

# FACILITATOR INSTRUCTIONAL MODULE 4

FACILITATOR GUIDE



**FIM 4:**

**UNDERSTANDING  
STRESS  
TRIGGERS:**

**LIFE  
INFLUENCES AND  
PRACTICAL  
STEPS TO  
COUNTERACT  
THOSE  
STRESSORS**



**AANP  
2007**

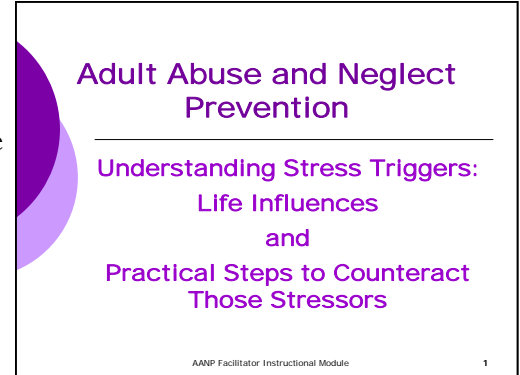
## FIM 4: LIFE INFLUENCES

### UNDERSTANDING STRESS TRIGGERS: LIFE INFLUENCES AND PRACTICAL STEPS TO COUNTERACTING THOSE STRESSORS

#### LEARNING OBJECTIVES:

By the end of this Module, participants will be able to:

- State how life influences can potentially be triggers for abusive behavior
- State how to minimize the negative effects of life influences



#### INTRODUCTION:

This module introduces the concept that caregivers (regardless of the specific role they play in a long-term care organization) are often at risk to abuse because of the significant stressors in their lives. These stressors have the potential to impact our overall well-being and ability to cope with difficult situations. The old philosophy of “leave your personal problems at the door” is often unrealistic. It is important to identify how “life influences” impact staff as individuals and then explore healthy means of equipping direct access staff (DAS) to cope with these stressors so they can provide quality care for the clients.

Life Influences is defined in two ways:

1. My background which includes how I was raised, my culture and my learned behaviors.
2. My life today encompasses everything I am presently dealing with including the day to day stressors of home life, relationship issues with those outside of work, emotional issues, etc.

Direct access staff (DAS) cannot change issues related to their background and indeed may not be able to alter many stressors in their current situation. Nonetheless, there is value in giving voice to these stressors and exploring means of caring for oneself so that one can properly care for the clients.

#### PREPARATION:

Arrange the room so each participant can see the trainer and other participants

#### INSTRUCTIONS:

Warmly welcome participants to the session, and say the title.

#### NOTES:

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## FIM 4: LIFE INFLUENCES

### Session Goals

- Clarify how abuse and neglect are defined
- Define who has to report, when, and how
- Clarify the responsibilities of mandated reporters
- Explain what happens to the reporter and the adult client once a report is made

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### LEARNING TECHNIQUES:

This module uses several learning techniques: team brainstorming, role play, self reflection, and group processing.

### OUTLINE:

- The module is 60 minutes. It is divided into four parts:
- Group warm-up activity
- Life Influences stress triggers discussion and brainstorming
- Life Influences stress trigger busters discussion and brainstorming
- Wrap-up and post test

### TIME:

5 minutes for the title page welcome and review of the session goals

### INSTRUCTIONS:

Review the session goals with the participants. Answer any questions that are raised at this time.

### SUPPLIES:

Flip chart and markers

LCD projector and computer

Screen or wall space

PowerPoint slides

Masking tape

“Do You Remember?” worksheet and answer sheet

“Can You Hear Me Now?” worksheet and answer sheet

6 copies of *Alicia’s Horrible Day* script

### NOTES:

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**Do You Remember?**

Sticks and stones... It's better to be safe...

Children should be...

If you swallow gum...

Don't make a mountain...

If you can't say anything nice...

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### NOTE:

“Do You Remember?” and “Can You Hear Me Now?” are group warm-up activities. The purpose of this activity is for participants to begin interacting with one another and get comfortable sharing. The group warm-up consists of two parts. The first activity is “Do you remember?” and is intended for participants to recall sayings from their childhood.

### TIME:

10 minutes (both the “Do You Remember?” and “Can You Hear Me Now?” activities) which includes slides 3 - 6

### INSTRUCTIONS:

Explain that a group warm-up, like an icebreaker, is an opportunity to get to know each other. Divide the participants into groups of 3-4. Pass out the worksheet “Do you remember?” and instruct them to complete the worksheet together. Give them 3-4 minutes to complete. When the teams are done, go through each of the sayings and ask participants to respond with the appropriate ending. If you desire you can reward the first team that completed the worksheet, or all participants if they tried, with candy or other small treat.

### DEBRIEF:

This is part one of the group warm-up. Ask the participants if there are any conflicts between what they learned as children and the way we function today. Many of the things we were taught as children, we no longer believe. For example:

Words do hurt (verbal abuse is very real).

No one has permanently crossed their eyes as a result of crossing them as a child.

Children are a very vocal part of our society and they are both seen and heard.

Other examples may still ring true for us. Making a mountain out of a mole hill may not be as common of an expression, but many of today’s children are taught to not over-react.

The bottom line is that what we were taught as children, and our circumstances growing up have in part shaped who we are today. We must acknowledge our background as a contributing factor to the topic today: life influences as stressors.

**Do You Remember?**

...may break my bones,  
but words will never  
hurt me.

...than sorry.

...seen and not heard.

...out of a mole hill.

...don't say anything at all.

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## FIM 4: LIFE INFLUENCES


### NOTE:

Part two of the group warm-up is “Can You Hear Me Now?”

### INSTRUCTIONS:

Keep participants in the same groups as the previous activity. Pass out the worksheet “Can You Hear Me Now?” and instruct the groups to complete the worksheet together. Give them 3-4 minutes to complete.

### Can You Hear Me Now?




Name the company:

- Just Do It!
- Eat Fresh!
- Grab life by the horns
- Eatin' good in the neighborhood
- All around the world
- Taste the rainbow
- I'm lovin' it
- All the news that's fit to print
- It keeps going, and going

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### Can You Hear Me Now?



- It's everywhere you want to be
- Don't leave home without it
- Be all you can be
- The quicker picker-upper
- It's all inside
- Let's build something together
- You can do it. We can help.
- Impossible is nothing
- What's in your wallet?

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### NOTE:

This is the second half of the worksheet, “Can You Hear Me Now?”

### INSTRUCTIONS:

When the teams are done, go through each of the slogans and ask participants to respond with the appropriate company. If you desire, you can reward the first team that completed the worksheet or all participants with candy or other small treat.

### DEBRIEF:

You will be surprised how many of these slogans are common to us. In this media-saturated world we are surrounded by slogans and jingles all day long. One cannot escape being impacted by outside forces. While “Do You Remember?” revealed how our background impacts us, “Can You Hear Me Now?” shows how our lives are impacted by present circumstances. This module looks at the life influences of the DAS and how these stressors, if not properly addressed, put DAS at-risk to abuse.

### NOTES:

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## FIM 4: LIFE INFLUENCES

**Alicia's Horrible Day** 

- Role play
- Five volunteers
- Look for life influences impacting Alicia

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### NOTE:

In advance, prepare six copies of the role play *Alicia's Horrible Day* and name tags for each role.

### TRAINER TIP:

It is helpful to the volunteers if each script is highlighted with one role, making it easier for the cast to know when to say their lines.

### TIME:

10 minutes for the role play and follow-up discussion

### INSTRUCTIONS:

For the role play, ask for five volunteers from the audience. Give each volunteer a script and name tag. Ask the volunteers to read through their part of the play while you give instructions to the class.

Explain to the class that you will be looking at some of the life influences that impact daily lives. Ask the audience to look for the life influences that are stressors in Alicia's life.


Introduce the cast and begin the role play as the narrator.

At the conclusion of the role play, thank the actors. It is nice to reward the volunteers with candy or something similar as a thank you for taking a risk in front of the group.

### INSTRUCTIONS:

Debrief the role play. Ask the participants the five questions. Explain that life influences impact us before we even walk through the door at work; our life influence also affect others.

When discussing "How is Alicia at-risk to be an abuser?" Explain that life influences create stress triggers, which if not properly addressed, could lead Alicia to do something she would probably later regret. Make the connection that Alicia is no different than you or me. She has issues in her life that create stress that if unmanaged could lead to abuse.

**Alicia's Horrible Day** 

- What are some of the life influences that triggered stress for Alicia?
- What kind of mood is Alicia in when she arrives at work?
- How do Alicia's life influences affect other people at work, including the client Harold?
- How is Alicia at risk to be an abuser?
- What might happen if Alicia doesn't look at the stressors of her life influences?

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### NOTES:

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## FIM 4: LIFE INFLUENCES

### INSTRUCTIONS:

Define life influences as a combination of our up-bringing and our current situations. If not properly identified and addressed, life influences put DAS at-risk to abuse.

Step one of abuse prevention is the identification of all of the stressors under the category of life influences.

### Life Influences

- Upbringing, events, or circumstances that shape our lives – some will cause us stress
- Unmanaged stressful life influences are risk factors for abuse and neglect
- Our first step is to identify the life influences that may cause stress in our daily lives

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### Life Influences

#### My background:

- Learned behaviors
- How I was raised
- My culture

#### My life today:

- Home circumstances
- Current issues
- Daily pressures

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### TIME:

10 minutes for the team brainstorming and report back, slides 10 - 16

### INSTRUCTIONS:

Explain the two categories of life influences—my background and my life today. Divide the participants into two groups. One group will take the flip chart labeled My Background and brainstorm all of the stressors associated with it. The other group will take the flip chart labeled My Life Today and brainstorm stressors associated with it. (If you have more than thirty participants in the class, you need to divide them into four groups – two groups will focus on my background and two groups on my life today.)

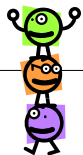
As an example of each category, ask the participants for one of Alicia's stressors from her background and her life today. Write these examples on the appropriate flip charts. Instruct the groups that they have five minutes to complete their list. Rotate between the groups to assure that they are indeed brainstorming. As needed, offer some examples if they get stuck.

After five minutes, gather the groups together and ask for a volunteer from each group to review their list. Compare the lists they generated with the following lists found on slide 13.

### My Background

#### Team one:

- Brainstorm examples of background issues that impact us, or others we know, as life influences today
- Take 5 minutes for brainstorm
- Report back



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### My Life Today

#### Team two:

- Brainstorm examples of current issues that impact us, or others we know, as life influences today
- Take 5 minutes for brainstorming
- Report back



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## FIM 4: LIFE INFLUENCES

### INSTRUCTIONS:

Do not spend a lot of time on these lists. Highlight only those the group missed.

### NOTE:

Additional examples of background stressors are included on the next slide.

### My Background - Did we think of these?

- Didn't get along with own grandparents
- Generational differences
- "Yelling is how we communicate to each other"
- Communication barriers
- "I speak with an accent and not everyone can understand me"
- "There is a perception that I don't understand"
- Different norms about the directness of communication

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### My Background - Did we think of these?

- Different norms about the appropriateness of physical contact
- Someone who is prejudiced toward others who are different
- Different values
- Low self-esteem
- History of being abused
- Someone who had a bad experience of being reprimanded/gets stressed by it
- Someone who gets easily upset
- Someone who does not handle stress well

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### INSTRUCTIONS:

Do not spend a lot of time on these lists. Highlight only those the group missed.

Move on to My Life Today.

### INSTRUCTIONS:

Do not spend a lot of time on these lists. Highlight only those the group missed.

### NOTE:

Additional examples of background stressors are included on the next slide.

### My Life Today - Did we think of these?

- Childcare issues
- Family conflicts
- Fighting with spouse or another family member
- Having children
- Ill children
- Home chores/maintenance that needs to get done
- Feeling overwhelmed with home responsibilities
- Divorce

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### My Life Today - Did we think of these?

- Troubled family relationships
- Moving
- Dealing with grief
- Feeling like you never have enough time
- Overextending self—being involved in too much
- Financial constraints
- Parents needing care
- Absence of a support network

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### INSTRUCTIONS:

Do not spend a lot of time on these lists. Highlight only those the group missed.

Ask the group if there are any additional stressors from either category that now come to mind. List any additional comments on the appropriate flip charts. Post both flip charts so they can be seen by the participants.

Transition into stress trigger busters.

## FIM 4: LIFE INFLUENCES



### TIME:

1 minute for slide 17

### INSTRUCTIONS:

To add humor to the session, show this slide and say, “sometimes this might best describe you.”

### TIME:

1 minute to review questions

### INSTRUCTIONS:

Ask participants if these life influences impact us as workers. How?

Ask participants if it is realistic to expect people to leave their problems at home.

Explain that if our life stressors are not acknowledged and addressed a person is at-risk to being an abuser.

Discuss with the participants that some life stressors can be changed and some cannot. For example, a person cannot change the fact that he was abused as a child. However, there are many things under our control including how we choose to respond to a stress trigger. We need to learn how to counteract these stress triggers and provide self-care so that we are able to give quality care to others.



### How Good are We at Taking Care of Ourselves?

1. Do you take time for yourself every day?
2. Do you exercise 5 times a week for at least 30 minutes?
3. Do you get 7-8 hours of sleep every night?
4. Do you brush and floss your teeth twice a day?
5. Do you have a haircut you love?
6. Do your nails look great?
7. Do you get together with a friend at least once a month?

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### TIME:

10 minutes for the quiz and discussion including slides 19 - 24

### INSTRUCTIONS:

This quiz is an example of a self-care assessment to help the DAS to determine how well they provide self-care and relieve stressors in their lives.

Introduce the self-care quiz with good humor, explaining that most of us do not do many of these things. But, we want to be aware of what we are and are not doing to take good care of ourselves. Go through the next three PowerPoint slides asking the participants to keep track of how many times they can answer yes to the questions.

## FIM 4: LIFE INFLUENCES

### How Good are We at Taking Care of Ourselves?

8. Do you have a hobby you do at least twice a month?
9. Do you have a spiritual discipline like prayer, meditation, or church?
10. Do you watch less than one hour of TV a day?
11. Do you say no to requests that aren't right for you?
12. Do you usually know how you are feeling?
13. Do you usually know what you need?

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### INSTRUCTIONS:

Self-care quiz, Slide 2 of 3. Go through the PowerPoint slides asking the participants to keep track of how many times they can answer yes to the questions.

### INSTRUCTIONS:

Self-care quiz, Slide 3 of 3. Go through the PowerPoint slides asking the participants to keep track of how many times they can answer yes to the questions.

### How Good are We at Taking Care of Ourselves?

14. Is your home organized enough to make you feel peaceful?
15. Does your environment support your goals?
16. Do you have something fun to look forward to every evening?
17. Do you take frequent breaks during the day to recharge?
18. Do you have a nurturing daily routine?
19. Do you have a relaxing bedtime ritual?
20. Do you know what you are passionate about?

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### How Good are We at Taking Care of Ourselves?

#### If you scored:

- 17-20** You are taking excellent care of yourself. Now you can delve further into things like getting massages, simplifying your life, and getting rid of as many stressors as you can.
- 13-16** You know how to take care of yourself. Now you need to do it consistently.
- 9-12** You may value yourself, but seem to put yourself last too often. Set an evening just for you every week with no outside obligations. Turn off the TV after an hour. Let go of unrealistic standards of how much you can get done in a day.

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### INSTRUCTIONS:

Ask the group for a show of hands from those who scored 13-20 and review the comments on the slide. Congratulate them for taking good care of themselves.

Highlight the comments in the 9-12 category.

### INSTRUCTIONS:

Finish reviewing these scores. Acknowledge that very few people probably scored a 20. The reality is that DAS are in the care giving profession and often give much to others, without caring as much for themselves.

Emphasize that self-care is not about being selfish or self-focused. It is a means of counteracting one of the abuse and neglect triggers: life influences.

### How Good are We at Taking Care of Ourselves?

#### If you scored:

- 4-8** You feel guilty every time you take time for yourself. You need to realize that your family, friends and work don't want an empty vessel. They want a vibrant, authentic, energetic you. Talk with your family about how you want to start taking better care of yourself.
- 0-3** You don't really think you deserve to take care of yourself. You feel unimportant in the scheme of things. Kids, family and everyone else always comes before you. You are just as important as the other people in your life. Shine for them! Pick an easy, non-threatening action to start caring for yourself. Maybe you can drink one more glass of water or take 5 minutes alone. Start small and work your way up.

Source: [www.encouragingcoach.com/projects/selfcare-quiz.htm](http://www.encouragingcoach.com/projects/selfcare-quiz.htm)  
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## FIM 4: LIFE INFLUENCES

### INSTRUCTIONS:


Allow participants to review this slide briefly.

### Life Influences - Trigger Busters



**Back in your teams:**

- Brainstorm ways to individually counteract life stress triggers (you may take ideas from the quiz)
- Brainstorm ways we, as co-workers, can help each other counteract life stresses




- Take 5 minutes for this brainstorming
- Report back

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### Busting the Stresses of Life

Once we know our stressors and how well we are currently taking care of ourselves, the next step is to identify ways we can “bust” the stressors in our lives.



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### TIME:

10 minutes for the team brainstorming and report back


### INSTRUCTIONS:

Instruct the participants to get back in their teams and brainstorm ways they have or could as individuals counteract the life influences stress triggers.

Invite the groups to look at the my background and my life today flip charts as a reference.

If teams seem to be struggling with examples, refer them back to the role play, *Alicia’s Horrible Day*. Alicia had several life influences giving stress to her. Ask the group for an example of how Alicia might combat one of those life influences (example: make arrangements for emergency babysitters in advance for the next time Grandma cancels at the last minute).

### Life Influences - Trigger Busters



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### INSTRUCTIONS:

Provide the groups with a flip chart and markers and instruct them to the time limit of 5 minutes.

After the 5 minutes, give opportunity for each group to report back.

If the groups offer examples of stress busters as co-workers, list that as well. If not, ask the group how we respond when someone calls in because they are sick or they have a sick child. Often our response is not one of understanding and compassion. If your organization is one that responds with empathy and understanding, congratulate your participants on the caring relationships that have developed among staff.

### TRAINER TIP:

To keep everyone engaged in the reporting back process, have each group give one stress buster at a time, “popcorning” back and forth between the two groups.





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### NOTES:

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