





A Note From the Founders

Thank you so much for being here! This guidebook was created to support schools in creating family friendly, trauma informed, and successful vaccine clinics.

In this guidebook you will find examples, resources, and useful strategies for vaccine equity initiatives.

If you have any questions or would like further support please contact us

www.pinnaclepartnerships.org

Core elements




Building
positive
relationships


Promoting
family well-being



Promoting
pathways for
partnerships
with families



Supporting
child and youth
development
and learning

Vaccine equity initiative components

How to request

[Mobile Vaccination Services](#)

Where to download vaccine posters, fliers, and graphics

[Communication Materials](#)

[Vaccine education and outreach materials](#)

Where to find vaccine information for children ages 5-11 and ages 12-17

[COVID-19 vaccinations for children ages 5-11](#)

[COVID-19 vaccinations for youth ages 12-17](#)

DPH Community Liaison program +	DPH Vaccine Ambassador program +	Community-specific vaccination data +
Focused grassroots outreach +	Tailored community and faith-based outreach and education +	Investment in community health centers +
Support for municipalities and local boards of health +	Mobile vaccination services +	Vaccine access and administration in community settings +
Additional funding supports for local boards of health +	Communications materials +	Tribes, Native Americans, Alaskan Natives, Pacific Islanders, Native Hawaiians, and Indigenous Peoples +

Source: Massachusetts Department of Elementary and Secondary Education
©2022 Pinnacle Partnerships

The VEI introduces multiple components and community partners by VEC, (including a vaccine ambassador program, mobile vaccination services, and education and outreach materials to strengthen your vaccination efforts) organized by a community liaison who can help link you to resources)

- [VEI Homepage](#): This is the VEI homepage where you can learn more about the initiative and what’s happening in each of the 20 VEI communities.
- [Components of this Initiative](#): If you click on “Components of this Initiative” at the bottom of the page, it will take you to all of the components of this initiative.
- There are four programs on this webpage we’d like highlight:
 - [DPH Vaccine Ambassador Program](#): Through this program, public health professionals are available upon request to attend school or community meetings and forums to share information and answer questions about the vaccine. If would like to request a DPH ambassador, you would complete the form listed on this website (at bottom of webpage).
 - [Mobile Vaccination Services](#): In an effort to support vaccination efforts, DPH offers public K-12 schools and other organizations the option to vaccinate their students, staff, and community as part

of the Mobile Vaccination Program. In this program, a vaccination provider will come to the school or organization's host-property to vaccinate individuals. You can sign up for the Mobile Vaccination Program on this webpage.

- [Communications Materials](#): DPH has several resources available to support the school community in sharing vaccine information, including graphics, fliers, videos and posters in numerous languages. Once you are on this webpage, you would select "[Vaccine education and outreach materials](#)" to get access to these materials. Here you can also upload materials for teens and young adults as well as other population groups.
- Two additional webpages, which may also be helpful as they have information about the vaccine for youth and children include:
 - [COVID-19 vaccination for children ages 5-11](#)
 - [COVID-19 vaccinations for people ages 12-17](#)

Communication

Family friendly fliers

Get them in backpacks!

Robo Calls and Texts to families

Share on Social media

[Instagram](#)

[Facebook](#)

School Facebook page

Organizational Facebook page



Pinnacle Partnerships can help you create eye catching and effective fliers and print materials. To inquire please email info@pinnaclepartnerships.org



Clinic day of checklist

- Equipment-Tables, Chairs, Tents
- Water, Ice, Cups
- Test Kits, PPE
- Current Covid Information (Mitigation, Vaccine, Etc)
- Stress Balls



This is our short list of must haves for every vaccine clinic.

Mental well-being for the Whole School, Whole Child, Whole Community (WSCC)

WSCC Examples at Vaccine Clinics

- Physical education and physical activity**
Bounce Houses, Hip Hop Class, Yoga, Meditation
- Nutrition environment and services**
Gift cards for food, Give food to vaccine recipients
- Health education**
Signage about wellbeing in observation area
- Social and emotional climate**
Trauma informed vax clinics
- Physical environment**
Where/how to set up
- Health services**
Vax clinic on site, nurses available to answer questions, blood pressure checks
- Counseling, psychological and social services**
Information and Resources readily available
- Employee wellness**
Staff Appreciation, Mental health days off
- Community involvement**
Partnering with community members and businesses to achieve community and culturally relevant info and events
- Family engagement**
Family Friendly signage, events, and communication

7 ©2022 Pinnacle Partnerships

PINNACLE PARTNERSHIPS

Thinking through your vaccine initiatives through the lens of the WSCC model is a powerful and effective strategy for ensuring all aspects of a child and families' well-being are accounted for in planning for vaccine clinics.

Social and emotional wellbeing

through pandemic times

Many correlations

- Long COVID
- Pandemic trauma
- Downstream effects
- Economy

Signs and symptoms

- Low Mood
- Changes in Appetite
- Fatigue
- Irritability

What helps

- Exercise
- Socialization
- Journaling
- Time Outdoors

8 ©2022 Pinnacle Partnerships


PINNACLE PARTNERSHIPS

There are many correlations between physical health and mental health. Covid had many downstream effects including mental health challenges related to isolation, uncertainty, and unmet basic needs. Having an accurate understanding of your community needs can help you to tailor your vaccine equity and health equity initiatives to be more successful.


Mental Health & Covid

Covid has been hard for many people across life domains. The cumulative effects should be considered when making decisions related to family engagement and vaccine equity initiatives.

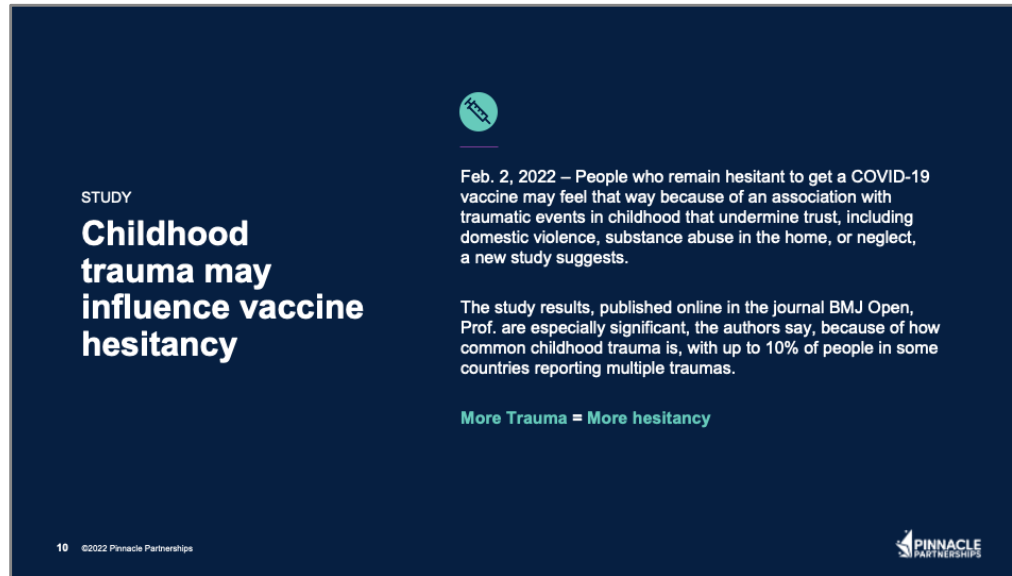
Pandemic Trauma TM



Pandemic Trauma (PT) refers to the cluster of symptoms, behaviors, and experiences that are the result of a prolonged period of cumulative stress, isolation, and uncertainty due to a global pandemic.



PINNACLE PARTNERSHIPS
ROOTED IN HEALTH • BRAIN | BODY | FAMILY | COMMUNITY



STUDY


Childhood trauma may influence vaccine hesitancy

Feb. 2, 2022 – People who remain hesitant to get a COVID-19 vaccine may feel that way because of an association with traumatic events in childhood that undermine trust, including domestic violence, substance abuse in the home, or neglect, a new study suggests.

The study results, published online in the journal *BMJ Open*, Prof. are especially significant, the authors say, because of how common childhood trauma is, with up to 10% of people in some countries reporting multiple traumas.

More Trauma = More hesitancy

10 ©2022 Pinnacle Partnerships




Why might this look different in COVID times?

What does it mean to be trauma informed?

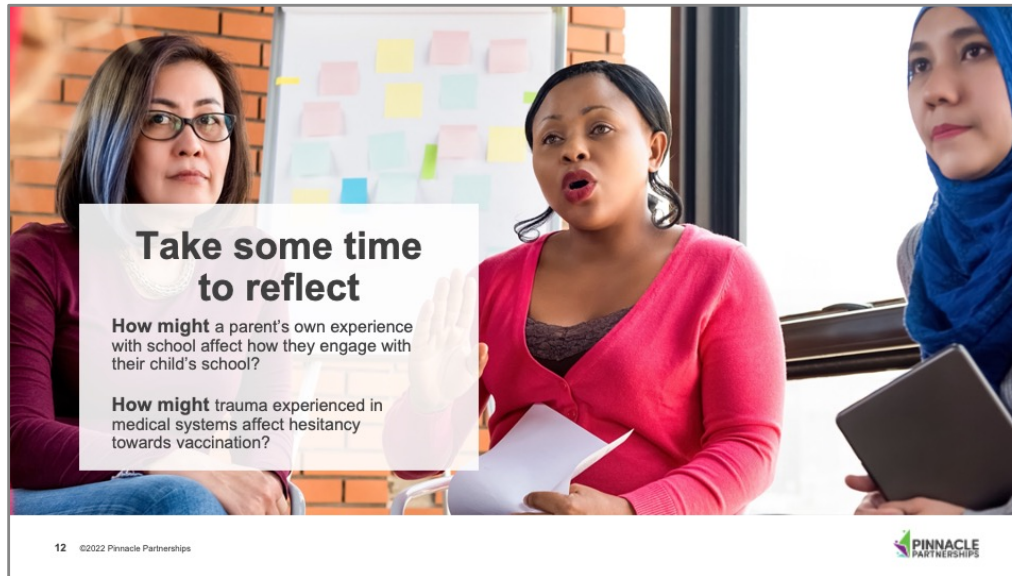
[Calculate Your Aces Score!](#)

RECOGNIZE	Recognize the prevalence of ACES (downstream pandemic effects, i.e. DV, substance use, neglect)
EXPERIENCES	Many behaviors are the result of traumatic experiences (including decisions related to COVID mitigation)
CREATE	Create and sustain soothing, loving, and accepting environments

11 ©2022 Pinnacle Partnerships



Understanding the trusted sources of information in your community can help you identify possible allies in sharing information as well as help you to understand hesitancy around covid mitigation strategies including vaccination.



Take some time to reflect

How might a parent's own experience with school affect how they engage with their child's school?

How might trauma experienced in medical systems affect hesitancy towards vaccination?

12 ©2022 Pinnacle Partnerships


PINNACLE PARTNERSHIPS

Understanding the trusted sources of information in your community can help you identify possible allies in sharing information as well as help you to understand hesitancy around covid mitigation strategies including vaccination.

What we know about trauma

It lives in our bodies with biological underpinnings

- Amygdala
- Cortisol
- Norepinephrine



Long term exposure to stress hormones leaves a mark on all of our biological systems.


Targeted interventions can calm our biological responses and shape perceptions of experiences.

Let's think about it

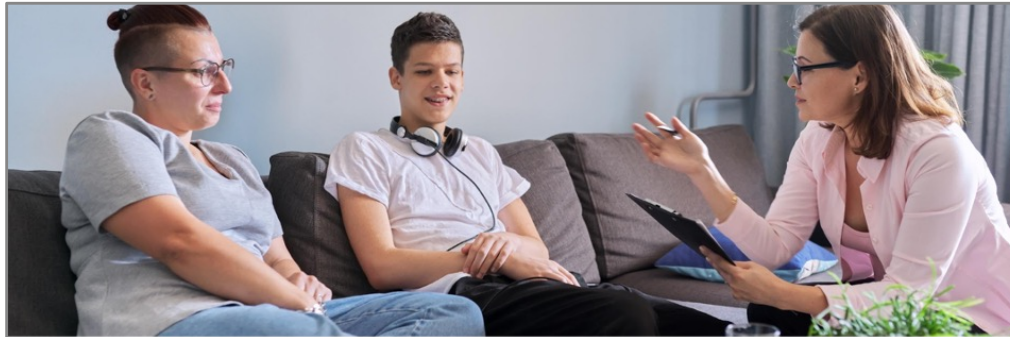
How might someone's trauma be triggered during COVID Discussions?

How might someone's trauma be triggered at a vaccine clinic?

13 ©2022 Pinnacle Partnerships



Trauma can be viewed as ubiquitous in underserved communities. Having a trauma informed approach and lens when making key decisions can be the difference between a successful and unsuccessful health equity initiative.



Characteristics
**Trauma-informed
clinics**

Safety. Throughout the organization, staff and the people they serve feel physically and psychologically safe

Trustworthiness and transparency

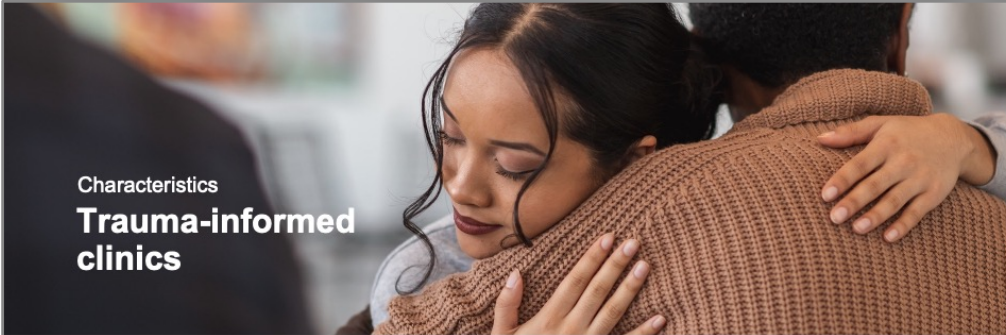
Collaboration and mutuality with community.

Empowerment
Parental/Family voice, and choice given priority in planning and execution.

Cultural Considerations
historical, and gender issues


Peer support and mutual self-help. Groups!

Trauma informed considerations.



Characteristics
**Trauma-informed
clinics**

Autonomic
Regulation


 **Safety and
security**

Organized
Calm, patient
and helpful staff
Meet basic needs

Relaxing
atmosphere
Soft Lighting
Minimize Noise


Ask for
permission
Talk through the
vaccine process


15 ©2022 Pinnacle Partnerships





Trauma informed considerations.

Considerations
**Trauma-informed
clinics**



Separate area for
vaccinations


Activities and fun
in observation


Quiet room for
those with
sensory needs


Distraction
tools/techniques
for those with
phobias

16 ©2022 Pinnacle Partnerships

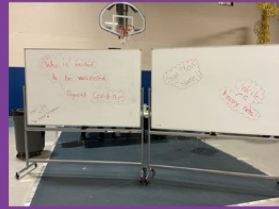


Trauma informed considerations.

What does this really look like?

For families and their kids

How might someone's trauma be triggered at a vaccine clinic?





—
**Engaging in understanding with
a Psychological Enhanced Response Liaison
(PERL)**
—

Visit www.pinnacleperl.com to learn more.



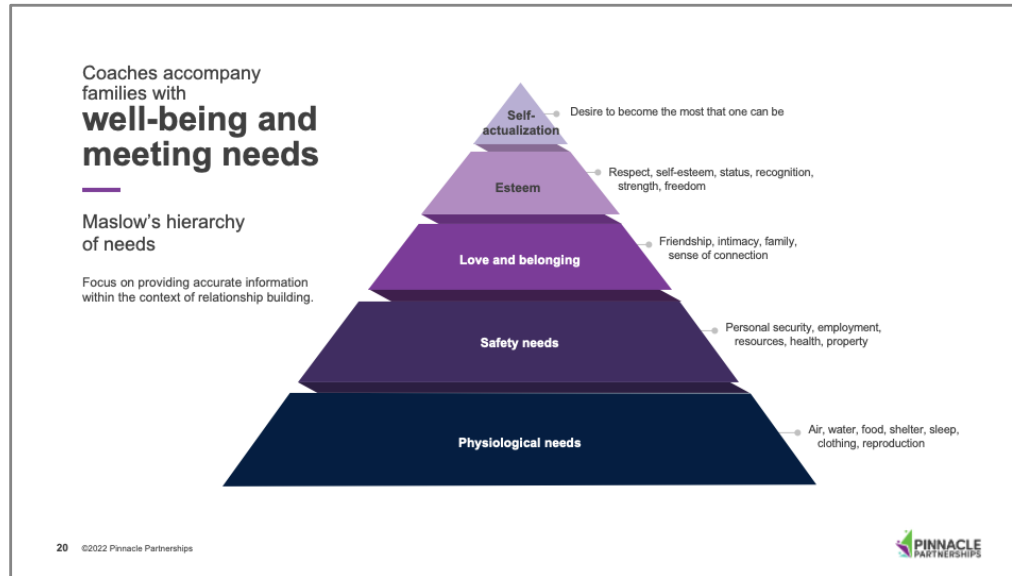
Psychological Enhanced Response Liaison:

(n) A trained coach who uses their lived experience of raising a child with mental health needs to support families, providers, educators, and stakeholders in achieving best emotional health outcomes for youth and families through sustainable partnerships and collaboration.

For Families	For Schools
Engages families as someone who has "been there, done that."	Fosters efficient & collaborative relationships through liaising.
Decreases feelings of solitude for families in their journey.	Supports psychoeducation and educational interventions in the classroom plus bridging to home.
Support family voice and choice, leading to empowered, educated families.	Support bridging to community-based supports.
Empowers families to use their strengths and their challenges.	Changing the tone of the conversation. People tend to speak differently when a family or a professional with a family focus is in the room.

Send us a message if you'd like to learn more about PERLs in your community.
info@pinnaclepartnerships.org





Lived Experience Coaches meet families where they are and help them to access the information and resources they need to feel empowered and capable.

Reflect

What does Vaccine
Equity Initiative look
like at your school?

What components
of Trauma Informed
Clinics are already
in place?

What is missing?
Brainstorm solutions

\

What is Family Engagement?

Family engagement is a **shared responsibility** in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.

Why might this look different in COVID times?

FAMILY ENGAGEMENT

Cornerstone to the mission of Pinnacle Partnerships



FAMILIES ARE THE EXPERTS

We know that families are the experts when it comes to their children and their communities.




ENHANCING FAMILY PARTNERSHIP IS THE FOUNDATION TO OUR WORK

We Believe that when schools and communities partner intentionally with families the result is a healthier environment for all! This leads to positive mental health outcomes for the precious children in our lives. We partner because we care.

www.PinnaclePartnerships.org



This is a care map from a Lived Experience Coach who's son has significant mental health needs. Care mapping with families is an excellent activity for building rapport, understanding, and organization.




Building positive relationships

Engaging in listening during a (mis)infodemic

25 ©2022 Pinnacle Partnerships

Where are people in your community currently getting their information?




What/where/who are the trusted sources of information?

Top 10 sources

Natural immunity superior to vaccines against delta variant, CDC study finds


MIKE STORBE Associated Press 1 day ago

Do you think having a delta variant is worth the risk?




All our the close family antibodies, but likely not enough to prevent infection through a delta variant

Coronavirus COVID-19 Vaccine



Some COVID-19 vaccines could increase risk of IEX, researchers warn



Understanding the trusted sources of information in your community can help you identify possible allies in sharing information as well as help you to understand hesitancy around covid mitigation strategies including vaccination.



Building positive relationships

Engaging in listening

26 ©2022 Pinnacle Partnerships



What do your
community members
have to say about the
pandemic?



What are their
thoughts and opinions
about the vaccine?



How does culture
play a role?



How does religion/faith
play a role in the
community perspective?





Building positive relationships

Engaging in understanding

27 ©2022 Pinnacle Partnerships

Show understanding in how you incorporate what you heard into action and communication.

Example

Vaccination hesitation station
When Pinnacle noticed that members of the community were still very skeptical and hesitant in relation to the vaccine, the founders erected a vaccine hesitancy station at all clinics with relevant and factual information as well as PPE kits. Community members could get information about the vaccine, while also receiving crucial items to help protect them and other community members from the virus.



PINNACLE
PARTNERSHIPS

Example
Community specific branding/messaging

Black and red are beloved colors here in Brockton. These multi-lingual fliers were eye catching and distributed throughout the city via partnerships with local businesses. They were also placed in every PPE kit that was given to community members.

28 ©2022 Pinnacle Partnerships

PINNACLE PARTNERSHIPS

These fliers were utilized across the city of Brockton by businesses, organizations, and schools to promote Covid Mitigation Strategies. Having visually appealing fliers with branding that corresponds to the community helps to ensure that the message heard by target audiences.



Promoting pathways for partnerships with families

Inviting and making space for collaboration

29 ©2022 Pinnacle Partnerships



Partner with your community members!

Community members such as families, local business owners, and youth all have key perspectives and insights related to COVID mitigation and vaccines.



Example

Youth death rates and compliance with COVID mitigation strategies → Education specific to spreading to vulnerable family members.

Community
Vaccine
Flyer
Example

**Age 5 and up
get your
vaccine!**

Walk-in or pre-registration

SCAN ME!

We will be having Girl Scouts in February! #CookiesAgainstCovid

buy cookies!

**North Middle School
10 Oak Street
BROCKTON**

Pfizer AND Moderna

DATES

Saturday, February 5 11am - 3pm	Saturday, February 12 11am - 3pm	Saturday, February 19 11am - 3pm	Saturday, February 26 11am - 3pm
------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

ESPAÑOL
5 años en adelante
¡Reciba su vacuna!
**North Middle School
10 Oak Street
BROCKTON**
Moderna y Pfizer disponibles

DÍAS

Sábado, Febrero 5 11am - 3pm	Sábado, Febrero 12 11am - 3pm	Sábado, Febrero 19 11am - 3pm	Sábado, Febrero 26 11am - 3pm
---------------------------------	----------------------------------	----------------------------------	----------------------------------

Portuguese
A partir de 5 anos
Pegue sua vacina!
**North Middle School
10 Oak Street
BROCKTON**
Moderna e Pfizer disponíveis

DIAS

Sábado, Fevereiro 5 11am - 3pm	Sábado, Fevereiro 12 11am - 3pm	Sábado, Fevereiro 19 11am - 3pm	Sábado, Fevereiro 26 11am - 3pm
-----------------------------------	------------------------------------	------------------------------------	------------------------------------

Pinnacle Partnerships
PinnaclePartnerships.org

STOMP COVID

Abilities Center/Donator

Vaccine clinic coordinated with the annual Turkey Giveaway from a local non-profit



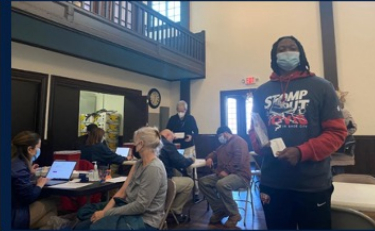
Pinnacle Staff at Community Vaccine Clinic.



PPE Kit Example




Vaccine clinic at Council on Aging



Promoting pathways for partnerships with families


Activity

32 ©2022 Pinnacle Partnerships

 **Log into Canva**

Create a flyer inviting families in your community to join our next Community of Practice!

▶ **Use the flyer you create with families**
(email or in backpacks-we can help with translation!)

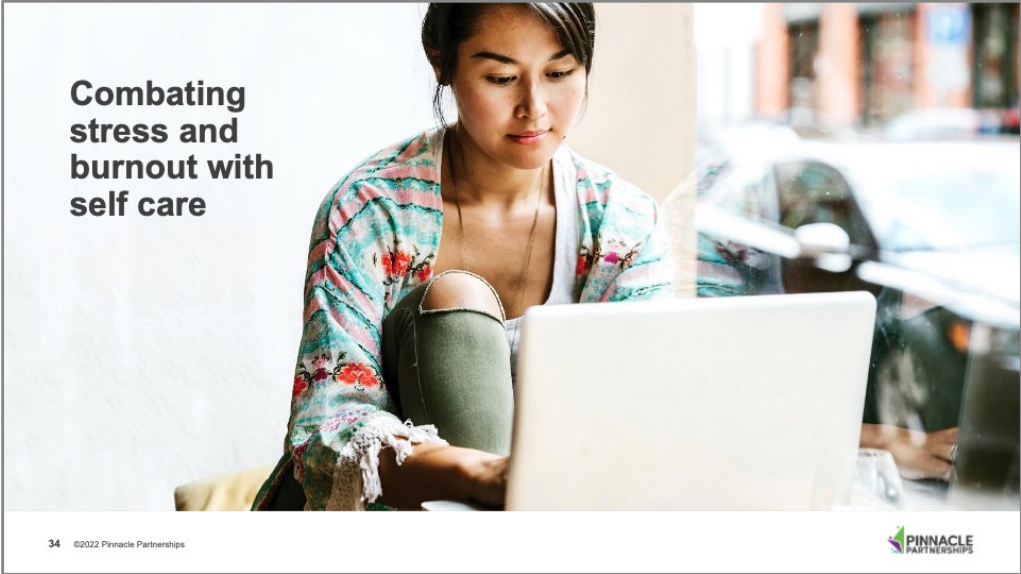


Did you know that you can create your own visually appealing fliers for marketing purposes?
www.canva.com is an excellent resource.



Kristi

**Combating
stress and
burnout with
self care**



34 ©2022 Pinnacle Partnerships



01

Learn the definition of stress and how to distinguish between the different types of stress

02

Learn about the physical, social, emotional, and spiritual effects of chronic stress

03

Recognize and understand the signs and symptoms associated with burnout
Learn about the different tools available to assess for burnout

04

Learn about self-care practices
Physical
Psychological
Emotional
Spiritual
Workplace/
Professional



This work
is rewarding but
also challenging



Working
long hours, in high
pressured setting



Confronted
by the grief and
suffering of others



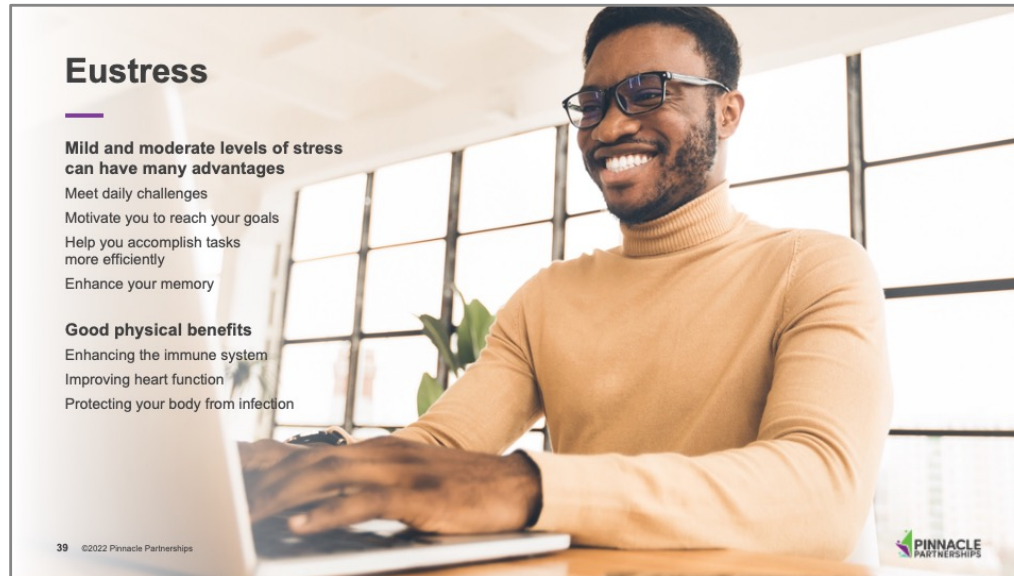
37 ©2022 Pinnacle Partnerships

Stress is a state of tension created when a person responds to demands and pressures from work, family, external sources, and internal self-imposed demands, obligations, and self-criticism (Lazarus, 1966)

Stress is a burst of energy that directs behavior



Stress isn't always negative. Positive stress helps to motivate us, clear our minds, and ensure we are making safe decisions. Going to the gym is an example of positive stress. This helps to make us healthier.



Eustress

Mild and moderate levels of stress can have many advantages

- Meet daily challenges
- Motivate you to reach your goals
- Help you accomplish tasks more efficiently
- Enhance your memory

Good physical benefits

- Enhancing the immune system
- Improving heart function
- Protecting your body from infection

39 ©2022 Pinnacle Partnerships

PINNACLE PARTNERSHIPS

Positive Stress

A woman with long dark hair and hoop earrings is looking out of a window. The window frame is dark, and the background is slightly blurred, suggesting an indoor setting. The overall mood is contemplative or stressed.

Distress

Stress that stays around for weeks or months

- Weaken the immune system
- Cause high blood pressure
- Fatigue
- Depression & anxiety
- Heart disease

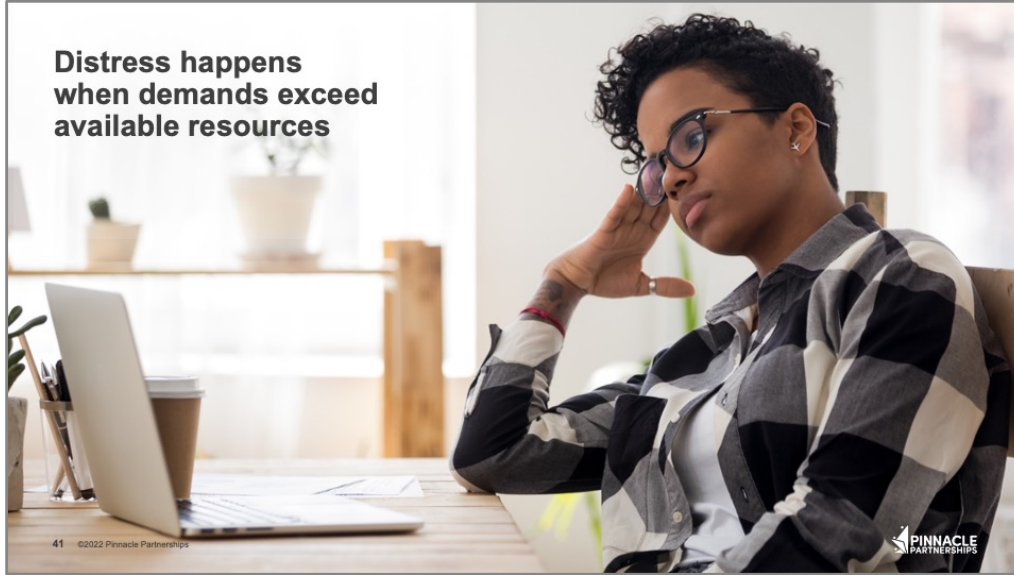
Too much epinephrine can be harmful to your heart, negatively affecting the arteries and how their cells' ability to regenerate (Kun, 2013)

40 ©2022 Pinnacle Partnerships

PINNACLE PARTNERSHIPS

Negative Stress.

**Distress happens
when demands exceed
available resources**





Demands

Internal
External

Stress occurs when demands outweigh resources. How many examples of demands outweighing resources can you identify over the course of the last two years?



Resources

Internal
External

Stress levels and stress types

Stress level	Stress types		
Low	Acute	Chronic	
Medium	Acute	Chronic	
High	Acute	Chronic	Burn out

Handbook of Staff Care and Self Care Ministry of Health

43 ©2022 Pinnacle Partnerships



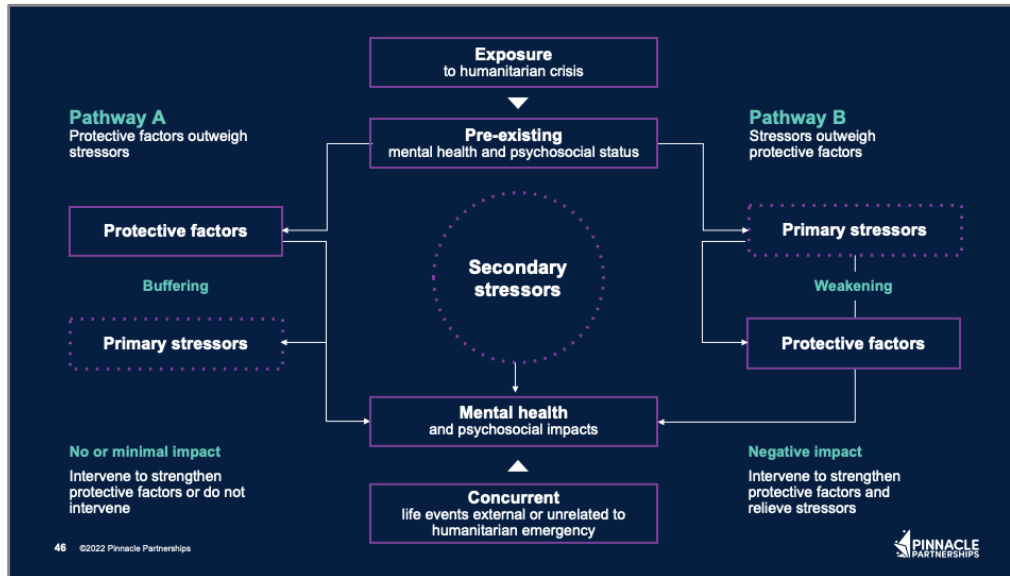


Stress is a very individualistic experience; what might be acute stress for one person could be chronic for another, and what might be low-intensity stress for one person could be medium or high intensity for someone else.

Burnout is an advanced, more complicated continuation of stress, and its intensity is always high.

**How does stress show
up in your life?**





Use this chart to figure out if your target audience is experiencing distress or eustress.



Signs of Stress
**Bodily/
physically**

Increased heart rate

Headaches

Muscle tension
and pain

Stomachaches

Sleep problems

Shortness of breath



Signs of Stress **Mental**

Difficulty concentrating

Forgetfulness

Feeling overwhelmed

Thinking of the same
thing continuously

Difficulty making
decisions



Signs of Stress **Emotional**

Sudden outbursts and mood swings

Feeling sad or depressed

Losing one's sense of humor

Feeling distressed/angry for no clear reason



Signs of Stress **Behavioral**

Recklessness

Increased intake of
alcohol/tobacco/drugs

Poor hygiene

Using prescribed
medications for
reasons they are
not prescribed

Dangerous actions

What does this really look like?

For staff who are very tired
How do we stay fresh?
Is your pandemic trauma showing?





Burnout

Burnout is a psychological syndrome of exhaustion, cynicism, and inefficacy in the workplace. It is considered an individual stress experience embedded in a context of complex social relationships, and it involves a person's conception of both self and others on the job. **(Maslach & Leiter, 2017)**



Signs of Stress **Social**

Overreacting to
others' mistakes

Using others
as scapegoats

Withdrawal from
activities with others

Increased
aggression

Burnout

Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed.

It is characterized by three dimensions

01

Feelings of energy depletion or exhaustion

02

Increased mental distance from one's job, or feelings of negativism or cynicism related to one's job

03

Reduced professional efficacy (World Health Organization [WHO], 2018)

Common role-related stressors

01

High levels of depersonalization

For example, the health service provider begins to look at service beneficiaries (humans) as diagnoses, diseases, or cases, instead of humans. Think of how often we heard “the number of covid cases is rising”

02

High levels of emotional exhaustion

The feeling of having given all that one can, all of one's energy and focus, and having finally run out of resources. This is often characterized by feeling extremely overextended and drained of energy and usually results from the heavy physical and psychological load on the health service provider.

03

Low levels of accomplishment



Early signs of burnout

Increased edginess, negativity, and cynicism

Feeling unable to help

Increased doubts and uncertainty

Anger inwardly direct criticism

Increased risk taking

Continuous fatigue and tiredness

Feeling besieged by demands

Stress affects us in so many ways!



A

Maslach burnout inventory

Scores three dimensions

1. Exhaustion
2. Depersonalization
3. Personal achievement

- 0 = Never
 1 = A few times per year
 2 = Once a month
 3 = A few times per month
 4 = Once a week
 5 = A few times per week
 6 = Every day

Total 17 or less: Low-level burnout
 Total between 18 and 29 inclusive: Moderate burnout
 Total over 30: High-level burnout

Section - A	1	2	3	4	5	6
I feel emotionally drained by my work						
Working with people all day long requires a great deal of effort						
I feel like my work is breaking me down						
I feel frustrated by my work						
I feel I work too hard at my job						
It stresses me too much to work in direct contact with people						
I feel like I'm at the end of my rope						
Total Score - Section A						

The Maslach burnout inventory can help any individual to check up on their level of burnout and can be a key instrument in taking the necessary steps to mitigating burnout in the workplace.

B Maslach burnout inventory

Scores three dimensions

1. Exhaustion
2. Depersonalization
3. Personal achievement

0 = Never
 1 = A few times per year
 2 = Once a month
 3 = A few times per month
 4 = Once a week
 5 = A few times per week
 6 = Every day

Total 5 or less: Low-level burnout
 Total between 6 and 6 inclusive: Moderate burnout
 Total over 12: High-level burnout

Section - B	1	2	3	4	5	6
I feel I look after certain patients/clients impersonally, as if they are objects						
I feel tired when I get up in the morning and have to face another day at work						
I have the impression that my patients/clients make me their responsible for some of their problems						
I am at the end of my patience at the end of my workday						
I really don't care about what happens to some of my patients/clients						
I have become more insensitive to people since I've been working						
I'm afraid this job is making me uncaring						
Total Score - Section B						

C

Maslach burnout inventory

Scores three dimensions

1. Exhaustion
2. Depersonalization
3. Personal achievement

- 0 = Never
 1 = A few times per year
 2 = Once a month
 3 = A few times per month
 4 = Once a week
 5 = A few times per week
 6 = Every day

Total 33 or less: Low-level burnout
 Total between 34 and 39 inclusive: Moderate burnout
 Total over 40: High-level burnout

Section - C	1	2	3	4	5	6
I accomplish many worthwhile things in this job						
I feel full of energy						
I am easily able to understand what my patients/clients feel						
I after my patients/clients problems very effectively						
In my work, I handle emotional problems very calmly						
Through my work, I feel that I have ap positive influence on people						
I am easily able to create a relaxed atmosphere with my patients/clients						
I feel refreshed when I have been close to my patients/clients at work						
Total Score - Section C						

Self Care Myths

Myth

Self-care is selfish

Self-care must be a significant activity that takes a long time

You don't need to engage in self-care if you are passionate about the work you do

Truth

Self-care is not selfish, it is necessary

Self-care can be as simple as making yourself a cup of tea in between meetings or as elaborate as taking a vacation and everything in between.

In some ways, you are more susceptible to stress and burnout doing something you enjoy

[This Photo](#) by Unknown author is licensed under [CC BY-NC-ND](#).

61 ©2022 Pinnacle Partnerships



Thinking about stress across life domains



Physical



Emotional



Spiritual



Workplace



Psychological

Self Care Tips

- Walk
- Run
- Sing
- Take time to be with your partner
- Get enough sleep
- Wear clothes you like
- Make time away from technology
- Take day trips or mini-vacations

63 ©2022 Pinnacle Partnerships

Physical Self Care

- Eat regularly (e.g., breakfast, lunch, and dinner)
- Eat healthy
- Dance
- Get regular medical care for prevention
- Take time off when needed
- Get massages
- Get medical care when needed
- Exercise
- Swim

64 ©2022 Pinnacle Partnerships

Pinnacle PARTNERSHIPS

Emotional Self Care



- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations, praise yourself
- Love yourself
- Reread favorite books, re-watch favorite movies
- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters and donations, marches, protests
- Play with children

Make time for self-reflection	Have your own personal/professional support	Write in a journal	Read literature that is unrelated to work
Do something at which you are not expert or in charge	Decrease stress in your life	Let others know different aspects of you	Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings
Engage your intelligence in a new area (e.g., go to an art museum, history exhibit, sports event, auction, theater performance)	Practice receiving from others	Be curious	Say "no" to extra responsibilities sometimes

Make time for self-reflection

Spend time with nature

Find a spiritual connection or community

Be open to inspiration

Cherish your optimism and hope

Be aware of nonmaterial aspects of life

Try at times not to be in charge or the expert

Be open to not knowing

Identify what is meaningful to you and notice its place in your life

Meditate

Read inspirational literature (or listen to talks, music, etc.)

Pray

Sing

Spend time with children

Have experiences of awe

Contribute to causes in which you believe

Take a break during the workday (e.g., lunch)	Take time to chat with coworkers	Make quiet time to complete tasks	Identify projects or tasks that are exciting and rewarding
Set limits with your clients and colleagues	Balance your caseload so that no one day or part of a day is "too much"	Arrange your workspace so it is comfortable and comforting	Get regular supervision or consultation
Negotiate for your needs (benefits, pay raise)	Talk to a Peer	Develop a non-trauma area of professional interest • Other:	Join Wellness Group Hours

Copyright © 2022 Pinnacle Partnerships, Dahyana Schlosser and Kristi Glenn in collaboration with MA DESE

All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotations in a book review.

For permissions contact: info@pinnaclepartnerships.org. www.pinnaclepartnerships.org/

