DEAD AND SPRINGSTEEN

A FEW OF MY FAVOURITE RESOURCES:

**EMOTIONAL
INTELLEGENCE,
DANIEL GOLEMAN**

**THE HAPPINESS TRAP,
BY RUSS HARRIS**

**WHAT HAPPENED TO
YOU? BY BRUCE PERRY
AND OPRAH WINFREY**

**TERRY REAL: BOOKS,
VIDEOS, TOOLKIT**

**ANYTHING BY BRENE
BROWN**

**ADULT CHILDREN OF
EMOTIONALLY
IMMATURE PARENTS
BY LINDSAY C. GIBSON**

**MIND OVER MOOD,
BY DENNIS
GREENBERGER**

**BOUNDARIES BY
HENRY CLOUD**



WHAT BRINGS ME HERE....

SUPPORTING A FRIEND, A HEALTH
PROFESSIONAL

WORKED WITH MOST SEVERELY
MENTALLY ILL INDIVIDUALS

HAD CHILDREN, BEGAN TO WORRY
ABOUT THEIR HEALTH AND FUTURE

I REMINDED HIM WORRYING WILL NOT
MAKE THE OUTCOME ANY DIFFERENT

IF THEY BECOME ILL, WHICH IS HIGHLY
UNLIKELY, WE WILL SUPPORT THEM

HE BEGAN SLEEPING PEACEFULLY
AGAIN

WHAT
BRINGS
ME
HERE
CONT....

PERSONAL EXPERIENCE OF LOSS AND SEPARATION

TO REPAIR, HAD TO LEARN *RULES OF ENGAGEMENT*

LEARNED IMPORTANCE OF SELF-ESTEEM, BOUNDARIES, COMMUNICATION SKILLS FOR DAILY LIFE

OFTEN FRONT-LINE WORKERS HAVE FEWEST RESOURCES AND LACK BOUNDARY TRAINING TO PROTECT THEMSELVES FROM BURNOUT/PTSD

HCP'S AND ADMIN STAFF BOMBARDED WITH DEMANDING CLIENTS, LACK SKILLS FOR BOUNDARIES-FEAR JOB LOSS

AHA MOMENT: I CAN TEACH THEM WHAT I HAVE LEARNED 😊

WHY THIS IS ALL SO IMPORTANT

RISKS OF UNMANAGED STRESS IN WORKPLACE CAN BE CATASTROPHIC

NEW YORK TIMES OP ED: LITHIUM VS. SKILLS

SOCIAL RESPONSIBILITY TO GROW, LEARN AND TEACH MENTAL HEALTH

TRAUMA INFORMED CARE = EFFECT POSITIVE CHANGE AT WORK AND HOME

GREATEST GIFT WE CAN GIVE TO OTHERS: OUR OWN EMOTIONAL HEALTH

MODEL FOR CLIENTS: POSITIVE CHANGE + SOLUTION FOCUSED

EMOTIONAL/MENTAL HEALTH KNOWLEDGE HAS EVOLVED TREMENDOUSLY

IF WHAT YOU ARE DOING ISN'T WORKING, TRY SOMETHING DIFFERENT. DIFFERENT MOVES LEAD TO DIFFERENT OUTCOMES!



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EMOTIONAL HEALTH: ALWAYS THE KEY

ANXIOUS CHILD? EMOTIONAL HEALTH

PRESSURE FROM BOSS? EMOTIONAL HEALTH

CONFLICT WITH SPOUSE OR FRIENDS? EMOTIONAL HEALTH

OVERWHELMED? EMOTIONAL HEALTH

FEELING UNDERVALUED OR MISUNDERSTOOD? EMOTIONAL HEALTH

UNWANTED BEHAVIOURS OR MOOD CHANGES? EMOTIONAL HEALTH

DIFFICULT CLIENTS? EMOTIONAL HEALTH



MANAGE WORKPLACE STRESS: CRISIS INTERVENTION OR CRISIS PREVENTION?

CAN GO FROM STRESS, TO COMPASSION FATIGUE TO PTSD

PERFORMANCE REVIEWS FOR EMPLOYEES AND EMPLOYERS

3RD PARTY TO REVIEW THESE WITH REGULAR CHECK IN

EDUCATION FOR STAFF ON TRAUMA INFORMED CARE

LISTEN, SOFTEN, REFLECT, RESPOND. AND REPEAT

ENSURE EHB AVAILABLE, OR LIST OF RESOURCES, 3RD PARTY

BRING IN MENTAL HEALTH EDUCATORS, TAKE FEEDBACK

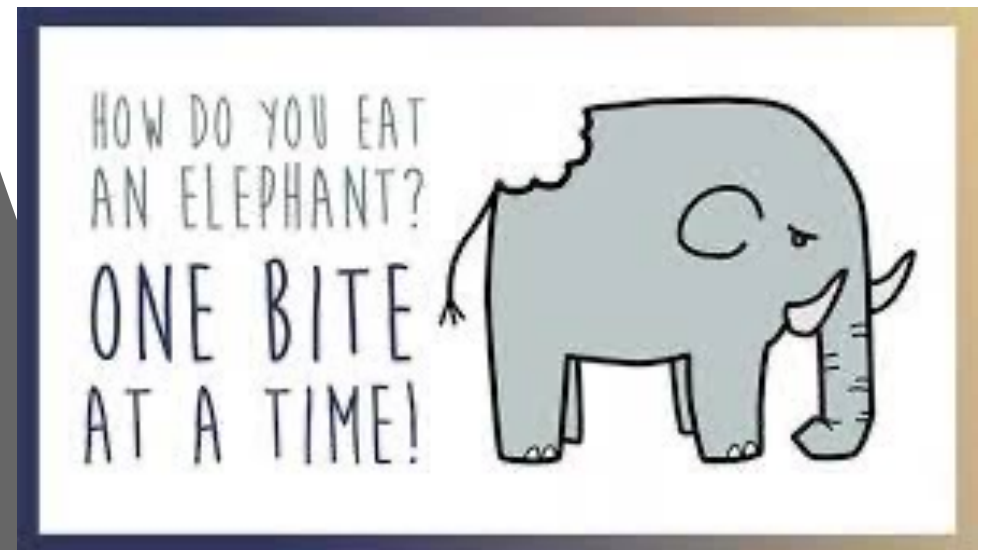
MAKE THE CHANGES YOU CAN AND COLLABORATE



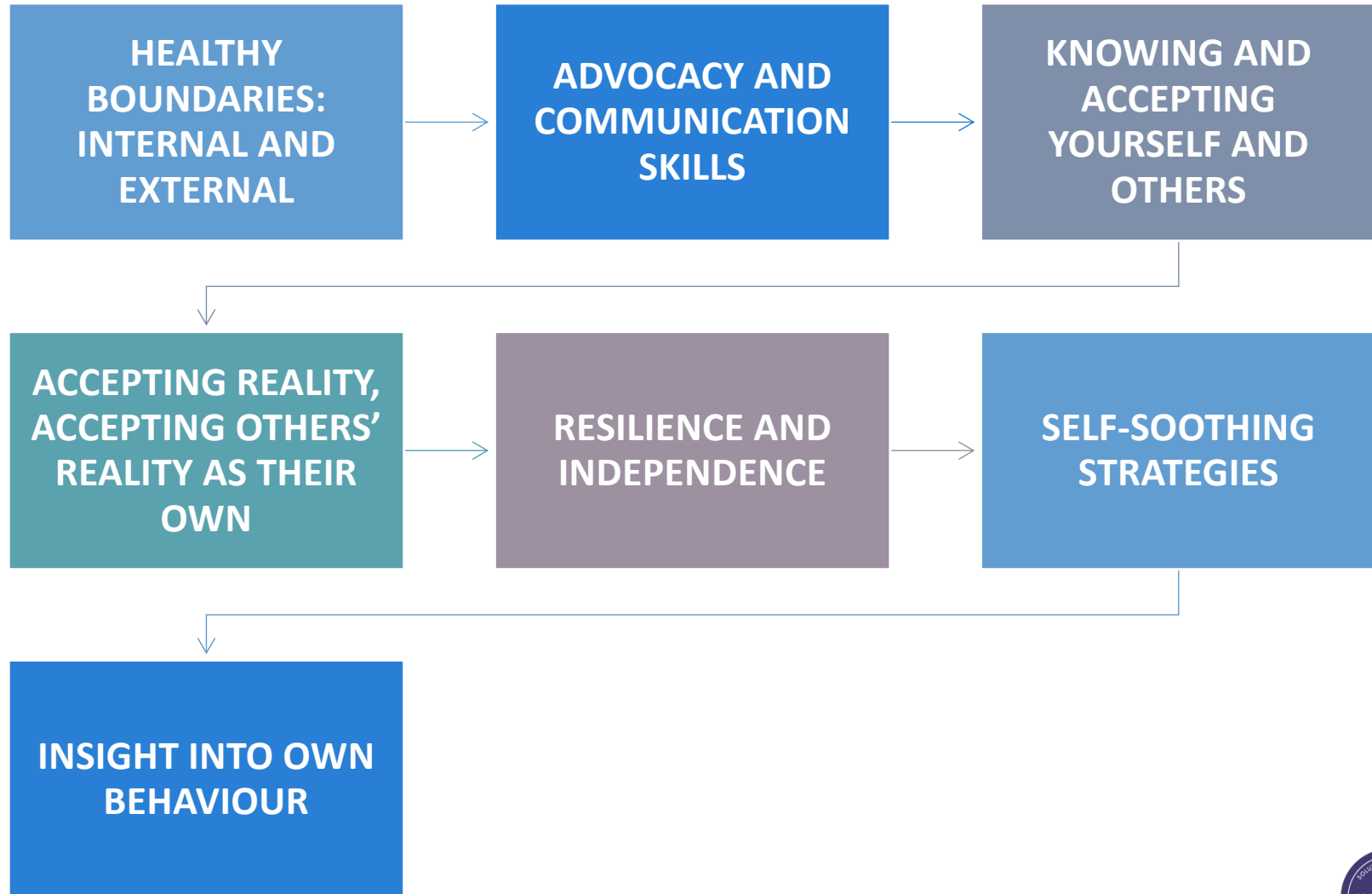
BELIEVE THEM
WHEN THEY SAY
THEY ARE
STRUGGLING:

FIND MEANING,
MAKE CHANGE

CHANGE COMES
FROM CRISIS



WHAT IS EMOTIONAL HEALTH?



WHY DO WE GET STRESSED?

FAMILY HX-GENERATIONAL PATTERNS OF RESPONDING TO STRESS

PERSONALITY TYPE

PAST TRAUMA

GRIEF + MAJOR LIFE CHANGES

BIOCHEMISTRY

HX OF MENTAL HEALTH/ADDICTION

NEGATIVE WORLD VIEW, CONSTANT STRESSED STATE

FINANCIAL STRESS

HEALTH AND COPING OF FAM MEMBERS

DEVELOPMENTAL CHANGES, HORMONAL CHANGES

NEURODIVERSITY/POOR COPING SKILLS

STRESS AT HOME

BRENE BROWN ON EMPATHY

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=1EVWGU369JW](https://www.youtube.com/watch?v=1EVWGU369JW)

**VULNERABILITY IS NOT A
WEAKNESS, IT IS VITAL FOR
CONNECTION**

**HOLDING ONESELF
WARMLY, TENDERLY**

**VULNERABILITY NECESSARY
FOR SUCCESS**

**RELATIONSHIP TO SELF
MOST IMPORTANT IN LIFE**

**OUR OWN EMOTIONAL
HEALTH IS THE GREATEST
GIFT WE CAN GIVE TO
OTHERS**

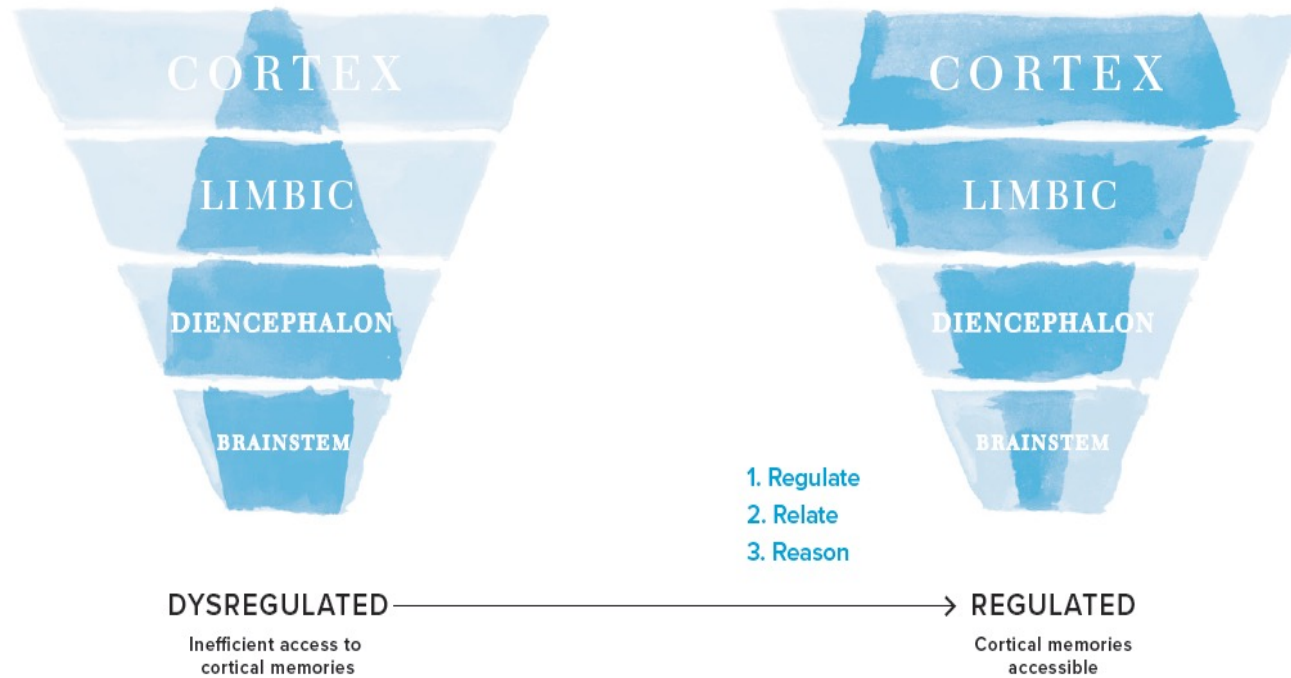
**STAYING OUT OF
JUDGMENT, LIVING IN
REALITY**

FROM LOW BRAIN TO HIGH BRAIN:

BRUCE PERRY: STATE DEPENDENT FUNCTIONING

Figure 11

STATE DEPENDENCE AND MEMORY



STATE DEPENDENCE AND ACCESS TO 'NARRATIVE' MEMORY

In a fear state (dysregulated), there is a "shutdown" of some of the systems in higher areas of the brain (e.g., cortical). This makes retrieval of previous linear narrative memory inefficient; a common example of this is test anxiety. The content has been stored, but in the moment (e.g., during the test), retrieval is not possible. When the person is regulated, and feeling connected and safe, the stored content is accessible and easier to retrieve.



RISKS OF UNTREATED WORKPLACE RELATED STRESS

POST-TRAUMATIC STRESS DISORDER IN THE WORKPLACE

- ✓ Memory Problems
- ✓ Lack of Concentration on Tasks
- ✓ Fear/Anxiety
- ✓ Physical Difficulties
- ✓ Poor Relationships with Co-workers
- ✓ Unreasonable Reactions to Situations Triggering Memories
- ✓ Absenteeism
- ✓ Trouble Staying Awake
- ✓ Panic Attacks

6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's [Center for Preparedness and Response \(CPR\)](#), in collaboration with SAMHSA's [National Center for Trauma-Informed Care \(NCTIC\)](#), developed and led a new training for CPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work.

Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



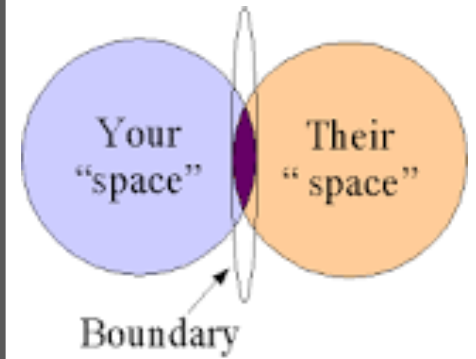
Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by [CPR](#) and [NCTIC](#) was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

CDC: IS YOUR PRACTICE TRAUMA INFORMED?





"There's nothing that harshness does that loving firmness doesn't do better."
- Terry Real



BOUNDARIES: THE BASICS

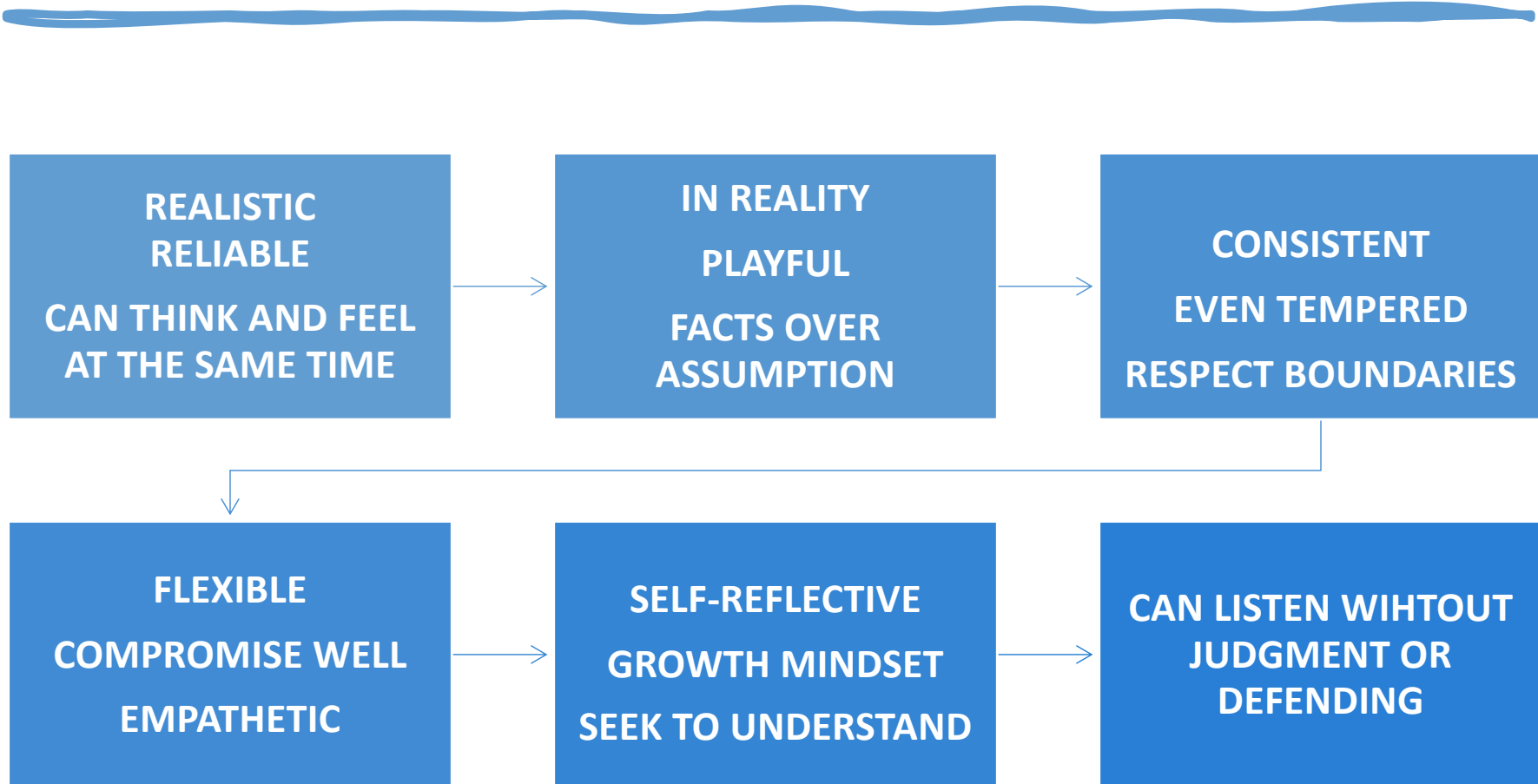


BOUNDARIES:

- WHERE I END, AND YOU BEGIN....
- WHERE YOU END, AND I BEGIN



HEALTHY, EVOLVED, FUNCTIONAL ADULTS...



BOUNDARIES CAN BE REVOLUTIONARY

BOUNDARYLESS: ZIPPER ON OUTSIDE

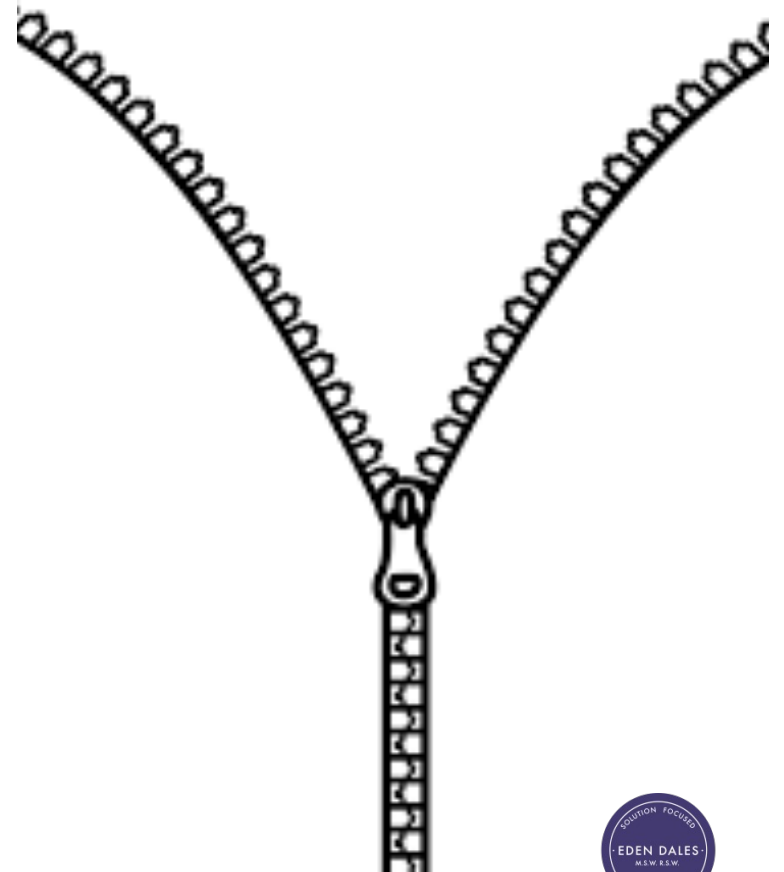
MOOD CAN BE CONTROLLED BY OTHERS

BOUNDARIED: ZIPPER ON INSIDE

INDIVIDUAL: CONTROLS SENSE OF SAFETY

TRUSTS THEMSELVES

CONTROL OVER WHAT COMES IN + GOES OUT



WHAT ARE BOUNDARIES?

A SYSTEM OF SETTING LIMITS THAT ENHANCES A PERSON'S ABILITY TO HAVE A SENSE OF SELF

HELP CONTROL THE IMPACT OF REALITY ON THE SELF AND OTHERS

ESSENTIAL TO A HEALTHY, BALANCED LIFESTYLE

A PERSONAL PROPERTY LINE THAT MARKS THOSE THINGS FOR WHICH WE ARE RESPONSIBLE..”

DEFINE WHO WE ARE AND WHO WE ARE NOT

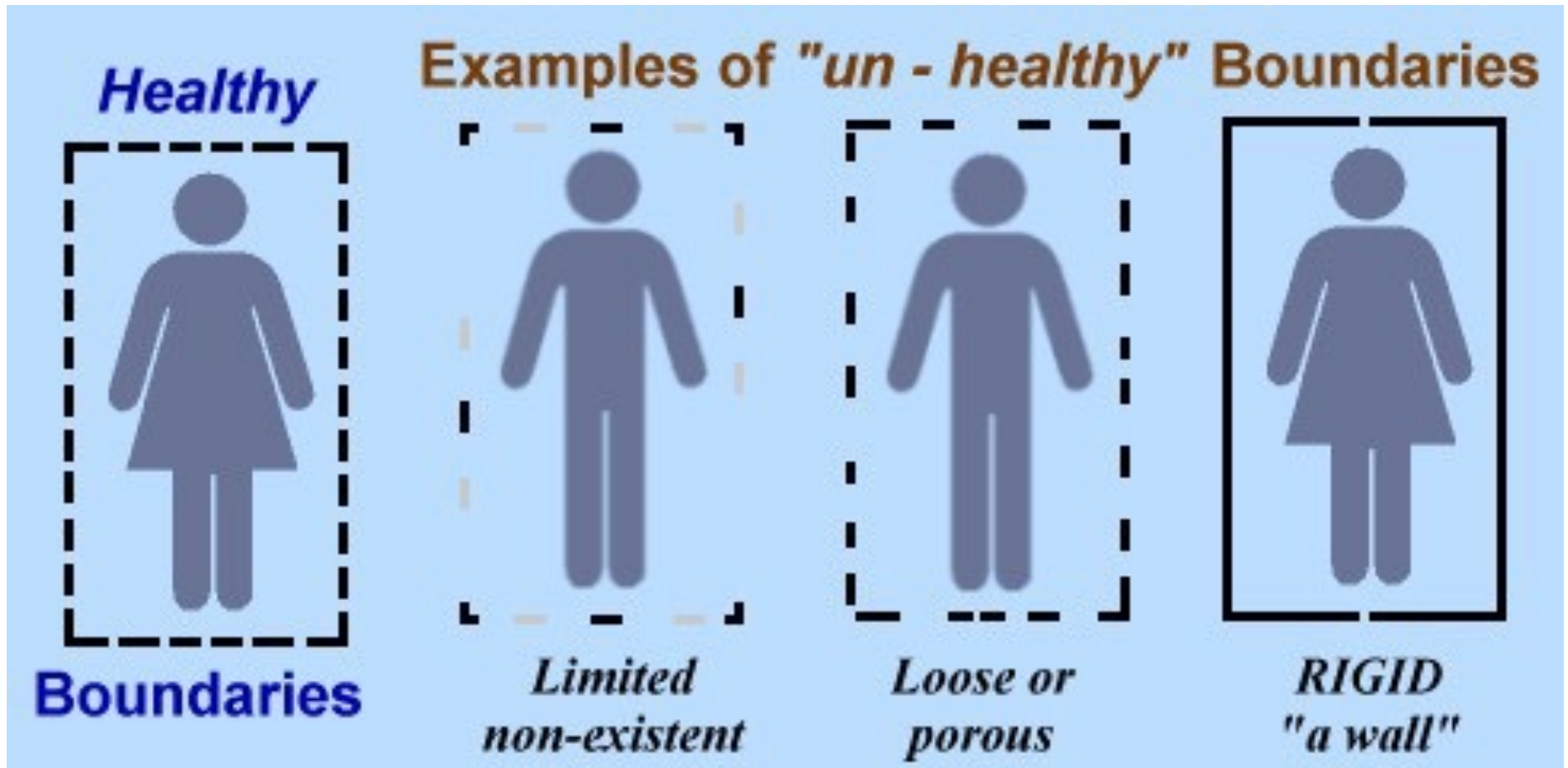
BOUNDARIES IMPACT ALL AREAS OF OUR LIVES

A YES IS ONLY A YES UNTIL IT'S A NO

BEING ABLE TO SAY NO AND NOT FEEL BAD ABOUT IT

CAMH MODEL

HOW RIGID ARE YOUR BOUNDARIES? HOW FLEXIBLE ARE YOU?



EXAMPLES AT WORK:

LOOSE BOUNDARIES:

LACKS POLICIES, GUIDELINES

LACKS ONGOING EDUCATION, TRAINING, SUPERVISION

MINIMAL PERFORMANCE EVALUATIONS, MINIMAL SUPERVISION MEETINGS

OVERSHARING, OVER FRIENDLY ENVIRONMENT, BLURRED LINES

RIGID BOUNDARIES:

REMOVE ADMINISTRATIVE SUPPORT WITHOUT DISCUSSION

CHANGING POLICIES WITHOUT NOTICE

UNREALISTIC EXPECTATIONS OF STAFF WITHOUT COLLABORATION

DISCIPLINE VERSUS MENTORSHIP

“RULES ARE RULES” WITHOUT CONSIDERATION OF CONTEXT

KNOW YOURSELF, KNOW YOUR LIMITS: OTHERS TREAT YOU HOW YOU TREAT YOURSELF

You Boundary Beliefs

Before you can begin to set new and improved boundaries, you need to look at what your existing beliefs about boundaries are.

A= Definitely True B = Mostly True C = Somewhat True D= Not Very True E = Hardly True, If At All

1. I have the power to make choices for myself.
A B C D E
2. I am both valuable and imperfect
A B C D E
3. I am in a lifelong process of growth
A B C D E
4. My individual significance is not lowered or raised by other's opinions of me
A B C D E
5. My life is enriched when living in interdependent relationships with cooperative and respectful people.
A B C D E
6. My life is diminished when living in interdependent relationship with uncooperative and disrespectful people.
A B C D E
7. My intrinsic, or built-in, value is neither more nor less than other's.
A B C D E
8. Certain types of contributions will be more esteemed than others in our society or circle, but this does not add to or diminish the significance of my contribution.
A B C D E
9. Others' talents are a pleasure to observe & applaud.
A B C D E
10. I value life and operate from a sense of gratitude, not en@ment.
A B C D E
11. I am able to face challenges and meet problems.
A B C D E
12. I accept and befriend myself.
A B C D E
13. I believe I contribute significantly to the good of others and the world.
A B C D E
14. It is my right and privilege to own my feelings.
A B C D E
15. Boundaries are necessary and appropriate.
A B C D E
16. Boundaries do not violate love.
A B C D E
17. Setting limits is necessary to keep relationships healthy and vital.
A B C D E
18. I am not compelled to justify a boundary with apologetic explanations.
A B C D E

COSTS OF POOR BOUNDARIES

PROFESSIONAL LOSSES

ENERGY SUCKING PEOPLE

TAKE RESPONSIBILITY FOR OTHERS' MOODS

FINANCIAL LOSS

UNHAPPY, ANXIOUS

RISK OF LAWSUIT

PROFESSIONAL LICENSE

REPUTATION

ARRESTED

DIVORCE

REGRET

LOSS



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HOW TO SET BOUNDARIES

CLEAR
EXPECTATIONS

SET TIME LIMITS

LEADERSHIP

BOTTOM LINE
BEHAVIOURS

KNOW YOUR LIMITS,
LINES YOU WONT
CROSS

OWN YOUR
BEHAVIOUR/ROLE

POSITIVE
COMMUNICATION

RESILIENCY

A YES IS ONLY A YES
UNTIL IT'S A NO

LET GO OF WHATS
OUTSIDE YOUR
CONTROL

NO IS A COMPLETE
SENTENCE

TRAIN OTHERS HOW
TO TREAT YOU BY
MODELING RESPECT

CONSIDER HOW
OFTEN YOUR
SENTENCE ENDS
WITH "I FEEL
BADLY..."

OVER DELIVERING IS
NOT SUSTAINABLE

NO ONE IS ABOVE
OR BELOW ANOTHER
HUMAN



BOUNDARY SETTING:

Boundaries sound like:

mellow doodles



I will end this phone call if you continue to shout at me.



I need time to think about it. I'll come back to you.



I can stay for half an hour.



I don't respond to work emails at the weekend.



Thank you for your offer, unfortunately I can't make it.



I'm not comfortable with that. If you do it again I will have to leave.



I'm not comfortable discussing that. Please do not discuss it with me.



I respect your opinion but this is my life and my decision.

HOW TO SET BOUNDARIES:



How To Set Boundaries

Identify When a Boundary is Crossed

- Is the situation making you feel angry, anxious, defensive, overwhelmed?
- Is your nervous system hyperactive? (example: heart racing, rapid breathing, flushed face, body shaking)

Communicate Your Boundary

- Be clear and direct but polite
- ' No ' is a complete sentence
- You do not have to explain yourself if you don't want to
- Maintain a respectful tone
- Use "I" statements
- Start small


Expect the Pushback

- Expect resistance but remain firm
- Try not take the other person's reaction personally. They may negatively react because they don't understand the importance of setting healthy boundaries as they don't have their own.

Set Consequences

- Let the person know what will happen if they cross your boundary (i.e. leaving the room or hanging up the phone)
- Avoid harsh ultimatums.



Nawal Mustafa; M..A.  thebraincoach



DANIEL
GOLEMAN:

EMOTIONAL
INTELLEGENCE-
KEY TO SUCCESS

FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE



Self-awareness – the ability to recognize and understand your moods and emotions, and how they affect others



Self-regulation – the ability to control impulses and moods, and to think before acting



Internal (or intrinsic) motivation – being driven to pursue goals for personal reasons, rather than for some kind of reward (the opposite is external motivation)



Empathy – the ability to recognize and understand others' motivations, which is essential for building and leading teams successfully



Social skills – the ability to manage relationships and build networks

BY: DANIEL GOLEMAN IMAGE BY: JACOB MORGAN THEFUTUREORGANIZATION.COM

BARRIERS TO BOUNDARY SETTING

WORRIED THEY WILL BE MAD? THEY WILL. LET THEM. THEY HAVE BEEN MAD BEFORE, WILL BE MAD AGAIN.

CONSIDER WHAT **IS** AND **IS NOT** IN YOUR CONTROL...PUT IN BUCKETS, CONSIDER WHERE ARE YOU UNBALANCED?

ARE YOU PLACING THE (EVER CHANGING) FEELINGS OF OTHERS ABOVE YOUR OWN HEALTH?

TRUTH: THEY WILL NOT LEAVE YOU, BECAUSE YOU ARE IRREPLACABLE, INVALUBALE AND WORTHY OF THEIR RESPECT.



CONSIDER THE OUTCOME. TRUST YOUR JUDGMENT.

USE EVIDENCE BASED FROM HISTORY OF INTERACTIONS

CONSIDER WHO YOU ARE SPEAKING TO

PERSONALITY TYPE? INSIGHTFUL? INTERNALIZER?
EXTERNALIZER?

CONSIDER YOUR ACTION PLAN

CONSIDER ABOVE AND DETERMINE CHANCES OF
GETTING OUTCOME YOU WANT

IF WHAT YOU ARE DOING IS NOT WORKING, DO
SOMETHING DIFFERENT

TAKE BACK YOUR POWER AND MAKE A NEW PLAN



TERRY REAL:

**WINNING
STRATEGIES**

RESPOND

RESPOND WITH GENEROSITY

SUPPORT

EMPOWER EACH OTHER

CHERISH

CHERISH WHAT YOU HAVE: SUPPORT

SHIFT

SHIFT FROM COMPLAINT TO REQUEST

SPEAK UP

**SPEAK OUT AND GO AFTER WHAT YOU WANT
WITH KINDNESS**

LISTEN

USE REFLECTIVE LISTENING 4 STEPS

TERRY REAL: LOSING STRATEGIES

**UNBRIDLED SELF EXPRESSION:
VENTING**



NEEDING TO BE RIGHT



TRYING TO CONTROL THEM



RETALIATION



WITHDRAWAL





NEUTRAL UP AND NEUTRAL DOWN COMMUNICATION

NEUTRAL (FACT/EVENT)



EDEN DALES SOCIAL WORK

NEUTRAL UP:

- LOOK FOR STRENGTHS/POSITIVES
- RADICAL ACCEPTANCE
- WHAT'S YOUR HOPE/GOAL/PLAN?
- WHAT CAN YOU DO ABOUT IT?

NEUTRAL DOWN:

- WHAT YOU DON'T LIKE
- WHAT YOU WISH IT WAS OR WAS NOT
- WHAT YOU DON'T WANT TO HAPPEN
- LOOKING FOR NEGATIVES/FEELING STUCK/DEAD END THINKING
- NO WHERE TO GO FROM HERE



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REFLECTIVE LISTENING PRINCIPLES

Principles of reflective listening

- More listening than talking
- Responding to what is personal
- Restating and clarifying what is said
- Trying to understand the feelings contained in what the other is saying
- Working to develop sense of the other's frame of reference

Respond with acceptance and empathy

Examples of Reflective Listening

- "It sounds like . . ."
- "It seems as if . . ."
- "What I hear you saying . . ."
- "I get a sense that . . ."
- "It feels as though . . ."
- "Help me to understand. On the one hand you . . . and on the other hand . . ."
- Handout exercise 3.4



THE RULES OF ENGAGEMENT: USE WITH HEALTHY BOUNDARIES FOR BEST RESULTS

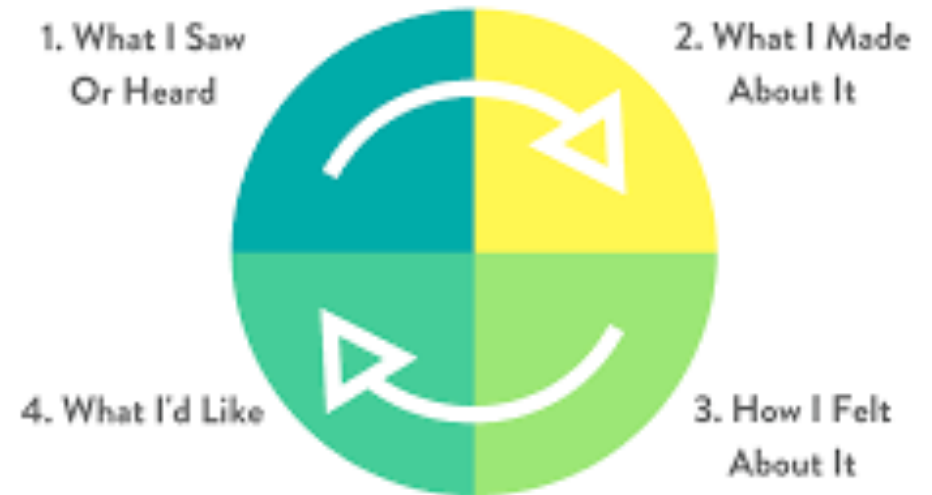
Stop the Four Horsemen with their Antidotes



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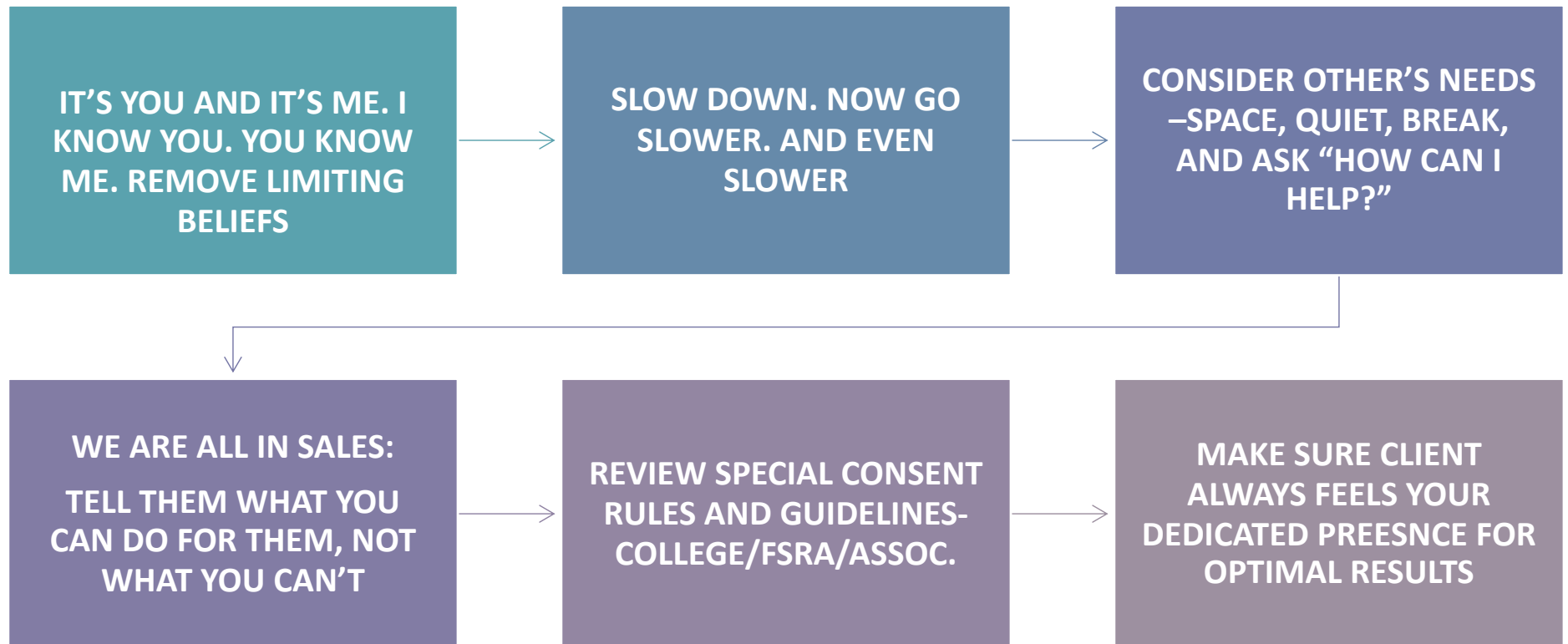
Practices For A Successful Relationship

Feedback Wheel



*Adapted from Janet Hurley and Pia Mellody.

VIRTUAL SERVICE DELIVERY: SAME RULES



VIRTUAL SERVICE DELIVERY CONT.

SHORTEN CALLS/SET
TIMELINE/AGENDA AT
START AND STICK TO IT

TREAT EVERY
INTERACTION EQUALLY,
RESPECT THEIR TIME
AS IF IT WAS YOUR
OWN (WINNING)

MINDFULNESS +
REFLECTIVE LISTENING
WORKS WITHOUT
LONGER CALLS

DEMONSTRATE
SUPPORT,
TENDERNESS, CARE

A 30 SECOND WARM
INTERACTION CAN
HELP DECREASE STRESS
RESPONSE

I DON'T HAVE THE
ANSWER BUT LET ME
GET BACK TO YOU AT
THIS TIME AND DO
THAT!

TRIANGULATION
CAN BE TOXIC

A → B



B → C



C → A



TRYADS DO NOT WORK

DYADS VERSUS TRIADS: A BARRIER TO CONNECTION

NON-JUDGMENTALLY

◊ See but Don't Evaluate. Take a nonjudgmental stance. Just the facts. Focus on the "what," not the "good" or "bad," the "terrible" or "wonderful," the "should" or "should not."



◊ UNGLUE YOUR OPINIONS from facts, from the "how, what, when, and where."



◊ ACCEPT each moment, each event, as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.



◊ ACKNOWLEDGE the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.



◊ When you find yourself judging, DON'T JUDGE YOUR JUDGING.



Core Mindfulness--HOW Skills

Practice to use these all at the same time

Non-Judgmental Stance

- **SEE, BUT DON'T EVALUATE.** Take a non-judgmental stance. Just the facts. Focus on the "what", not the "good" or "bad", the "terrible", the "should" or "should not".
- **UNGLUE YOUR OPINIONS** from the facts, from the "who, what, when, and where.
- **ACCEPT** each moment, each event as a blanket spread out on the lawn accepts both the rain and the sun, each leaf that falls upon it.
- **ACKNOWLEDGE** the helpful, the wholesome, but don't judge it. Acknowledge the harmful, the unwholesome, but don't judge it.
- When you find yourself judging, **DON'T JUDGE YOUR JUDGING.**

One Mindfully in the Moment

- **DO ONE THING AT A TIME.** When you are eating, eat. When you are walking, walk. When you are working, work. When you are in a group, or a conversation, focus your attention on the very moment you are in with the other person. *Do each thing with all of your attention.*
- If other actions, thoughts, or strong feelings distract you, **LET GO OF DISTRACTIONS** and go back to what you are doing—again, and again, and again.
- **CONCENTRATE YOUR MIND.** If you find you are doing two things at once, stop and go back to one thing at a time.

Effectively

- **FOCUS ON WHAT WORKS.** Do what needs to be done in each situation in order to meet your larger goals. Stay away from thoughts of "right", "wrong", "should", "should not", "fair" and "unfair".
- **PLAY BY THE RULES.** Act as skillfully as you can, meeting the needs of the situation you are in, not the situation you WISH you were in.
- **LET GO** of vengeance, useless anger, and righteousness that hurts you and doesn't work.

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MINDFULNESS AND STAYING OUT OF JUDGMENT



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"I" VERSUS "YOU" STATEMENTS

"I" Statements

When a person feels that they are being blamed—whether rightly or wrongly—it's common that they respond with defensiveness. "I" statements are a simple way of speaking that will help you avoid this trap by reducing feelings of blame. A good "I" statement takes responsibility for one's own feelings, while tactfully describing a problem.

"I feel *emotion word* when *explanation*."

- ✓ "I feel..." must be followed with an emotion word, such as "angry", "hurt", or "worried".
- ✓ Careful wording won't help if your voice still sounds blaming. Use a soft and even tone.
- ✓ In your explanation, gently describe how the other person's actions affect you.

Examples

Blaming	"You can't keep coming home so late! It's so inconsiderate."
"I" Statement	"I feel worried when you come home late. I can't even sleep."

Blaming	"You never call me. I guess we just won't talk anymore."
"I" Statement	"I feel hurt when you go so long without calling. I'm afraid you don't care."

Practice

Scenario	A friend always cancels plans at the last minute. Recently, you were waiting for them at a restaurant, when they called to say they couldn't make it.
"I" Statement	

Scenario	You are working on a group project, and one member is not completing their portion. You have repeatedly had to finish their work.
"I" Statement	

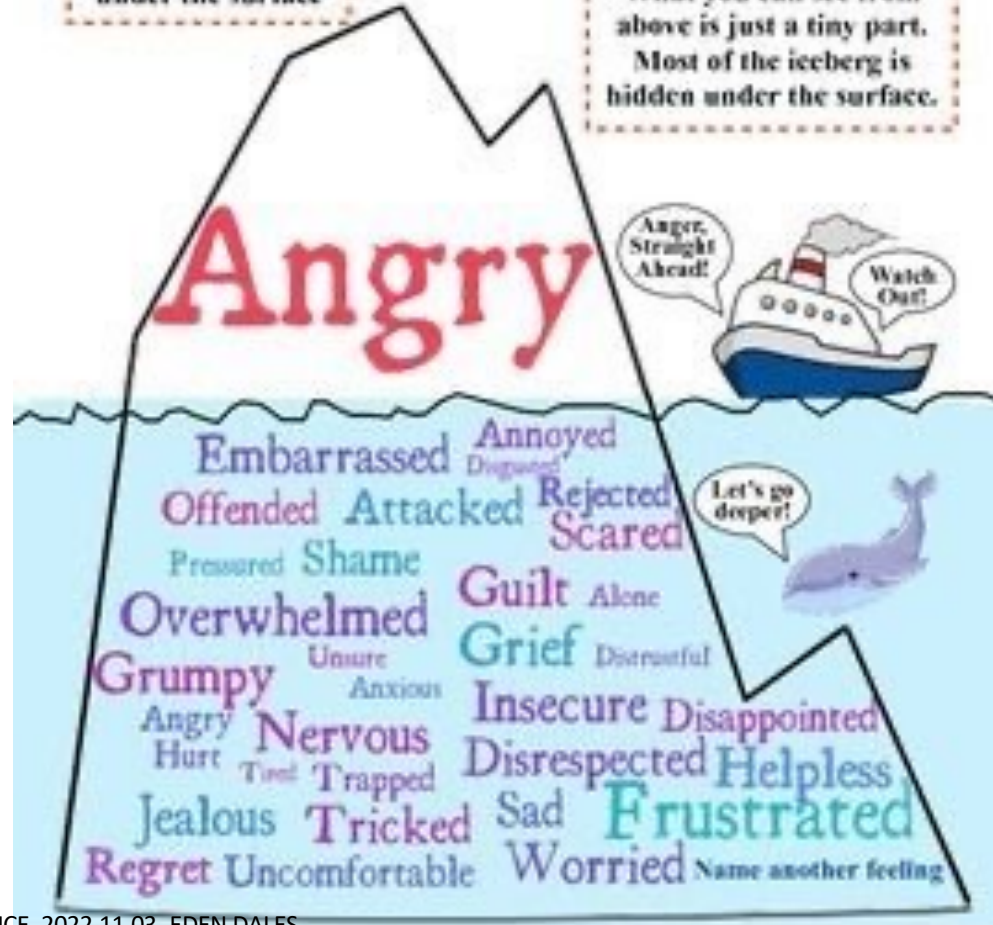
Scenario	Your boss keeps dumping new work on you, with little instruction, and not enough time. Despite working overtime, you're weeks behind.
"I" Statement	

HOW TO BE YOUR BEST SELF AND STAY EMOTIONALLY MATURE

Anger Iceberg

Sometimes when we are angry, there are other emotions under the surface

Icebergs are giant floating pieces of ice found in the coldest parts of the ocean. What you can see from above is just a tiny part. Most of the iceberg is hidden under the surface.





RESOURCES FOR YOUR PRACTICE

UNHELPFUL THINKING STYLES

All or nothing thinking

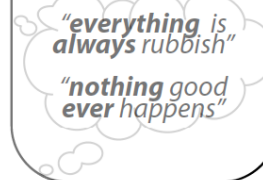


Sometimes called 'black and white thinking'

If I'm not perfect I have failed

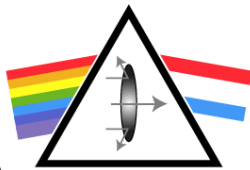
Either I do it right or not at all

Over-generalising



Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Mental filter



Only paying attention to certain types of evidence.

Noticing our failures but not seeing our successes

Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another


That doesn't count



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UNHELPFUL THINKING STYLES CONT.

Emotional reasoning



Assuming that because we feel a certain way what we think must be true.


I feel embarrassed so I must be an idiot

**should
must**

Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed

If we apply 'shoulds' to other people the result is often frustration

Labelling



Assigning labels to ourselves or other people

*I'm a loser
I'm completely useless
They're such an idiot*

Personalisation

"this is my fault"

Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely, blaming other people for something that was your fault.



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CBT THOUGHT RECORD:

Example Thought Record

Situation	Thought	Feeling	Evidence For	Evidence Against	Balanced Thought	Outcome (re-rate)
Friend cancels lunch plans	She is angry with me (85%)	Worried (60%) Anxious (70%)	Friend hardly ever cancels plans She has been a bit moody lately	Friend has said she has not been feeling well recently She has cancelled her plans for the weekend too	It is unlikely my friend is angry with me, it is more likely that she is feeling unwell and therefore cannot make our lunch plan (70%)	She is angry with me (20%) Worried (15%) Anxious (5%)

TIPS FOR INTENSE EMOTIONS FELT IN TIMES OF DISTRESS: *"THERE IS NO HOUSE ON FIRE"*

NOBODY WANTS PROBLEMS

MEET HARSHNESS WITH SOFTNESS

UNLIKEABLE BEHAVIOUR: LOW BRAIN

FUNCTIONAL ADULT: HIGH BRAIN/CORTEX

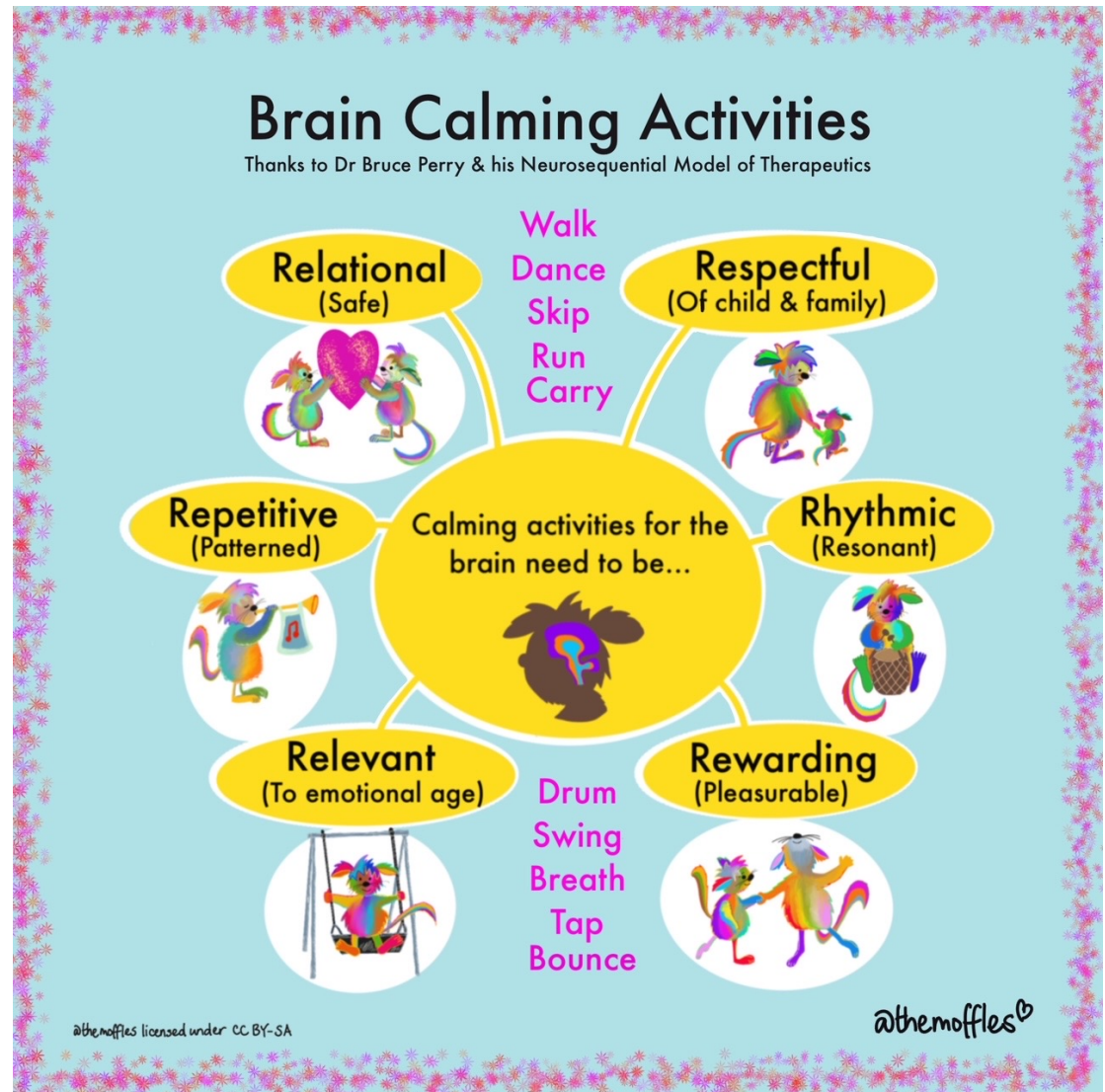


COMMITMENT: NO NEGOTIATIONS IN DISTRESS

ALL FEELINGS PASS, LET THEM

**HALT: HUNGRY
ANGRY LONELY
TIRED-MEET
THOSE FIRST**

THE RHYTHM OF THE HEART, MIND AND BODY



THE RHYTHM OF THE HEART, MIND AND BODY

9 WAYS *to* RECOVER YOUR MENTAL HEALTH



FOLLOW A SCHEDULE



PRIORITIZE REST AND DIET



EXERCISE REGULARLY



MAKE SOCIAL CONNECTIONS



PRACTICE PERSEVERANCE



EMBRACE THE POWER OF POSITIVITY



CARVE OUT DOWNTIME



SEEK OUT HELP



PRACTICE ACCEPTANCE

Exercise: Assessing Your Parent's Emotional Immaturity

Human emotional immaturity has been studied for a long time. However, over the years it has lost ground to an increasing focus on symptoms and clinical diagnosis, using a medical disease model to quantify behaviors as illnesses suitable for insurance reimbursement. But in terms of a deep understanding of people, assessing emotional immaturity is often far more useful, as you're likely to discover by completing this exercise.

Read through the following statements and check any that describe your parent.

- f ___ My parent often overreacted to relatively minor things. f
- t ___ My parent didn't express much empathy or emotional awareness. f
- t ___ When it came to emotional closeness and feelings, my parent seemed uncomfortable and didn't go there. f
- t ___ My parent was often irritated by individual differences or different points of view. f
- t ___ When I was growing up, my parent used me as a confidant but wasn't a confidant for me. f
- t ___ My parent often said and did things without thinking about people's feelings. t
- t ___ I didn't get much attention or sympathy from my parent, except maybe when I was really sick. f
- t ___ My parent was inconsistent—sometimes wise, sometimes unreasonable. t
- t ___ If I became upset, my parent either said something superficial and unhelpful or got angry and sarcastic. f
- f ___ Conversations mostly centered on my parent's interests. f
- f ___ Even polite disagreement could make my parent very defensive. f
- t ___ It was deflating to tell my parent about my successes because it didn't seem to matter. f
- f ___ Facts and logic were no match for my parent's opinions. f
- t ___ My parent wasn't self-reflective and rarely looked at his or her role in a problem. f
- f ___ My parent tended to be a black-and-white thinker, and unreceptive to new ideas. f

How many of these statements describe your parent? Since all these items are potential signs of emotional immaturity, checking more than one suggests you very well may have been dealing with an emotionally immature parent.

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THANK YOU!!!

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RESOURCES

<https://www.nami.org/Blogs/NAMI-Blog/October-2020/7-Tools-for-Managing-Traumatic-Stress>

<https://lakesidelink.com/blog/6-rs-amazing-behavioral-help-talking-doesnt-work/>

https://www.google.com/search?gs_ssp=eJzj4tVP1zc0TDJPL06rqLA0YPSSTCpKzUtVSCrKL89TSM0tSCzJqFQoy0xJzQcAl1sOeA&q=brene+brown+empathy+video&oq=BRENE+BROWN+EM&aqs=chrome.1.69i57j46i512j0i512i7j69i59.3960j0j4&sourceid=chrome&ie=UTF-8

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