

# CJM Associates, an Innovation project partner of the Center for Family Counseling



**C·J·M Associates**  
*Turning visions into results*

**Healing Trauma and Overcoming Stress:  
Creating Health and Well-Being  
Through the Use of Cultural Genograms,  
Storytelling, and Mindful Based Practices**



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# *Our Story*

We began with the knowledge that much of the trauma held by African Americans is not adequately addressed by existing systems of behavioral health care.

We added an intuition that the effects of unaddressed trauma and related stress often create an insurmountable barrier to taking full advantage of available health care, and to maintaining one's own health and wellness. Trauma informed care approaches often just create an awareness of the effects of trauma while stress reduction training usually avoids addressing trauma.

To improve outcomes we combined increased awareness of the effects of trauma with assistance in processing those effects and developing better coping strategies like mindfulness based stress reduction. Our project creates a context for healing within the community, in accord with African American culture and traditions, in which trauma is addressed directly through the sharing of stories of trauma and resilience. It uses an innovative group process incorporating cultural/family genograms and mindfulness based stress reduction strategies.

Participants were able to identify the complexity of their trauma and its effects on them, their families, and the community. They incorporated mindfulness based stress reduction techniques into their daily lives. At a reunion over one year later many were still using those techniques and continuing to benefit from the workshops. They had developed a stronger agency around seeking health care and supportive services, their physical and mental health had improved, and their self-care and relationships were better.

*Sincerely,*

Dr. Cheryl L. Johnson  
C\*J\*M Associates

## **Innovations Grants Round Two: Learning Question #3 Curriculum**

**Course Title:** Healing Trauma and Overcoming Stress: Creating Health and Well-Being Through the Use of Cultural Genograms, Storytelling, and Mindful Based Practices.

**Total Length of Time:** 28 hours over 12 consecutive weeks

**Course Purpose:** *Teach an age-based, culturally-informed provider training course on trauma informed care for BHCS African American clients/consumers and families.*

### **Objective of trauma informed care model**

The approach described here seeks to directly address trauma as it is experienced by those subjected to it. This trauma informed care model requires that the first thing that needs to be addressed is the trauma itself by uncovering its causes and effects and developing healthy coping mechanisms for dealing with the stress it invariably creates. Only when this is done first can other types of care be effectively provided and received. Trying to provide other types of physical and psychological care in a manner that is merely more or less cognizant of the presence of the trauma is likely to be seriously less effective - or wholly ineffective. Such is the power of traumatic experiences left unaddressed. They tend to serve as barriers, often insurmountable, to achieving true wellness. Of course all traumatic experiences are not the same, individuals process trauma differently, and cultures often have specific ways of dealing with trauma. Thus the degree to which trauma functions as a barrier to wellness will vary with the situation.

With these considerations in mind, we suggest that the trauma experienced by African Americans is among the more serious types present in human populations, including those currently involved in armed conflict. While there is no way to accurately compare widely differing contexts, it is suggested that the threats of death or serious injury to self or loved ones from violence in many low income African American neighborhoods in the United States differs little from that experienced by people in countries suffering from on-going, low level civil wars.

The trauma experienced by African Americans in general is historical, current, and chronic. It begins with the middle passage followed by several hundred years of chattel slavery and Jim Crow *de jure* segregation that ended but a few decades ago. It continues with *de facto* segregation that is present to this day in schools, housing, financing, and many employment situations. Its effects can be seen in micro-aggressions that occur in interactions between African Americans and White Americans on an almost daily basis. It can also be seen in some of the perspectives held by African Americans towards each other.

While this trauma has seldom risen to the level that results in active, armed revolt, its severity and chronicity creates an on-going level of stress that is both debilitating in itself and tends to create a barrier to seeking, accepting, and/or effectively utilizing many different types of assistance. It is suggested that this is a major cause of the higher levels of chronic debilitating health conditions found in the African American populations such as hypertension, diabetes, and asthma. The failure of systems and service providers to adequately address – or address at all – the trauma that is a fundamental part of the African American experience leaves many attempts at assistance, however consciously well intentioned they may be, seeming inappropriate, ineffectual, and/or provided with a tin ear.

## **Use of the Trauma Informed Care Curriculum**

This curriculum serves both as a method for addressing trauma and stress in an African American population and as a way of teaching others how to run workshops for African Americans about addressing trauma and reducing stress. The workshops described below were originally designed for African American grandparents who are raising grandchildren (or other children). They address the historical and present day trauma experienced by those grandparents and their families and gives the participants practical tools to use every day to reduce stress. An essential part of the training course is that the providers themselves go through a parallel process similar to that of those they will be working with that examines their own experiences with trauma, especially as it relates to their African American clients, and practices mindfulness based stress reduction techniques.

As part of being a culturally informed and appropriate service for African Americans, this service is grounded in a family systems approach that emphasizes interactive, supportive relationships. It is most effective if used in coordination with other services that engage the entire family, including mental health and substance abuse treatment for those who may need it, services that treat and manage chronic physical diseases, educational services for children, employment and housing services, and the like. The curriculum, by directly addressing and reorganizing experiences of trauma, is designed to open participants up to more effectively engaging with those services.

The workshop model presented here is best used by African American clinicians for an African American population. A similar model could be adapted for other populations who have experienced significant trauma. There are two major considerations in determining whether there is a good fit between the facilitators and the participants. The first is that trust must be established and maintained between the facilitators and the group. This can be difficult if not impossible if the facilitators (who are by definition in a position of some power) come from a dominant group in society while the participants are from a disenfranchised group. It is even harder if the facilitators are from a group that has directly oppressed the participants. The second is that, given the depth and sensitivity of the issues addressed in these trauma workshops, a deep cultural familiarity is required between facilitators and participants with regard to shared experiences and understandings. Put another way, this is not the time for the facilitators to be learning about the

culture, communication norms, and experiences of the participants. A rough parallel may be drawn by imagining the difficulties of having two men try to run a trauma group for women who have been raped or suffered domestic violence at the hands of a man.<sup>1</sup> With these considerations in mind, we recommend that the facilitators either both be African American or at least one be African American. If this is not possible, the facilitators should seek consultation with an African American clinician and educate themselves about the African American experience if they have not done so already.

In addition to these considerations, at least one workshop facilitator needs to be a mental health clinician with training and experience in the use of narrative based therapy principles, mental health training to deal with complex mental health issues that may arise, the ability to make the appropriate referral if needed, and experience working with therapeutic or quasi-therapeutic groups. A mental health clinician is also needed to be able to recognize and refer individuals to appropriate mental health services as the need arises. Part of the purpose of these workshops is to have a culturally responsive group experience that results in improved agency in seeking appropriate services and a reduction in mental health stigma within the African American community. Both facilitators must have an interest in, and some knowledge of, mindfulness based principles and stress reduction techniques. Consultation with mindfulness based stress reduction practitioners is strongly encouraged, as is continuing education in these methods.

This curriculum is not designed to teach a lay person or peer facilitator how to be a psychological counselor or therapist, nor is it designed to teach a skilled therapist about treating complex psychological trauma. Similarly, it is not designed to teach the facilitator about mindfulness based stress reduction techniques. It is also not designed to teach anyone how to work with an African American population. These are all skills those who would do this work must bring to it from elsewhere. If the curriculum is to be used to train a trainer, at least one of the facilitators doing the training needs to be an African American clinician with experience in trauma work – especially if the trainees are not themselves African American.

With these considerations in mind, this curriculum should first be used with all potential facilitators themselves as participant/trainees. This will allow the facilitator trainees an opportunity to begin processing their own trauma experiences and give them some mindfulness based stress reduction tools to better cope with their own trauma – including the vicarious trauma they will experience working with the traumatized.

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<sup>1</sup> See generally, Williams, M. (2013). Culturally speaking: Challenging assumptions about culture, race, and mental health. *Psychology Today*, <http://www.psychologytoday.com/blog/culturally-speaking/201305/can-racism-cause-ptsd-implications-dsm-5> (accessed June 14, 2013).

and Bryant-Davis and Bryant-Davis, T. & Ocampo, C. (2005). The trauma of racism: Implications for counseling, research, and education. *The Counseling Psychologist*, 33: 574, noting parallels in the course of psychopathology with victims of rape, domestic violence, and racism.

The lead facilitator of the train-the-trainer training needs to be an African American mental health clinician with background working with trauma issues in the African American community – particularly if the trainees are mostly non-African American. Conversely, if workshops consisting of African Americans are facilitated by a non-African American clinician the assistant facilitator should be African American. Non-African American facilitators need to pay special attention to creating trust and a safe environment, never becoming defensive no matter what is said, and reducing cultural miscues to a minimum. That said, not knowing is fine so long as the person who doesn't know does not unduly burden the other with having to educate them. The touchstone is cultural humility that leads to cultural competence.

## **Learning Objectives**

1. Learn practice-based evidence, evidence based practices and community-defined strategies of trauma-informed care for BHCS African American clients/consumers and their families.
2. Learn how to address the African American community's historical trauma and trauma related to social issues, like stigma, discrimination, violence and poverty for BHCS African American clients/consumers and their families.
3. Develop an understanding of one's own trauma history.
4. Develop an understanding of how one's own trauma history interacts with the participants' trauma history.

## **Key Concepts to be taught**

1. Cultural humility.
2. Historical trauma, if left un-addressed, tends to be passed down across generations through behaviors that injure the self or others, chronic preventable illnesses, disorganized narratives, and dysfunctional family systems.
3. In order to be effective, workshop facilitators addressing trauma in others must have explored their own experiences with trauma and developed an awareness of it and its repercussions. They must also have developed and practiced effective coping strategies regarding their own trauma – including the vicarious trauma they experience working with traumatized populations – in order to be able to effectively deliver trauma informed care.
4. In the African American community, trauma is a very private and personal issue that can likely only be addressed by practitioners who come from that culture, or who are proven, reliable cultural allies. However it is accomplished, facilitators must have the trust of the participants and be able to create a safe environment for the participants to talk about issues such as racism, discrimination, and family problems.

5. How to use mindfulness based stress reduction techniques to address the effects of trauma in an African American population.
6. How to create a culturally responsive group experience that results in improved agency in seeking appropriate mental health services and a reduction in mental health stigma within the African American community.

## Target Audience

African Americans aged 59 and older who are grandparents raising grandchildren or other children. The training is for clinicians and mental health workers who work with them and who serve the target population.

## Training Outline

<b>Training Outline</b>			
<b>Module/Section &amp; Estimated Length of Time</b>	<b>Specific Content – Focus Area</b>	<b>Relate to Objectives</b>	<b>Methodology</b>
Week 1: Opening Workshop (6 hours)	<p>The opening workshop describes and names the historical trauma of African Americans; Exploring dysfunctional beliefs in the African American community stemming from trauma; Learning about and beginning to construct individual cultural and family genograms; Describing and naming my own experience with trauma; Beginning to uncover how my own experiences with and understandings of trauma may interact with participants.</p> <p>Facilitator trainees should also consider the vicarious trauma they experience working with traumatized people and begin to consider how their own narratives around trauma might interact with a group of African Americans with the goal of jointly constructing a narrative of healing through the workshops.</p>	Create awareness of past trauma, family history, supportive and unsupportive close relationships. Participants should begin to open up about traumatic events in their past and present – as well as fears about the future.	Lecture; Discussion; Expressive Arts; Guided construction of individual family narratives around trauma using the tool of cultural genograms; Mindful breathing.
Week 2:	Continuing to refine and elaborate	Understanding our	Guided

<p>Understanding Our History (2 hours)</p>	<p>individual genograms based on gathering more information from family members/loved ones; Beginning to share stories from the genograms with the group regarding how the family dealt with race, colorism, migration, trauma and related issues.          Facilitator trainees will also continue the work of understanding their own individual narratives around trauma and how that will interact with a group of African American participants.</p>	<p>history, race, discrimination, and its implications to traumatic experiences.</p>	<p>discussion using open-ended questions; Guided construction of individual family narratives using the tool of cultural genograms; Mindful breathing.</p>
<p>Week 3: The Intergenerational Transmission of Trauma (2 hours)</p>	<p>Continuing to refine and elaborate individual genograms based on gathering more information from family members/loved ones; Continuing to share stories from the genograms with the group; Psycho-education and discussion around how racism was dealt with in the family and the nature and quality of relationships in the family – particularly around how children were disciplined, who was responsible for what aspects of child rearing, how love and anger were expressed, and how insular or social was the family.          Facilitator trainees will also continue the work of understanding their own individual narratives around trauma, family relationships, and childrearing paying special attention to how that will interact with a group of African American participants.</p>	<p>To raise awareness of the intergenerational transmission of trauma and how it is unique in its complexity to the African American experience.</p>	<p>Guided discussion using open-ended questions; Guided construction of individual family narratives using the tool of cultural genograms; Mindful breathing.</p>
<p>Week 4: Understanding Relationship Patterns (2 hours)</p>	<p>Using their individual genograms and guided by open-ended questions, participants will share stories about family relationship patterns around issues such as the structure of family hierarchies, the depth and quality of family relationships, and what kinds of</p>	<p>Participants will begin to look at the structure of the family regarding themes such as hierarchies in the family,</p>	<p>Guided discussion using open-ended questions; Guided construction</p>

	<p>changes happened over time.</p> <p>Facilitator trainees will also be asked to consider what types of personal disclosures regarding this topic will enhance the work of the group without shifting attention to the facilitator's own narrative.</p>	<p>triangulations, and conflicted enmeshed relationships between family members especially regarding caregivers and children.</p> <p>Participants will also place issues such as domestic violence, substance abuse, or mental illness in the context of their families.</p>	<p>of individual family narratives using the tool of cultural genograms.</p>
<p>Week 5: Transmitting Trauma Across Generations (2 hours)</p>	<p>In this workshop the group begins the process of linking trauma experiences to specific behaviors and patterns within families with special emphasis on noticing any multi-generational patterns and not simply dismissing dysfunction as an individual anomaly. Participants will be asked about what types of coping mechanisms were used in the family, specifically the role (if any) played by substance abuse, domestic violence, and mental illness.</p> <p>Facilitator trainees will also be asked to consider what types of personal disclosures regarding this topic will enhance the work of the group without shifting attention to the facilitator's own narrative.</p>	<p>Identify several important themes concerning child rearing, love relationships, coping methods, and handling conflict that have created or mitigated trauma.</p> <p>To prepare the group for transitioning to mindfulness practices.</p>	<p>Guided discussion using open-ended questions; Guided construction of individual family narratives using the tool of cultural genograms.</p>
<p>Week 6: Using Mindfulness to Reduce Stress (2 hours)</p>	<p>This workshop introduces mindfulness based stress reduction practices. The presence of certain chronic diseases in the African American community is presented, along with the link between stress and chronic disease. Some mindfulness based stress reduction exercises are presented. Finding time in the day for stress reduction is</p>	<p><u>Objective 1:</u> Formulate, through discussion, the various narratives and storytelling that have occurred throughout the past five weeks – how those different</p>	<p>Lecture; Guided discussion; Journaling; Guided mindfulness based stress reduction; Homework</p>

	discussed.	<p>narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life. Participants should understand that not only do they hold their own stories, they also hold the stories that came before them. These stories, in turn, inform a life narrative.</p> <p><u>Objective 2:</u> Develop an understanding of mindfulness based practices: Where they come from; What they can help us accomplish; How to do them. To begin to understand and explore coping mechanisms by utilizing mindfulness based stress reduction practices.</p>	
Week 7: Healing Process Begins (2 hours)	This workshop continues the process of organizing family narratives through storytelling and begins the process of introducing and practicing various mindfulness based stress reduction techniques. Things that trigger stress and how to deal with them are discussed as is the concept of mindful eating and its effects on health.	<u>Objective 1:</u> Begin to develop a practice of mindfulness by checking in about initial breathing practice and journal writing, evaluate usefulness of practices, and introduce the concept of a toolbox of techniques to	Guided discussion; Journaling; Guided mindfulness based stress reduction; Toolbox of stress reduction strategies; Homework

		<p>further mindfulness based stress reduction practices.</p> <p><u>Objective 2:</u>                  Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past six weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.</p>	
<p>Week 8: Practicing Healing Techniques) (2 hours)</p>	<p>This workshop continues the process of organizing family narratives through storytelling and continues the process of introducing and practicing various mindfulness based stress reduction techniques. Special emphasis is placed on body awareness and letting growth unfold in its own time. Fitting mindfulness based stress reduction practices into daily activities is presented along with doing movement centered mindfulness based stress reduction practices. Finally, the concept of forgiveness and its importance in stress reduction is introduced.</p>	<p><u>Objective 1:</u> Start to solidify mindfulness based stress reduction practices by checking in to see how people are doing with breathing and eating exercises, and journaling. Learn to pay attention to external and internal feedback by looking at successes and challenges.</p> <p><u>Objective 2:</u>                  Continue to formulate, through discussion, the various narratives</p>	<p>Guided discussion; Journaling; Guided mindfulness based stress reduction; Toolbox of stress reduction strategies; Homework</p>

		<p>and storytelling that have occurred throughout the past seven weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.</p>	
<p>Week 9:                  Practicing Forgiveness (2 hours)</p>	<p>Focusing on practicing forgiveness, this workshop continues the process of organizing family narratives through storytelling and continues the process of introducing and practicing various mindfulness based stress reduction techniques. Words that will serve as positive triggers are chosen by participants and painted onto small, smooth rocks to serve as mindfulness reminders. Participants will also take part in a role play exercise that models how to create self-forgiveness. More exercises will be added to the toolbox, including ideas about how the tools might be used in the course of a busy day.</p>	<p><u>Objective 1:</u> Solidify the use of informal mindfulness based stress reduction techniques and familiarize participants with practicing forgiveness as a healing and stress reduction technique:                  Forgiveness of self and forgiveness of others.</p> <p><u>Objective 2:</u>                  Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past eight weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and</p>	<p>Guided discussion;                  Expressive art therapy; Role playing exercises;                  Journaling;                  Guided mindfulness based stress reduction;                  Toolbox of stress reduction strategies;                  Homework</p>

		live a less stressful life.	
Week 10: Practicing Self-Compassion (2 hours)	Focusing on self-compassion, this workshop continues the process of organizing family narratives through storytelling and continues the process of introducing and practicing various mindfulness based stress reduction techniques. The concept of self-compassion will be explained, particularly as an alternative to self-esteem. Lecture, stories, and discussion will be used to encourage participants to develop compassion for themselves and the idea that, as humans, we all make mistakes.	<p><u>Objective 1:</u> Continue the work on forgiveness and incorporate the idea of self-compassion as a healing and stress reduction technique.</p> <p><u>Objective 2:</u> Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past nine weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.</p>	Guided discussion; Journaling; Guided mindfulness based stress reduction; Toolbox of stress reduction strategies; Homework
Week 11: Genograms Revisited: Understanding What We Hold (2 hours)	This workshop will serve as a review of what has been accomplished in understanding family patterns and relationships. Participants will be asked to identify at least one family relationship that could be healed or improved using the concepts of forgiveness and compassion. They will also be asked to think about some concrete steps they could take to accomplish that healing.	<p><u>Objective 1:</u> Review the family/cultural genograms that participants have constructed with the goal of identifying a concrete family relationship that could be healed using the concepts of forgiveness and compassion.</p> <p><u>Objective 2:</u></p>	Guided discussion; Journaling; Guided mindfulness based stress reduction; Toolbox of stress reduction strategies; Homework

		<p>Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past nine weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.</p>	
<p>Week 12: Continuing the Practice (2 hours)</p>	<p>This workshop will help consolidate the mindfulness based stress reduction strategies by asking participants to reflect on how the workshops have helped them to better cope with the stresses in their lives. Participants will also be asked to talk about the concrete changes in their behavior that they have made, or intend to make, to solidify the use of mindfulness concepts in their day-to-day lives.</p>	<p><u>Objective 1:</u> Review the mindfulness based stress reduction tools, how they have been used, what benefit they have achieved, and how they will be used in the future.</p> <p><u>Objective 2:</u> Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past nine weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful</p>	<p>Guided discussion; Journaling; Guided mindfulness based stress reduction; Toolbox of stress reduction strategies; Homework</p>

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## Other Learning Tools to be developed

PowerPoint slide presentations.  
CD/DVD of mindfulness based stress reduction exercises.  
Video clips on internalized racism.  
Mindfulness based stress reduction exercises.  
Tools to remind participants to practice mindfulness.

## Activities Details

### Healing Trauma and Overcoming Stress: Creating Health and Well-Being Through the Use of Cultural Genograms, Storytelling, and Mindfulness Based Practices

**Objective of Workshops.** To provide an opportunity for African American grandparents who are raising grandchildren (or other children) to understand how past wounds and trauma interact with present day experiences of trauma to impact quality of life and health. These new understandings, constructed through storytelling, allow for a newly organized family narrative to be constructed - replacing family narratives that are likely disjointed or disorganized. This process will open the door to participants being willing to engage with mindfulness stress reduction techniques that will help them to better cope with present-day life challenges, engage more productively with the children they are raising, and seek out or better engage with psychotherapeutic and physical health related services.

**Major Themes Addressed in Workshops.** The following themes should be kept in mind by the facilitators at all times and, where appropriate, woven into each of the workshops:

- ✧ Sources of historical and present day trauma in African American communities.
- ✧ External and internal sources of racism and oppression.
- ✧ Intergenerational transmission of trauma.
- ✧ The influence of trauma on individuals, family relationships, and emotional/psychological patterns in families.
- ✧ Mindfulness based stress reduction techniques for addressing some of the effects of trauma.
- ✧ Forgiveness.
- ✧ Self-compassion.

**Description of Workshops.** The 12 weeks of workshops will involve a mixed modality of a narrative based cultural genogram and mindfulness based stress reduction practices. Over the course of the 12 weeks participants will discuss, explore and define trauma and healing. They will explore how they can begin to move forward as their own agents with respect to their own wellness and healing. Cultural genograms are a powerful tool to understand family cultural legacy and story. They allow participants to construct a personal narrative that includes family history around such issues as slavery, migrations, colorism, hair texture, and facial features. The cultural genogram process uncovers issues such as discrimination, mental health, family dynamics, and other forms of trauma held within the family. They also encourage the exploration of various coping methods that have been used in the family like substance abuse, violence, and other behaviors and beliefs that create and re-create trauma. Once participants have gone through a process of exploring and defining old and new wounds that may previously have been unacknowledged they will then be given coping strategies for reducing stress. They will be encouraged to develop strategies that promote wellness while decreasing stress and the re-creation of trauma in their lives.

**Materials.** In addition to the presentation materials listed for each workshop, facilitators will be helping participants assemble a toolkit of stress reduction strategies and tools (which need to be purchased by the facilitator), including:

- Toolbox (inexpensive plastic toolbox or decorative shoebox).
- Palm sized river rocks or other smooth, dark colored rocks.
- Blank CD's to burn relaxation music and body scan exercise onto (or transfer into an MP3 file if desired).
- Handouts from mindful based slides (e.g., "inhale love, exhale gratitude" or "Mind Full or Mindful?" for inclusion in toolboxes.
- Decorative journals and matching pens/pencils for writing.
- Liquid metallic gold and silver pens for decorating rocks.
- Handouts of poems and literature that speak to forgiveness and compassion.

Facilitators should modify or develop their own exercises and materials to fit their audiences as they become familiar with the workshops.

## **Part I: Pre-Workshop Activities**

### **Community Focus Group**

Duration: 90 to 120 minutes.

Objective: At the beginning of this project, the recruitment and retention coordinator will organize a group of community members who are from, or represent, the target community. The focus group will be conducted by the workshop facilitators. The purpose of the focus group is to present the draft workshop series curriculum, explain the participatory nature of the project, and solicit community feedback regarding the content and composition of the workshops. The focus group, by including community leaders, also serves to publicize the workshops and begin to engage

the community in the workshop process. Finally, the focus group can begin the process of constructing a follow-up strategy once the workshops have concluded.

Materials:

- ✓ Flipchart paper and stand
- ✓ Markers
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Evaluation instruments
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$50 Gift cards

Measurement: Audio recording and/or note taking by focus group co-facilitator for later analysis.

**Recruitment and Screening of Participants.** Participants will be recruited from the target community using a recruitment and retention coordinator who is familiar with the community. Once potential participants have been identified they will be interviewed individually, either in person or by phone, by the primary facilitator to determine their readiness to participate in these workshops.

## **Pre-Workshop Orientation Meeting**

Duration: 60 minutes.

Objective: To familiarize the participants with what the workshops are about, what will be happening, and what they will be expected to do. It allows the participants to thoroughly understand the consensual nature of the workshops and give them a chance to opt out before they actually begin.

Materials:

- ✓ Flipchart paper and stand
- ✓ Markers
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Consent forms

Group Activities:

One week before the opening workshop there will be an orientation meeting of all the participants who have been recruited for the workshops. At this meeting, an overview of the workshops will be presented along with the participatory research nature of the project. The details of informed consent will be explained to participants, they will be given an opportunity to opt out, and asked to sign a consent form if they agree to participate. If any audio or video recordings of the workshops are to be made for later publication or use, participants need to sign a separate consent and waiver of rights to control the use of those recordings. Gift card disbursement will also be explained at this time. The group norms must be discussed, including that they will be agreed to and set in the opening workshop. Participants should be asked to make a firm commitment to attend all of the workshops, absent illness or family emergency, and to think carefully about their schedules over the next 12 weeks so that nothing gets scheduled that would interfere with their attendance.

## **Part II: 12 Week Workshop Series**

### **Week 1: Opening Workshop**

Duration: 5 ½ to 6 hours.

Objective: Create awareness of past trauma, family history, supportive and unsupportive close relationships. Participants should begin to open up about traumatic events in their past and present - as well as fears about the future.

Materials:

- ✓ Written questionnaires
- ✓ Flipchart paper and stand
- ✓ Markers
- ✓ Large poster paper
- ✓ Scissors
- ✓ Rulers
- ✓ Magazines
- ✓ Glue
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Evaluation instruments
- ✓ Lunch
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$75 Gift cards

Measurement: (30 minutes)

*Instructions: Facilitator should start with a brief, informal introduction, explaining that you will be getting into more detailed introductions after the written questions are answered. Remind everyone of the orientation session the week before and very generally what was discussed about the workshop procedures. Consider acknowledging that it may be a little uncomfortable to go through this before meeting everyone, but that it is better to do it this way so we get a real “before” measurement and get it taken care of quickly. Be sure to ask everyone if they are ready to begin before doing so.*

*One facilitator should then read through the instrument questions, answering any clarifying questions as needed, with participants filling out their individual answers on paper.*

- Hope Scale
- Beck Anxiety Inventory
- Self Compassion Scale

Group Activities:

A. Welcome remarks, introductions, and orientations to workshops. (15 minutes)  
(Slides 1 - 2)

B. Slides: Laying the foundation for Healing Trauma & Overcoming Stress. (20 minutes)  
(Slides 3 - 9)

*Instructions: Facilitator will lay the foundation for the workshops going through several slides that look at the dictionary definition of trauma, the fact that many historical and present day circumstances faced by African Americans were and are traumatic, and establishing the relationship between trauma, stress, and health outcomes.*

C. What is Trauma? Full group discussion organized around semi-structured, open-ended questions. (30 minutes) (Slides 10 - 14)

*Instructions: The facilitator should elicit conversation and understanding around the group’s purpose and process. The questions listed below are not a script to be read verbatim. Rather they are used to aid the facilitator in probing the participants if the participants do not raise these issues on their own.*

1. What is trauma for you?
  - a. Is it hearing gunshots?
  - b. Is it hearing sirens?
  - c. Is it hearing helicopters?
  - d. Loud arguments in the street?
  - e. Seeing groups of young people?
  
2. What are sources of trauma?
  - a. Personal

- Domestic violence
- Substance abuse
- Incarcerated family members
- Death in the family
- b. Institutional
  - Lack of job opportunities
  - Being followed in stores
  - Racial profiling
  - Discrimination
- c. Community
  - Gunshots
  - Sirens
  - Helicopters
  - Loud arguments in the street
  - Seeing groups of young people

Break (15 minutes) (Slide 15)

- D. Show trailer for *Dark Girls* & video short *bLaCK mAn*. (30 minutes) (Slides 16 – 18)

*Instructions: Introduce film shorts within the context of intra-cultural trauma – do these two clips show a kind of trauma that we as African Americans perpetrate on ourselves? Note that one video shows women while the other shows men. This can be done by simply stating the name of each video.*

[http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player\\_embedded](http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player_embedded)  
<http://www.youtube.com/watch?v=zaW0go9hrz0>

*Instructions: The facilitator should hold a follow-up discussion eliciting participants' thoughts and feelings. One technique is to ask for several one-word reactions and then have some discussion about why those words came up.*

- E. What is healing? Full group discussion organized around semi-structured, open-ended questions. (20 minutes) (Slides 19 – 22)

*Instructions: Facilitator will show a slide of dictionary definitions of healing to elicit conversation and understanding around the group's purpose and process. The questions listed below are not a script to be read verbatim. Rather they are used aid the facilitator in probing the participants if the participants do not raise these issues on their own.*

1. What is healing?
  - Is it found in faith?
  - Is it found in family relationships?
  - Is it taking a pill every day?
2. Sources of healing.

- Personal
- Professional care
- Religious organizations
- Government or other institutions
- Community

**Lunch (45 minutes) (Slide 23)**

- F. Begin constructing genogram. (100 minutes) (Slides 24 - 27)

**Break (15 minutes)**

- G. Reflective Listening Exercise: (30 minutes)

*Instructions: Ask the group to break into pairs and have each of them share their genogram. Participants will take turns talking for a few minutes about an important story, relationship, event, or trauma in their genogram. The “listening” participant will then relate back the important aspects as they understood them in an understanding, compassionate manner. The listening participant should refrain from passing judgment or making negative judgments about what was said. The points of this exercise are:*

- *To provide those sharing their story with a compassionate ear.*
- *To practice active listening skills.*
- *To begin to develop supportive relationships within the groups.*
- *To begin to process some of the issues and insights uncovered through the genograms.*

- H. Closing exercise: Mindfulness breathing. (10 minutes)

*Instructions: The facilitator will introduce this exercise by explaining that this is a brief introduction to some of the mindfulness practices that we will be working with in the coming weeks. This exercise should be short, approximately 2 -3 minutes in length and focus only on paying attention to breathing. Some time should be allowed for feedback following the exercise.*

*Talk with participants about creating Buddy Systems – Pairing 2 or more participants within each group. Buddies would exchange contact information (phone numbers and/or email addresses) and agree to connect with each other at least once a week around homework, meditations, journaling, and any challenges or successes.*

*Also talk with participants about starting a journal and possibly hand out journals this week or next that contain different exercises or homework to be completed between each workshop.*

## **Week 2: Understanding Our History (Slide 28)**

Duration: 120 minutes.

Objective: Understanding our history, race, discrimination, and its implications to traumatic experiences.

Materials:

- ✓ Flipchart paper and stand
- ✓ Markers
- ✓ Poster paper
- ✓ Scissors
- ✓ Magazines
- ✓ Glue
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards
- ✓ Projector
- ✓ Screen
- ✓ Computer

Group Activities:

Activity 1: Finish genograms from week 1 based on participant reflection and any additional inquiry that participants may have done since the first workshop. Explore reflective discussion questions.

Activity 2: Full group discussion organized around semi-structured, open-ended questions. Suggested questions to guide group regarding genogram and historical trauma:

- What did the genogram reveal to you about the meaning of race and colorism in your family?
- What was your first experience with racial differences, and how did your family talk to you about it?
- What sources of shame and pride are there in your family around skin color, hair texture, and facial features?
- What are the migration patterns in your family? Why did people migrate, or not? What did they hope to achieve? Did they achieve what they hoped for? Why/why not?
- What types of historical, racial trauma were you able to identify in your family? What effect have those experiences had on your family?

*Instructions: In these activities facilitators should inquire with the participants about what the genogram experience was like, whether they discussed it with their families, whether it motivated them to look more into their family history or view their family history in a different way. This will be a*

*slow process, the object here is just to get participants talking and thinking about these issues and to familiarize them with the process. Expect that many of the participants will equate the genogram with family genealogy and it is important to emphasize that this is about the emotional/psychological history of the family, not simply its genetic history.*

Activity 3: Closing exercise: Mindfulness breathing.

*Instructions: The facilitator will close the session by having the group do mindful breathing for 3 – 5 minutes. Get people centered in their bodies, slowed down a little, take a series of deep breaths in and out, validate the hard work they did, congratulate them on this journey they are taking, reassure them that this process is okay.*

### **Week 3: The Intergenerational Transmission of Trauma (Slide 29)**

Duration: 120 minutes.

Objective: To raise awareness of the intergenerational transmission of trauma and how it is unique in its complexity to the African American experience.

Materials:

- ✓ Flipchart paper and stand
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards
- ✓ Projector
- ✓ Screen
- ✓ Computer

Group Activities:

Activity 1: Discussion of questions:

- Has your family, as well as yourself, dealt with overt as well as subtle forms of racism (macro and micro aggressions)?
- Did light-skinned family members do better than dark-skinned family members? Is this still present in the family today? What does it look like?
- Do light-skinned African Americans do better generally?
- Do you believe our legacy of slavery still impacts our lives today?
- How do you feel about the overwhelming number of black men being held in prison today?
- What do you know about internalized racism or oppression?
- What does the shame of being shamed mean?

- Don't let white people know we're weak, or that they can win? Explore the idea of mental health stigma and the mental health disparities in the black community.
- As you look at your genogram are there ways in which (over generations) children were disciplined?
- Did children feel liked and special in your family history?
- How was love expressed?
- Were there long and lasting relationships?
- Were people in your family encouraged to find love outside the family? Were certain family members expected or encouraged to forgo outside relationships to care for those in the family system?

Activity 2: Closing exercise: Mindfulness breathing.

*Instructions: The facilitator will close the session by having the group do mindful breathing for 3 – 5 minutes. Get people centered in their bodies, slowed down a little, take a series of deep breaths in and out, validate the hard work they did, congratulate them on this journey they are taking, reassure them that this process is okay.*

## **Week 4: Understanding Relationship Patterns (Slide 30)**

Duration: 120 minutes.

Objective: Participants will begin to look at the structure of the family regarding themes such as hierarchies in the family, triangulations, and conflicted enmeshed relationships between family members especially regarding caregivers and children. Participants will also place issues such as domestic violence, substance abuse, or mental illness in the context of their families.

Materials:

- ✓ Flipchart paper and stand
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards
- ✓ Projector
- ✓ Screen
- ✓ Computer

Group Activities:

Activity 1: Full group discussion organized around semi-structured, open-ended questions. Suggested questions to guide group regarding understanding their history and trauma:

- Who was in charge in you family: Mother, father, child with parent?

- What were common ages for having children? Were parents expected to be married when having children? If not, were they expected to get married at a later point, or never? What were the consequences?
- Who was the closest to your mother? Your father? Were both parents involved in your life? Why or why not?
- Did these relationships change over time? How and why?
- Did you or your siblings ever feel torn or conflicted about your relationships with your parents? Why or why not?
- Were members of your extended family or kin importantly involved in the childrearing or family structure?
- Was your home growing up quiet, loud, active, angry, happy, sad, organized, disorganized, fearful, hopeful, etc.?

*Instructions:* This is where participants should start formulating and sharing their narrative. The questions should elicit storytelling and create group cohesiveness in the witnessing and sharing of one another's stories. The questions presented here are only suggestions. Facilitators should review and think about them before groups and be familiar with them generally. The object is to create and uncover the themes that will be followed throughout the rest of the workshops and to which the mindfulness based stress reduction exercises will be directed.

Particularly around issues of substance abuse, domestic violence, and mental illness some psycho-education will most likely be needed to help participants understand how these issues have impacted their lives, affected relational patterns across generations within the family system. It is important to be aware that participants may have normalized these issues as a protective factor.

Homes, particularly in low income areas, can appear physically disorganized but be very organized psychologically and emotionally in the sense of children knowing who is responsible for their care and that they are loved. The converse can also be true, a physically organized and neat home can be emotionally cold and psychologically disorganized.

Activity 2: Closing exercise: Mindfulness breathing.

*Instructions:* The facilitator will close the session by having the group do mindful breathing for 3 – 5 minutes. Get people centered in their bodies, slowed down a little, take a series of deep breaths in and out, validate the hard work they did, congratulate them on this journey they are taking, reassure them that this process is okay.

## **Week 5: Transmitting Trauma Across Generations**

Duration: 120 minutes. (Slide 31)

Objective: Identify several important themes concerning child rearing, love relationships, coping methods, and handling conflict that have created or mitigated trauma.

Materials:

- ✓ Flipchart paper and stand
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards
- ✓ Projector
- ✓ Screen
- ✓ Computer

Group Activities:

Activity 1: Discussion questions:

- What were some of the coping methods used in your family? For example, church, alcohol, prayer, drugs, nothing, survival, rage, anger, or violence?
- Did the coping strategies for handling conflict change for the better or worse over time? Did they change at all?
- How were alcohol and other drugs used in your family and how frequently were they used? Was this type of substance use a source of concern for you or other family members? Did it depend on roles in the family, e.g., income provider or child care provider? Did it interfere with those roles? Was it okay for some, e.g., men to use substances but not others, e.g., women?
- Did any violence result from substance abuse? If so, was it verbal or physical? Sporadic or chronic? Did it occur with one generation or across several?
- Did you witness domestic violence, e.g., did you see anyone get hit?
- Are you aware of any mental illness in your family (actually diagnosed or strongly suspected)? If so, how did you family deal with it, e.g., treatment was sought and followed, it was ignored to the extent possible.
- What did depression and/or anxiety look like in your family?
- What were some of the health issues in your family?

*Instructions: Facilitators should be especially mindful of carrying over the discussion from the week before to create a bridge from trauma patterns in the family to relationship patterns and how the former may have influenced the later. Specifically, how the trauma may be reenacted (perhaps with variation, perhaps quite directly) across generations and become an important determinant of family relationship patterns, health, and wellness.*

Activity 2: Prepare group for transitions to mindfulness practices:

- How can we begin to hold these experiences differently?
- How can we begin to attend to our own wellness?

Activity 3: Closing exercise: Mindfulness breathing.

*Instructions: The facilitator will close the session by having the group do mindful breathing for 3 – 5 minutes. Get people centered in their bodies, slowed down a little, take a series of deep breaths in and out, validate the hard work they did, congratulate them on this journey they are taking, reassure them that this process is okay.*

## **Week 6: Using Mindfulness to Reduce Stress (Slide 32)**

Duration: 120 minutes.

Objective 1: Formulate, through discussion, the various narratives and storytelling that have occurred throughout the past five weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life. Participants should understand that not only do they hold their own stories, they also hold the stories that came before them. These stories, in turn, inform a life narrative.

Objective 2: Develop an understanding of mindfulness based practices: Where they come from; What they can help us accomplish; How to do them. To begin to understand and explore coping mechanisms by utilizing mindfulness based stress reduction practices.

Instructions: *Week 6 is a critical week for integrating the trauma focused narrative work with the mindfulness stress reduction work. It is important that this transition not be abrupt but occur in a manner that makes it clear the mindfulness practices are a new tool for coping with the stress of the traumas that have been discussed. Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger.*

### Materials:

- ✓ Journals
- ✓ Pens
- ✓ Flipchart paper and stand
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

### Group Activities:

Activity 1: Read and talk about poem “Autobiography in Five Short Chapters” by Portia Nelson.

Activity 2: Talk and discussion about introduction to Mindfulness Based Stress Reduction (MBSR). (Slides 33 - 42)

- Introduction to MBSR. (10 minutes)
- Medical evidence. (15 minutes)
  - Studies: Early breast cancer results.
  - Hypertension.
  - Heart disease.
  - Depression.
  - Attention Deficit Disorder (ADD).
  - Connections between science and the mind.
- Staying present: Examples of past thinking and future thinking. (10 minutes)
- Introduction of Breath Awareness. (20 minutes)
  - Finding an anchor – belly, chest, nostrils, child running away from the cart.
  - In breath and Out breath (count as 1).
  - In breath and Out breath (count as 2).
  - In breath and Out breath (count as 3).
  - Inhale Love, Exhale Gratitude (show graphic).
- Demonstration of various sitting, standing, and walking postures.

Activity 3: Discussion: (20 minutes)

- Setting aside time.
- Commitment, and consistency.
- Gratitude Speak – It takes 10 seconds to change the hard wire. (Slides 43 - 44)

Homework: (5 minutes each time, 15 minutes total each day) (Slide 45)

- Practice sitting for 2 minutes and counting your breath, 3 times a day (morning, afternoon, evening).
- Using only 3 to 5 words, write down your thoughts and feelings about the breathing exercise (For example: good, hard, silly, challenging, effortless, etc.).

## **Week 7: Healing Process Begins** (Slide 46)

Duration: 120 minutes.

Objective 1: Begin to develop a practice of mindfulness by checking in about initial breathing practice and journal writing, evaluate usefulness of practices, and introduce the concept of a toolbox of techniques to further mindfulness based stress reduction practices.

Objective 2: Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past six weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.

Instructions: Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.

#### Materials:

- ✓ Flipchart paper and stand
- ✓ Toolboxes
- ✓ Journals
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

#### Group Activities:

##### Activity 1: Check-in. (15 minutes) (Slides 47 - 48)

- Get feedback/reflection about 6<sup>th</sup> week initial breathing practice and journal writing.
- Gratitude Speak.
- How was your connection with your Buddy?
- What meditation posture worked?
- Challenges and successes.

Activity 2: Introduce the concept of the Toolbox of strategies for mindfulness and stress reduction. Present the group with an actual, painted toolbox. (10 minutes) (Slide 49)

##### Activity 3: Healing process begins. (15 minutes) (Slides 50 - 52)

- Talk and discussion about breathing and staying present.
- Exercise: Conveyor Belt.
- Practice: Witnessing the breath exercise. (3 minutes)
- Present graphic: mindfulness vs. mind full and stimulus/reaction/response.

Activity 4: Talk and discussion about triggers that result in tightening and holding the breath. List these on a flip chart and identify common themes. (20 minutes)

Activity 5: Introduction to mindful eating (raisins). (15 minutes) (Slide 53)

- Discuss how *mindless* eating contributes to indigestion, over eating, and slowing the metabolism.
- Conduct a 3-minute exercise by slowly eating raisins.
- List and discuss descriptions of the experience of taste, sensations, and textures, noting any change in heart rate.

Homework: (10 minutes each time, 30 minutes total per day) (Slides 54 - 55)

- Practice sitting to clear your mind for 5 minutes, 3 times a day. Journal the time of day and what experience you had during this calming period.
- At least once per day, observe what you are eating, the taste, flavor, speed in which you are eating. Find some quiet time to journal your mindful eating experience.

## **Week 8: Practicing Healing Techniques** (Slide 56)

Duration: 120 minutes.

Objective 1: Start to solidify mindfulness based stress reduction practices by checking in to see how people are doing with breathing and eating exercises, and journaling. Learn to pay attention to external and internal feedback by looking at successes and challenges.

Objective 2: Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past seven weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.

Instructions: *Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.*

Materials:

- ✓ Flipchart paper and stand
- ✓ Journals
- ✓ Projector
- ✓ Screen
- ✓ Computer

- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

Group Activities:

Activity 1: Check-in. (10 minutes) (Slides 57- 58)

- Get feedback/reflection about 7<sup>th</sup> week breathing practices, eating practices, and journal writing.
- Gratitude Speak.
- How was your connection with your Buddy?
- What meditation posture worked?
- Challenges and successes.
- Adjust exercises according to feedback.

Activity 2: Body scan exercise. (25 minutes) (Slide 59)

- 5 minutes of breathing ~ body scan.
- Discussion about how this technique brings in present moment thoughts.
- Using flip chart, identify weekly triggers and tools used for resolution.

Activity 3: Read poem: The Butterfly. The lesson here is that patience is the key to success – allowing your own process to unfold as it needs to. (5 minutes)

Activity 4: Talk and discussion about informal mindful awareness. (20 minutes) (Slides 60 – 61)

- Emphasize using mindfulness skills in daily activities, for example, washing dishes, driving to work, having morning coffee, etc. The idea is to make these practices part of your everyday life whether you are at work, shopping, at church, interacting with children, etc.
- Co-signing to the story.

Activity 5: Introduce gentle body movement. (20 minutes) (Slide 62)

- Discuss the mind-body connection and the link for creating relaxation and calm.
- Body alignment – torso erection.
- Practice doing chair stretches.
- Walking meditation.

Activity 6: Toolbox. (5 minutes)

- 5-minute Body Scan meditation CD.
- Creating *informal* journal writing sheets.

Activity 7: Forgiveness. (20 minutes)

- Jack Kornfield – soul food story on forgiveness.
- 2 arrows.

Homework: (10 minutes each time, 30 minutes total per day) (Slides 63 - 64)

- Using *informal, formal, and eating* mindfulness techniques practice and journal – record your daily use of these techniques.
- Choose a word or phrase that can assist you in *remembering* to breathe, to use skillful and wise language, to respond rather than react, to exercise your mindfulness practice.

## **Week 9: Practicing Forgiveness (Slide 65)**

Duration: 120 minutes.

Objective 1: Solidify the use of informal mindfulness based stress reduction techniques and familiarize participants with practicing forgiveness as a healing and stress reduction technique: Forgiveness of self and forgiveness of others.

Objective 2: Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past eight weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.

Instructions: *Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.*

Materials:

- ✓ River rocks or other small (palm sized) dark, smooth rocks
- ✓ Gold and silver metallic pens for writing on rocks
- ✓ Journals
- ✓ Flipchart paper and stand
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

Group Activities:

Activity 1: Mindful breathing. (5 minutes)

Activity 2: Check-in. (15 minutes) (Slides 66 - 67)

- Get feedback/reflection about 8<sup>th</sup> week informal mindfulness techniques.
- Gratitude Speak.
- How was your connection with your Buddy?
- What word or phrase was chosen as your “touch-stone?”
- Using flip chart, write down words or phrases.
- Challenges and successes.
- Adjust exercises according to feedback.

Activity 3: Gentle chair or walking movement; Sun salutation or walking. (5 minutes) (Slide 68)

Activity 4: Rock painting. (30 minutes) (Slide 69)

- Using gold metallic pen and smooth black rocks, each participant writes a word and decorates their rocks.
- Share the touch stone creations.

Activity 5: Forgiveness/compassionate listening. (30 minutes) (Slides 70 - 71)

- Form groups of two.
- Describe a time when you were an oppressor, abuser, or mistreated someone.
- Have the other person reflect back your story from a standpoint of compassion – they find a way of hearing your story with compassion for you and your situation.
- You find a way to take in that compassionate point of view and experience some forgiveness for yourself.

Activity 6: Toolbox. (5 minutes)

- STOP sheet:
  - S = Stop
  - T = Take a breath
  - O = Observe
  - P = Proceed
- Diagram of movement exercises.
- Forgiveness meditation. (Slide 72)
- Other tools needed for successful, stress free living.

Homework: (30 minutes total per day) (Slide 73)

- Practice gentle movement exercises one time a day.
- 5 minutes of mindful breathing per day.

- One meal per day, turning off all electronics, phones, TV; practice mindful eating, observing taste, flavors, and digestion.
- Journal writing – List something that you are willing to forgive.

## **Week 10: Practicing Self-Compassion (Slide 74)**

Duration: 120 minutes.

Objective 1: Continue the work on forgiveness and incorporate the idea of self-compassion as a healing and stress reduction technique.

Objective 2: Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past nine weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.

Instructions: *Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.*

### Materials:

- ✓ Journals
- ✓ Flipchart paper and stand
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

### Group Activities:

Activity 1: Mindful breathing. (10 minutes)

Activity 2: Check-in. (15 minutes) (Slides 75 - 76)

- Get feedback/reflection about 9<sup>th</sup> week forgiveness techniques.
- Gratitude Speak.
- How is your connection with your Buddy?

- Challenges and successes.
- Adjust exercises according to feedback.

Activity 3: Understanding self-compassion. (Slides 77 - 80)

- How do you typically react to yourself when you feel you're not succeeding at something?
- How do you typically react to life's difficulties?
- If we don't have self-compassion, can we have it for others?
- Why is it so hard to have compassion for ourselves?
- When you reflect back on your genogram and your family's narrative, did a lack of self-compassion and compassion for one another play into the intergenerational transmission of trauma?

*Instructions: Materials for learning about and teaching self-compassion and can be found at <http://www.self-compassion.org> by Dr. Kristin Neff, Associate Professor in Human Development and Culture, Educational Psychology Department, University of Texas at Austin.*

**Week 11: Genograms Revisited (Slide 81)**

Duration: 120 minutes.

Objective 1: Explicitly revisit genograms to be sure everyone has identified at least one thread of family trauma, stress, and potential source of forgiveness, compassion, and healing.

Objective 2: Continue to formulate, through discussion, the various narratives and storytelling that have occurred throughout the past nine weeks – how those different narratives are held and how they impact health, emotional well-being, and our ability to cope and live a less stressful life.

*Instructions: Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.*

Materials:

- ✓ Genograms
- ✓ Journals
- ✓ Flipchart paper and stand
- ✓ Projector
- ✓ Screen
- ✓ Computer

- ✓ Wi-fi connection
- ✓ Snacks
- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

### Group Activities:

Activity 1: Mindful breathing. (10 minutes)

Activity 2: Check-in. (15 minutes)

- Get feedback/reflection about 10<sup>th</sup> week forgiveness techniques.
- Gratitude Speak.
- How is your connection with your Buddy?
- Challenges and successes.

Activity 3: Have participants review their family/cultural genograms and try to identify a storyline or narrative that seems like it could be healed using the concepts of forgiveness and compassion. Ask each participant to share what that new narrative would look like and some concrete steps that they could take to help make that a reality.

## **Week 12: Continuing the Practice (Slide 82)**

Duration: 120 minutes

Objective: “Not a period, but a comma” – It’s only the beginning.

*Instructions: Facilitators should continue to help participants integrate the trauma focused narrative work with the mindfulness based stress reduction work. There are two aspects to this. The first is that participants should have time to continue processing their narratives around trauma even if that means dropping or cutting short some of the mindfulness based stress reduction exercises. The second is to continue connecting the trigger of the trauma with an appropriate mindfulness based stress reduction tool that helps the participant better respond to the trigger. Remember that the mindfulness practices are a new tool for coping with the stress of the traumas that they are discussing.*

### Materials:

- ✓ Journals
- ✓ Flipchart paper and stand
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ Wi-fi connection
- ✓ Evaluation instruments
- ✓ Snacks

- ✓ Coffee, tea, water
- ✓ \$25 Gift cards

Measurement: 3 psycho-social assessment instruments. (30 minutes)

- Beck Anxiety Inventory
- Hope Scale
- Self Compassion Scale

Group Activities:

Activity 1: Mindful breathing. (10 minutes)

Activity 2: Check-in: Full discussion. (30 minutes) (Slides 83 - 85)

- Disconnect from outside stimulus in order to reconnect to present moment feelings and responses.
- What worked or did not work in turning off all the electronics and dedicating 5 to 10 minutes to mindful meditation?
- Were you able to create time for mindful movement?
- If so, how much time and how frequently?
- Did you connect with your buddy?
- Were you able to receive or give support to heal and move beyond habitual and traumatic stories?
- Were you able to share support?

Activity 3: Gentle mindful movement: Waling movement or chair sun salutation. (5 minutes)

Activity 4: Appreciative Inquiry. (25 minutes)

- Each participant shares what transformation has occurred within their experience of healing trauma/overcoming stress.
- Share how healing through MBSR can be a stepping stone to more complete healing and positive responses.

Activity 5: Reunion gathering discussion? (5 minutes)

Activity 6: Presentation of Toolboxes: Discuss contents and each week's healing materials. (15 minutes) (Slides 86)

Activity 7: Closing. (10 minutes) (Slides 87 - 88)

## **Outreach, Marketing and Communication Details**

An outreach/retention coordinator should be used to ensure maximum participation in the workshops. This individual will have the responsibility for developing, along with the facilitators, a plan for contacting potential participants in the community. Contacts will normally be made through churches, civic organizations, community health clinics, social service agencies, and the like. The method of contact will generally be via flyer, presentation, or personal networking. Targeted solicitation via the internet or social media should also be considered, depending on the population to be recruited. The use of broadcast media for recruiting is not anticipated. Ultimately, recruitment via “word of mouth” – e.g., some form of direct personal contact, whether physical or electronic, will probably be required to obtain the appropriate participants.

Once recruited, the outreach/retention coordinator should keep in regular contact with each participant. Weekly contact during the workshops is preferred and can take the form of a phone call the day before each workshop to confirm attendance and ask if there are any questions or concerns. If so, these should be passed on to the facilitators. If a participant does not come to a workshop, the coordinator should immediately contact the individual, determine the cause and address it if appropriate, and encourage the participant to attend the next week.

## Resources

Trailer for *Dark Girls*: [http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player\\_embedded](http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player_embedded)

*bLaCK mAn*: <http://www.youtube.com/watch?v=zaWOgo9hrz0>

Mindfulness Based Stress Reduction Program: <http://www.umassmed.edu/cfm/stress/index.aspx>

The Forgiveness Project: <http://theforgivenessproject.com/about-us/founder/>

Self-Compassion – A Healthier Way of Relating to Yourself: <http://www.self-compassion.org>

## Materials and Equipment Required

- ✓ Written questionnaires/data collection instruments
- ✓ Flipchart paper and stand
- ✓ Markers
- ✓ Large poster paper
- ✓ Scissors
- ✓ Rulers
- ✓ Magazines
- ✓ Glue
- ✓ River rocks

- ✓ Liquid metallic gold and silver pens for decorating rocks.
- ✓ Small plastic toolbox or similar sized decorative box
- ✓ Blank CD's to burn relaxation music and body scan exercise onto (or transfer into an MP3 file if desired).
- ✓ Handouts from mindful based slides (e.g., “inhale love, exhale gratitude” or “Mind Full or Mindful?” for inclusion in toolboxes.
- ✓ Decorative journals and matching pens/pencils for writing.
- ✓ Handouts of poems and literature that speak to forgiveness and compassion.
- ✓ Projector
- ✓ Screen
- ✓ Computer
- ✓ PowerPoint software
- ✓ Wi-fi connection
- ✓ Audio an/or video recording equipment as desired
- ✓ Evaluation instruments
- ✓ Lunch for opening 6 hour workshop
- ✓ Snacks for all workshops
- ✓ Coffee, tea, water for all workshops
- ✓ \$75 Gift cards
- ✓ \$25 Gift cards

### **Other Pre-Training Preparations**

- Arrange for space to hold workshops.
- Arrange for internet-connected audio/visual equipment.
- Purchase supplies.
- Purchase food and refreshments.
- Purchase gift cards.
- Arrange for note-taking or recording of proceedings if desired.
- If data is to be collected, permission meeting the requirements of the federal standards for the protection of human subjects should be obtained.
- If audio or visual recordings are made, written permission and signed releases must be obtained from all participants.

### **Contact Information**

CJM Associates  
(510) 387-7400 or (510) 326-7261  
[cjmassociates.2011@gmail.com](mailto:cjmassociates.2011@gmail.com)  
Cheryl L. Johnson, M.S., Psy.D.: [cheryl.johnson12@gmail.com](mailto:cheryl.johnson12@gmail.com)

**CJM Associates**  
*Turning visions into results*

[cjmassociates.2011@gmail.com](mailto:cjmassociates.2011@gmail.com)

(510) 326 - 7261

James F. Mensing, J.D., Ph.D.: [james.mensing@gmail.com](mailto:james.mensing@gmail.com)

A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark purple background.

# Healing Trauma & Overcoming Stress

C\*J\*M Associates

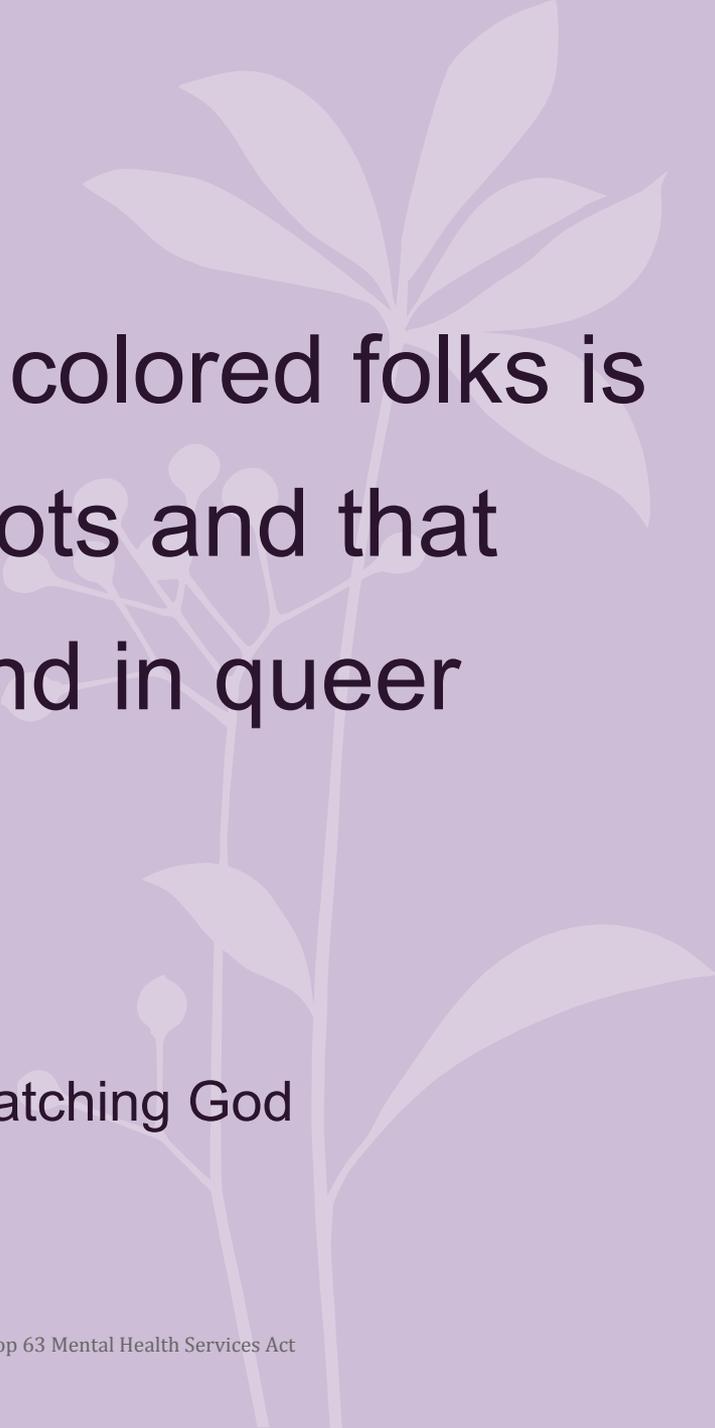
Cheryl L. Johnson, M.S., Psy.D. & James F. Mensing, J.D., Ph.D.

[cjmassociates.2011@gmail.com](mailto:cjmassociates.2011@gmail.com)

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A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark purple background.

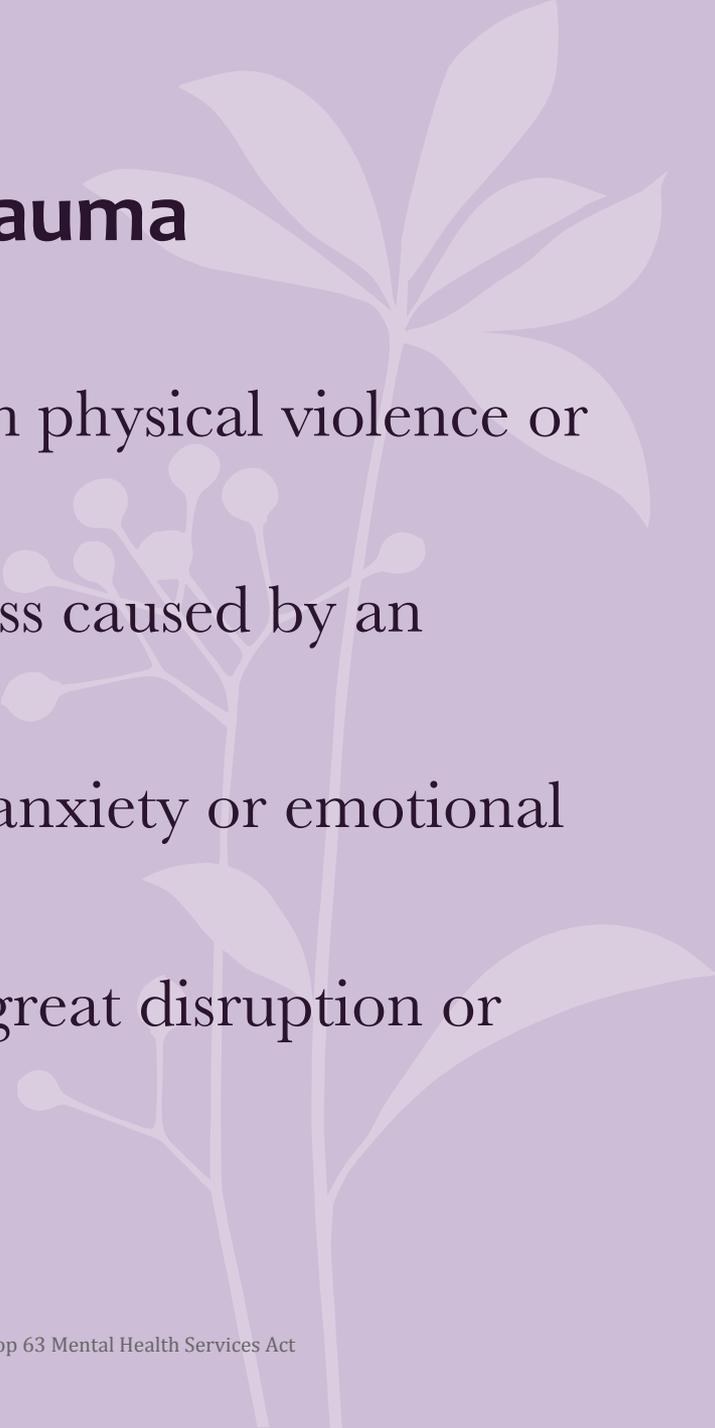
# Week 1: Opening Workshop



“...You know, honey us colored folks is like branches without roots and that makes things come round in queer ways...”

Zora Neale Hurston, *Their Eyes Were Watching God*

# Definition of Trauma



- Serious injury to the body, as from physical violence or an accident.
- Severe emotional or mental distress caused by an experience.
- An experience that causes severe anxiety or emotional distress, such as rape or combat.
- An event or situation that causes great disruption or suffering.

-- *The American Heritage Dictionary*

# Genocide – a definition

“...any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, and includes five types of criminal actions: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; and forcibly transferring children of the group to another group.”

United Nations Convention on Genocide, 1948

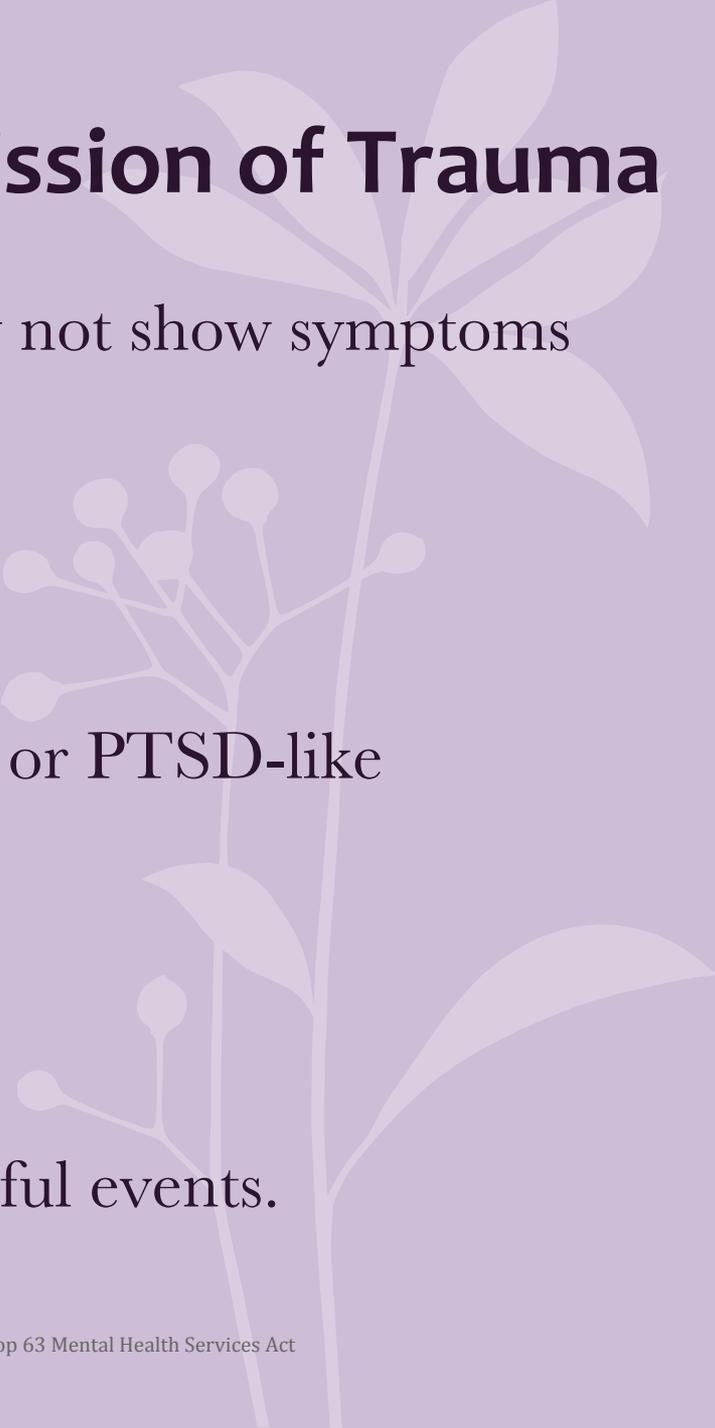
# Post Traumatic Stress Disorder

- Posttraumatic stress disorder (PTSD) ... is a serious condition that can develop after a person has experienced or witnessed a traumatic or terrifying event in which serious physical harm occurred or was threatened. PTSD is a lasting consequence of traumatic ordeals that cause intense fear, helplessness, or horror, such as a sexual or physical assault, the unexpected death of a loved one, an accident, war, or natural disaster. Families of victims can also develop PTSD, as can emergency personnel and rescue workers.

# Post Traumatic Stress Disorder

- Most people who experience a traumatic event will have reactions that may include shock, anger, nervousness, fear, and even guilt. These reactions are common; and for most people, they go away over time. For a person with PTSD, however, these feelings continue and even increase, becoming so strong that they keep the person from living a normal life. People with PTSD have symptoms for longer than one month and cannot function as well as before the event occurred.

# Intergenerational Transmission of Trauma



- Children of trauma survivors may not show symptoms of PTSD

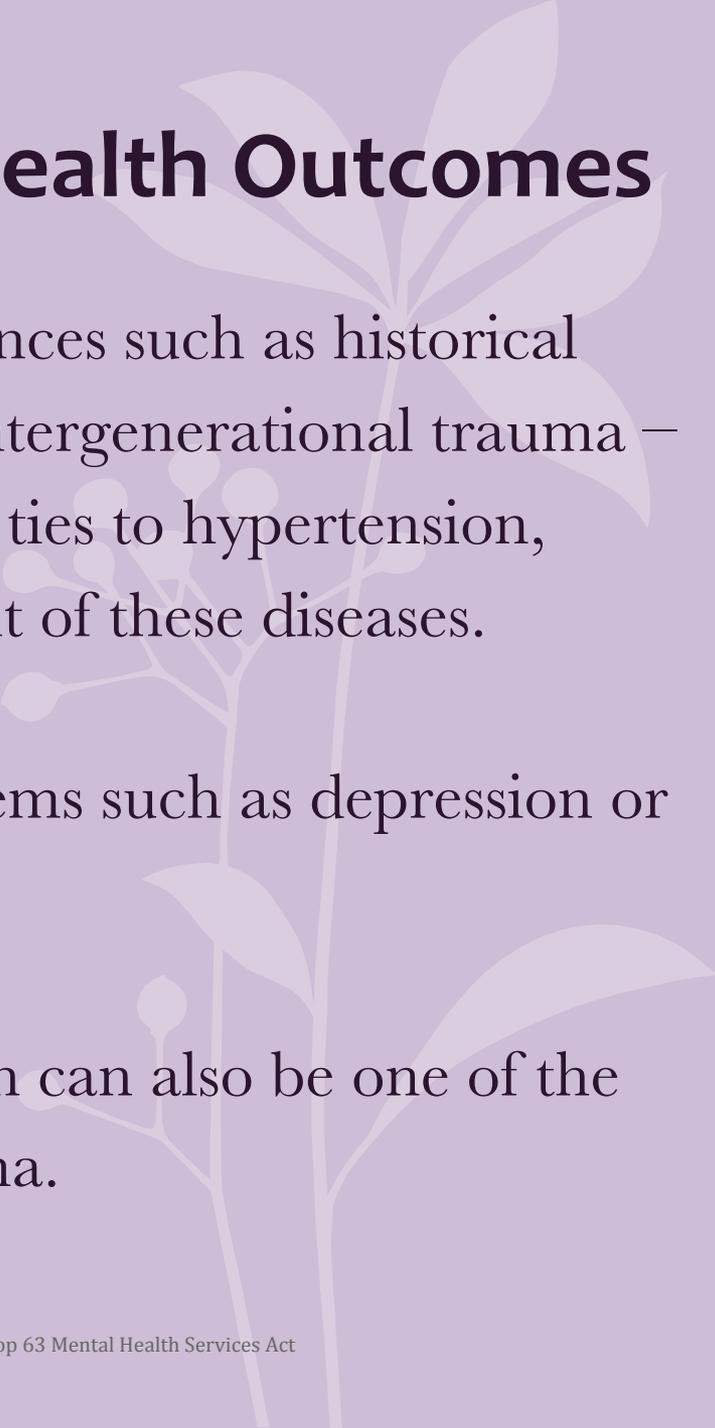
*But*

- *Are* more likely to develop PTSD or PTSD-like symptoms

*If*

- The children are exposed to stressful events.

# Traumatic Stressors and Health Outcomes



- On-going trauma and adverse experiences such as historical racism, poverty, discrimination, and intergenerational trauma – along with chronic stress – have direct ties to hypertension, diabetes, asthma, and self-management of these diseases.
- It can also lead to psychological problems such as depression or anxiety.
- Apathy or little concern for one's health can also be one of the results of unaddressed stress and trauma.

# What Is Trauma?

# What Is Trauma For You?

- Is it hearing gunshots?
- Is it hearing sirens?
- Is it hearing helicopters?
- Loud arguments in the street?
- Seeing groups of young people?



# What Are the Sources of Trauma?

## *Personal*

- Domestic violence
- Substance abuse
- Incarcerated family members
- Death in the family



# *Institutional*

- Lack of job opportunities
- Being followed in stores
- Racial profiling
- Discrimination



# *Community*

- Gunshots
- Sirens
- Helicopters
- Loud arguments in the street
- Seeing groups of young people





# Break

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A stylized, monochromatic illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers on a stem, set against a dark purple background on the left side of the slide.

# Video clips & discussion

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

[http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player\\_embedded](http://www.youtube.com/watch?v=pXG38QxXY-s&feature=player_embedded)

# DARK GIRLS

[http://www.youtube.com/watch?v=nOQZqCGHctE&feature=youtube\\_gdata\\_player](http://www.youtube.com/watch?v=nOQZqCGHctE&feature=youtube_gdata_player)

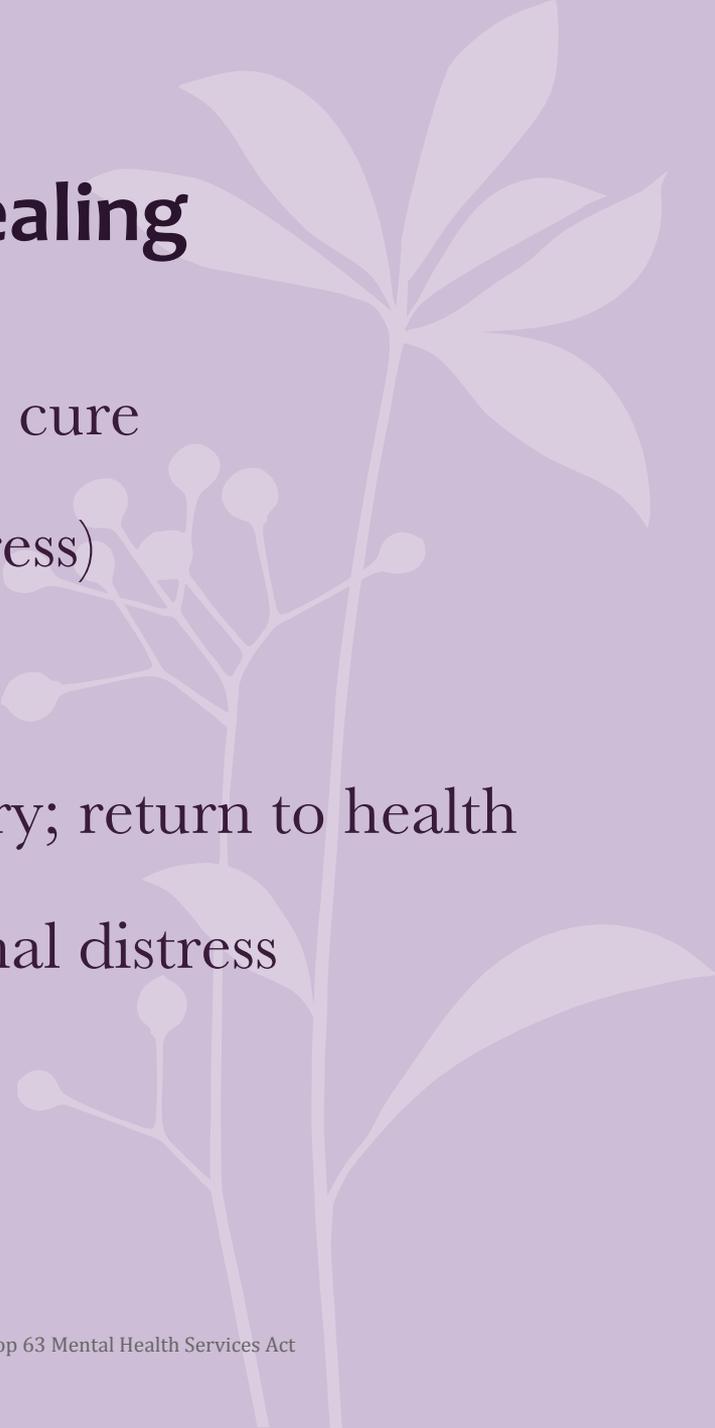
# **I AM A MAN: BLACK MASCULINITY IN AMERICA**



# What Is Healing?

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Definition of Healing



- To restore to health or soundness; cure
- To ease or relieve (emotional distress)
- To set right; repair
- To recover from an illness or injury; return to health
- To experience relief from emotional distress

-- *The American Heritage Dictionary*

# What Is Healing For You?

- Is it found in faith?
- Is it found in family relationships?
- Is it taking a pill every day?



# What Are the Sources of Healing?

- Personal
- Professional care
- Religious organizations
- Government or other institutions
- Community



# Lunch

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# Genograms

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# The Role Of:

- Religion
- Spirituality
- Gender
- Regionality/Geography



# Stereotypes:

- What prejudices or stereotypes does your group have about itself?
- What prejudices and stereotypes do other groups have about your group?
- How is social class defined?

# Stereotypes:

- How is family defined?
- How does your group view outsiders or mental health professionals?
- What are the principles of your group?
- What are the pride and shame issues of your group?



# **Week 2:**

# Understanding Our History



# **Week 3:**

## The Intergenerational Transmission of Trauma



# **Week 4:**

## Understanding Relationship Patterns

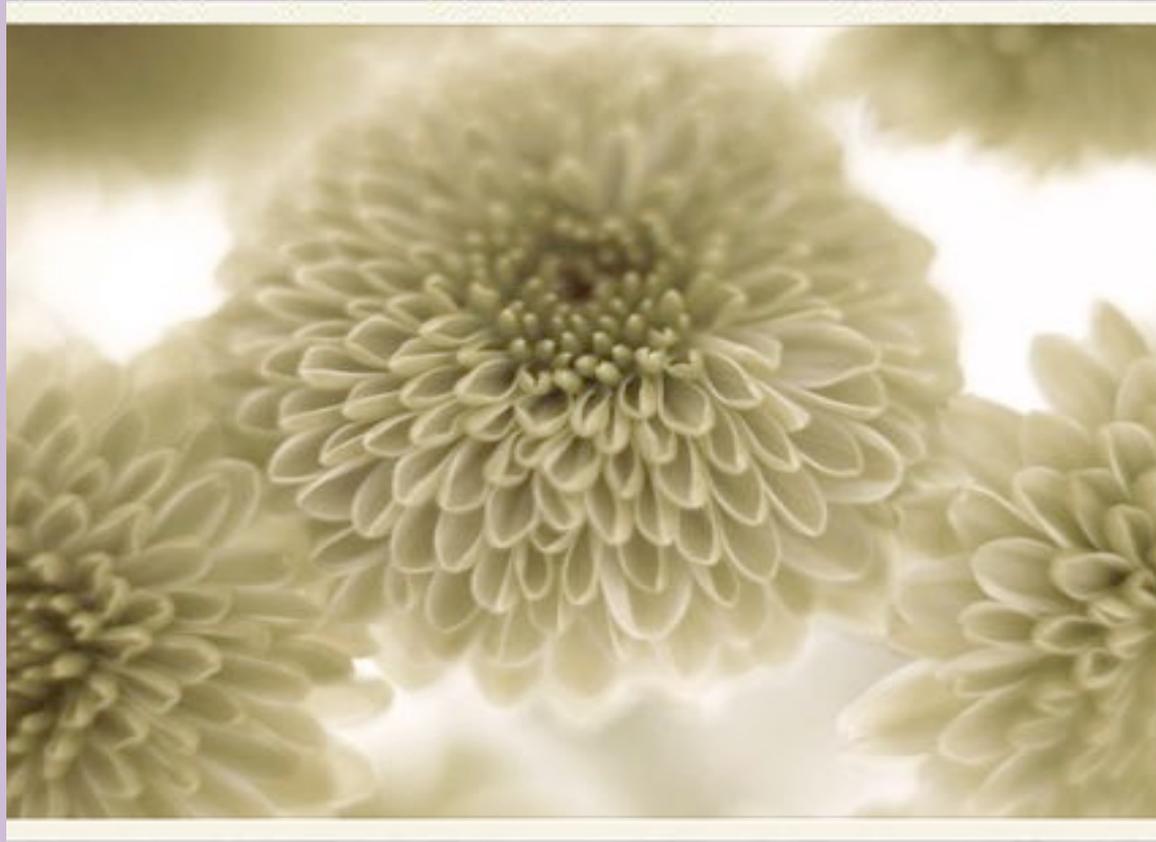


# **Week 5:** Transmitting Trauma Across Generations

A stylized, monochromatic illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers. The illustration is rendered in a light purple color against a darker purple background on the left side of the slide.

# **Week 6:**

## Using Mindfulness to Reduce Stress



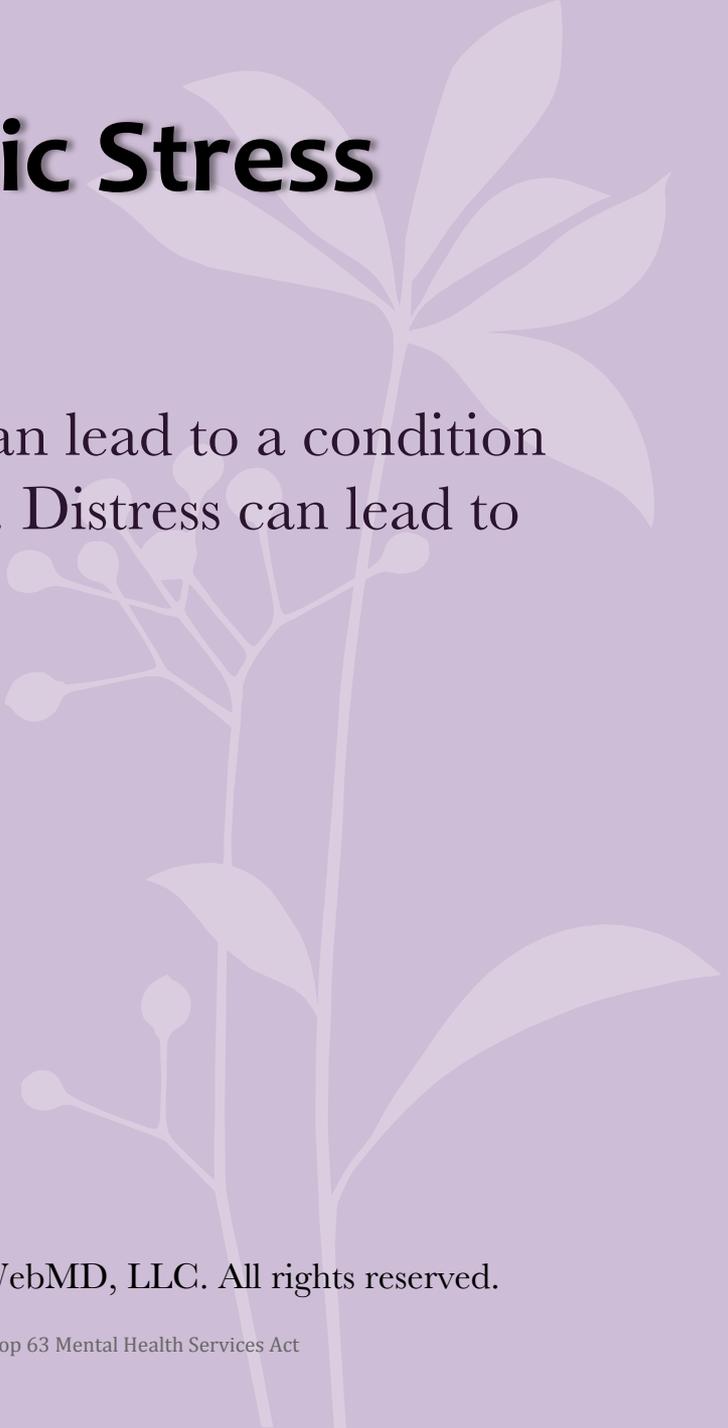
# *Healing Trauma / Overcoming Stress*

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# ***What is Mindfulness Based Stress Reduction?***

- A proven set of tools that allow you to: overcome stress, find more peace in your life, improve your health and well being, and strengthen relationships through better & effective communications.
- Improves ones ability to live and cope with stress related conditions. It is designed to help get the most out of your life even in the midst of stress, pain and illness.

# Effects of Chronic Stress



“Stress that continues without relief can lead to a condition call *distress* – a negative stress reaction. Distress can lead to physical symptoms including:

- Headaches;
- Upset stomach;
- Elevated blood pressure;
- Chest pain; and
- Problems sleeping.”

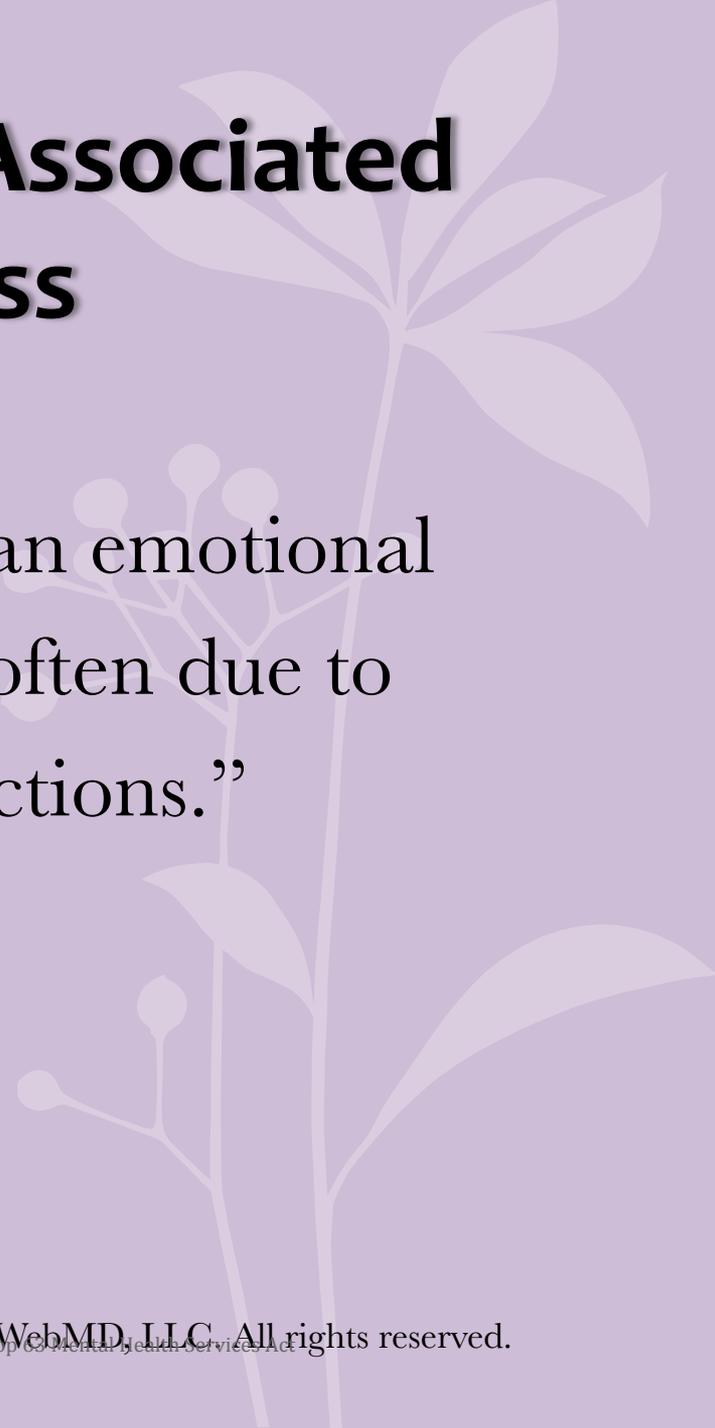
Reviewed by Joseph Goldberg, MD on June 24, 2014. © 2014 WebMD, LLC. All rights reserved.

# Health Problems Associated With Stress



- Headaches
- High blood pressure
- Heart problems
- Diabetes
- Skin Conditions
- Asthma
- Arthritis
- Depression
- Anxiety

# Health Problems Associated With Stress



“The lifetime prevalence of an emotional disorder is more than 50%, often due to chronic, untreated stress reactions.”

# How Stress Affects the Body

- **Immune system.** Constant stress can make you more likely to get sick more often.
- **Heart.** Stress is linked to high blood pressure, abnormal heartbeat (arrhythmia), blood clots, and hardening of the arteries (atherosclerosis). It's also linked to coronary artery disease, heart attack, and heart failure.
- **Muscles.** Constant tension from stress can lead to neck, shoulder, and low back pain. Stress may make rheumatoid arthritis worse.
- **Stomach.** Stress can make symptoms worse if you have stomach problems such as gastroesophageal reflux disease (GERD), peptic ulcer disease, or irritable bowel syndrome.

Sadock BJ, Sadock VA (2007). Psychosomatic medicine. In Kaplan and Sadock's Synopsis of [Psychiatry, 10th ed., pp. 813–838. Philadelphia: Lippincott Williams and Wilkins.](#)

<http://www.webmd.com/balance/stress-management/stress-management-effects-of-stress>. Accessed

April 23, 2015.

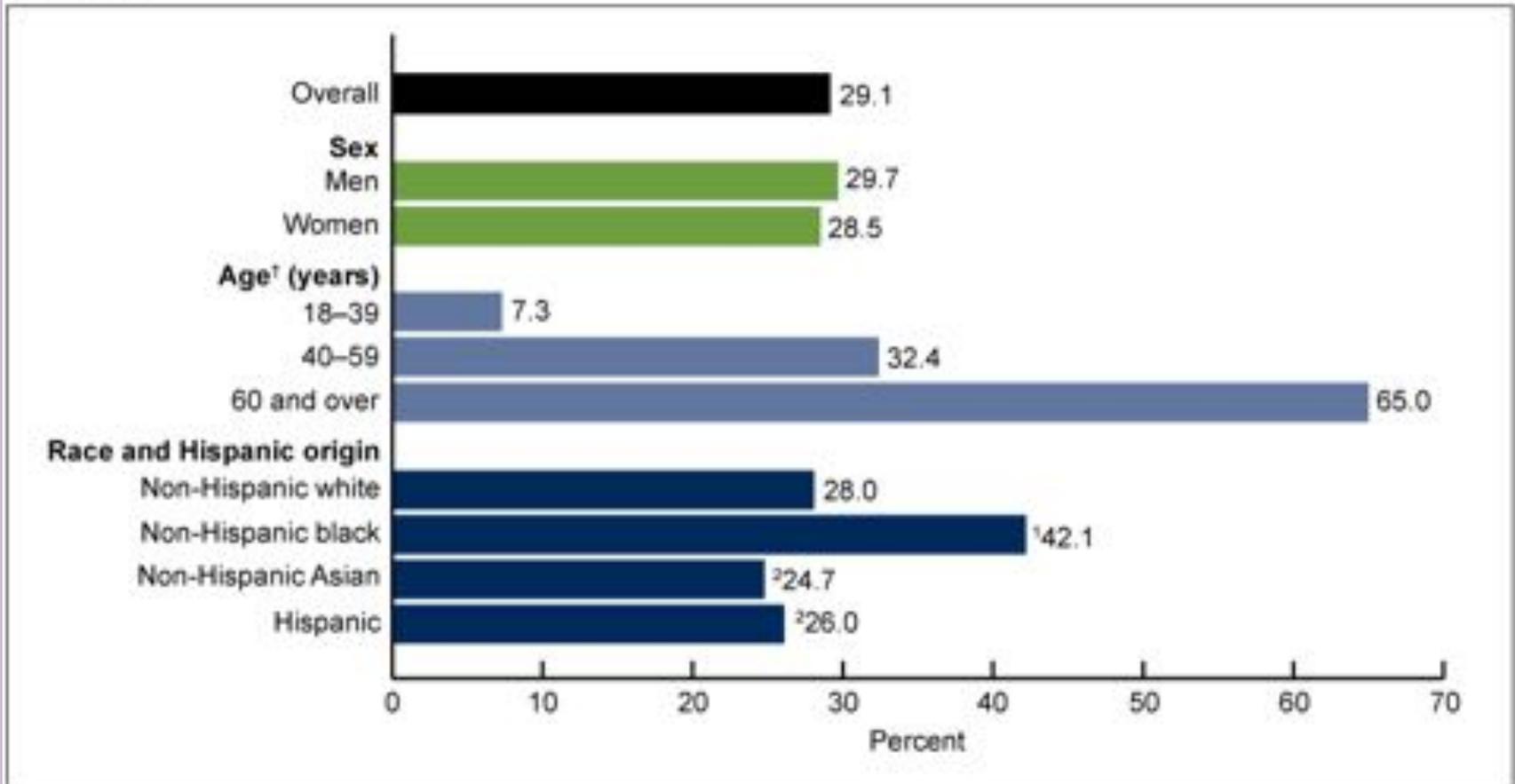
# How Stress Affects the Body

- **Reproductive organs.** Stress is linked to low fertility, erection problems, problems during pregnancy, and painful menstrual periods.
- **Lungs.** Stress can make symptoms of asthma and chronic obstructive pulmonary disease (COPD) worse.
- **Skin.** Skin problems such as acne and psoriasis are made worse by stress.

Sadock BJ, Sadock VA (2007). Psychosomatic medicine. In Kaplan and Sadock's Synopsis of [Psychiatry, 10th ed., pp. 813–838. Philadelphia: Lippincott Williams and Wilkins.](#)  
<http://www.webmd.com/balance/stress-management/stress-management-effects-of-stress>. Accessed April 23, 2015.

This project was funded by the Innovation Grants Program through the ProPES Mental Health Services Act

Figure 1. Age-specific and age-adjusted prevalence of hypertension among adults aged 18 and over: United States, 2011–2012



<sup>†</sup> Significant linear trend. <sup>‡</sup> Significantly different from non-Hispanic white. <sup>§</sup> Significantly different from non-Hispanic black.

NOTE: Estimates were age-adjusted by the direct method to the Census 2000 population, using the age groups 18–39, 40–59, and 60 and over.

SOURCE: CDC/NCHS, National Health and Nutrition Examination Survey, 2011–2012.

Nwankwo, T., Yoon, S., Burt, Sc., and Gu, Q. (2013), Hypertension Among Adults in the United States: National health and Nutrition Examination Survey, 2011 – 2012, *NCHS Data Brief*, No. 133.

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Hypertension Among African Americans

A decorative graphic of a plant with several leaves and small buds, rendered in a light purple color, is positioned on the right side of the slide, extending from the top to the bottom.

- The prevalence of hypertension was highest among non-Hispanic black adults (42.1%), compared with non-Hispanic white (28.0%), Hispanic (26.0%), and non-Hispanic Asian (24.7%) adults.

Nwankwo, T., Yoon, S., Burt, Sc., and Gu, Q. (2013), Hypertension Among Adults in the United States: National health and Nutrition Examination Survey, 2011 – 2012, *NCHS Data Brief*, No. 133.

# Data from 2011 National Diabetes Fact Sheet

## Race and Ethnic Differences in Diagnosed Diabetes:

- 7.1% of non-Hispanic whites
- 8.4% of Asian Americans
- 12.6% of Non-Hispanic Blacks
- 11.8% of Hispanics

In 2007, diabetes was listed as the underlying cause of 71,382 death certificates and was listed as a contributing factor on an additional 160,022 death certificates.

# *Gratitude Speak*



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act



# Inhale Love & Exhale Gratitude

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Homework – Week 6

Practice “quiet time” for 2 minutes

Practice counting each breath during those 2 minutes

3x a day (morning, afternoon, evening)

Using only 3 to 5 words, write down your thoughts about the breathing and quiet time exercise.

## **Example:**

good, hard, silly challenging, effortless, etc.

A stylized, monochromatic illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers on a stem, set against a dark purple background on the left side of the slide.

# **Week 7:** Healing Process Begins



# *Healing Trauma / Overcoming Stress*

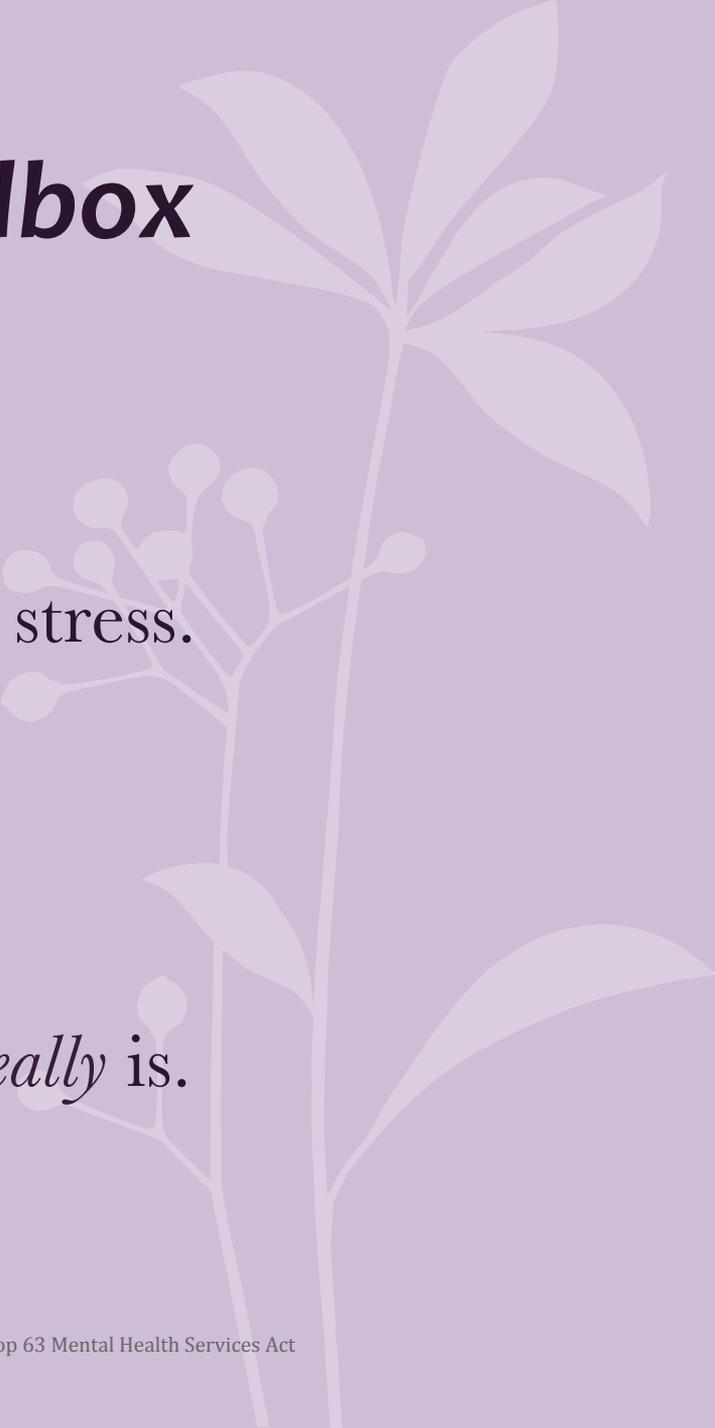
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# ***Gratitude Speak***



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Mindful Toolbox



- ✧ Strategies less stress in your life.
- ✧ Tools for success in dealing with stress.
- ✧ Trigger Zappers.
- ✧ Moment of clarity.
- ✧ Seeing the situation for what it *really* is.

# ***The Healing Begins***

Staying Present With  
Every Breath

# ***The Healing Begins***



## Exercise: Conveyor Belt

# Mindful

# or

# MIND FULL



Join us online at [www.facebook.com/MadisonUnplugged](http://www.facebook.com/MadisonUnplugged)

Contact us at [MadisonUnplugged@jmsu.edu](mailto:MadisonUnplugged@jmsu.edu)

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This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# ***Mindful Eating – Reasons to Eat Slowly***



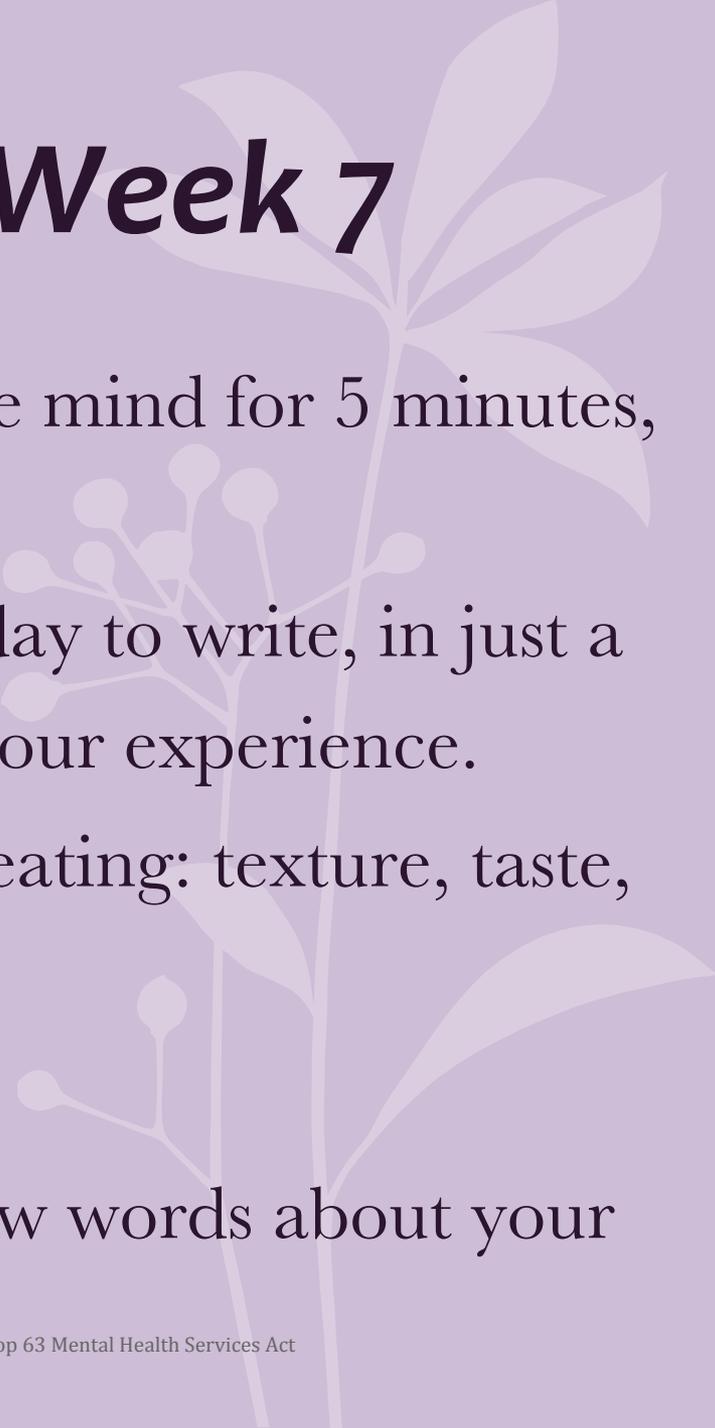
1. Lose weight
2. Enjoy your food
3. Better digestion
4. Less stress
5. Change from a fast paced life to one that is fulfilling and delicious



# Inhale Love & Exhale Gratitude

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# Homework – Week 7

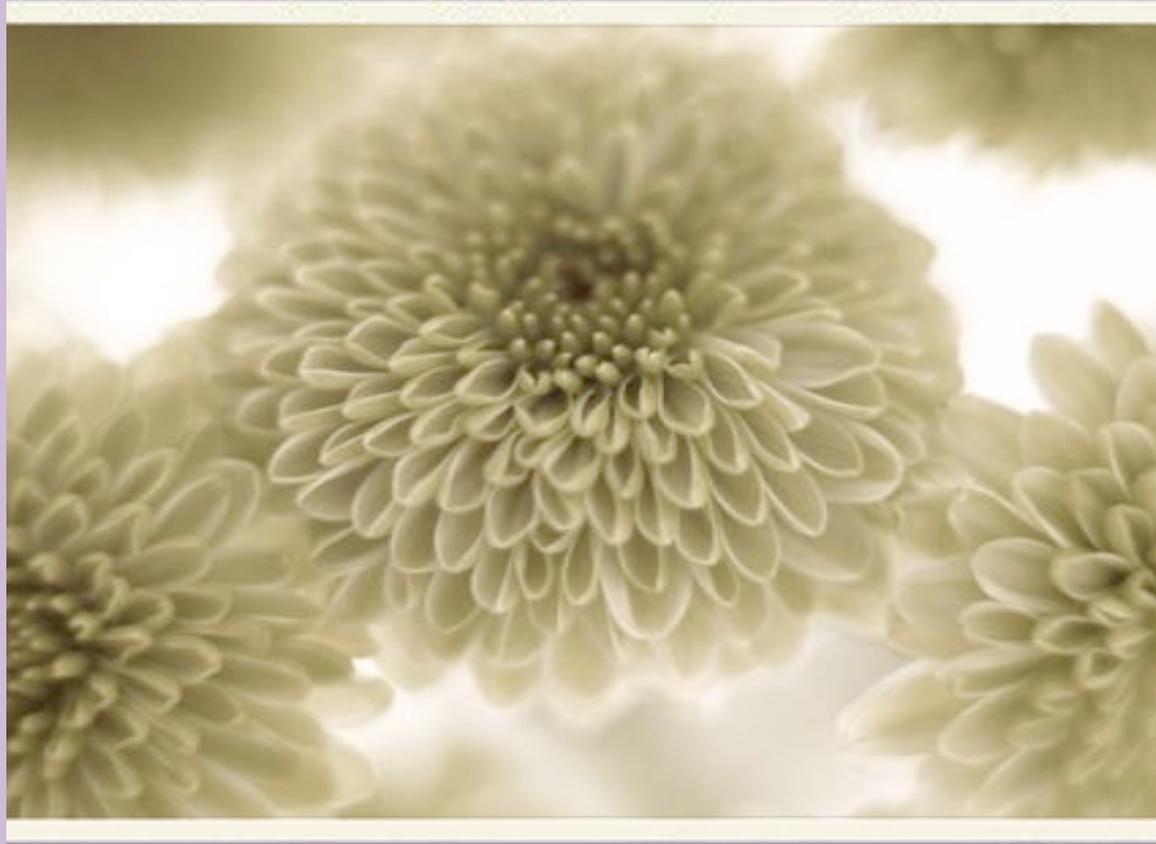


- ✧ Practice “quiet time” to clear the mind for 5 minutes, 3x a day.
- ✧ Take a few minutes during the day to write, in just a few words, how you feel about your experience.
- ✧ 1x a day, observe what you are eating: texture, taste, temperature, etc.
- ✧ How fast did you eat?
- ✧ Take a few minutes to write a few words about your

**Mindful Eating Experience**

A stylized, monochromatic illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers on a thin stem, set against a dark purple background on the left side of the slide.

# **Week 8:** Practicing Healing Techniques



# *Healing Trauma / Overcoming Stress*

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# ***Gratitude Speak***



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# *Body Scan*



Exercise:

Being Aware of Your Body

~

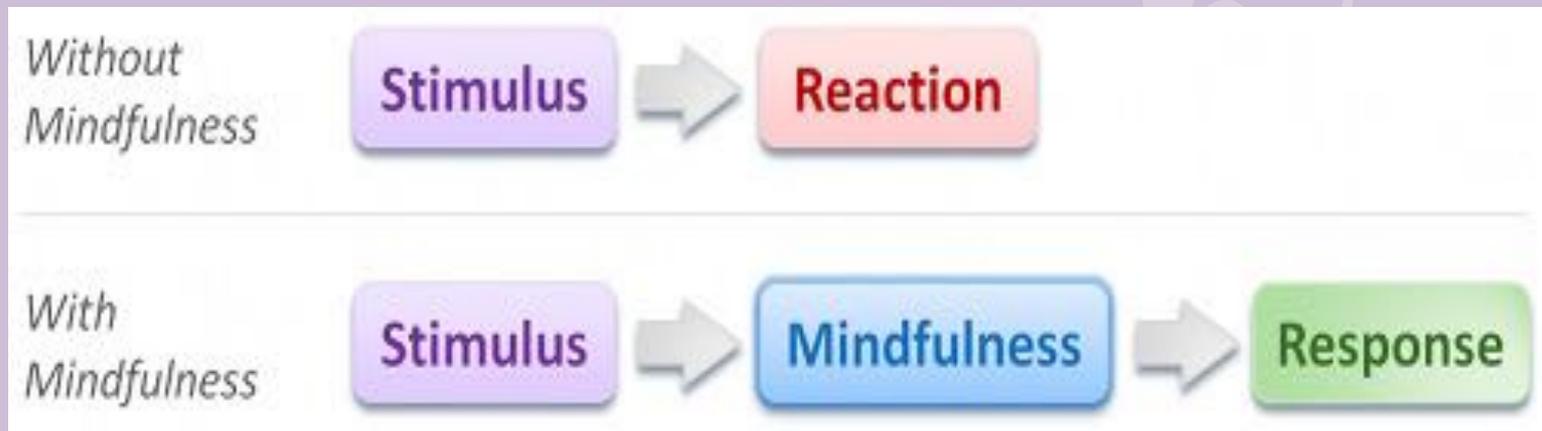
Pleasant & Unpleasant

# ***Daily Mindful Awareness***



Staying Present in our  
Daily Lives

# Mindfulness creates space, changing impulsive reactions to thoughtful responses.



# *Body Movement*

Chair Exercises

~

Walking



# Inhale Love & Exhale Gratitude

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Homework – Week 8

Choose a word or phrase that can assist you in **REMEMBERING** to stay present, breathe, use skillful and wise language, respond rather than react.

- ✧ **REMINDER:** Continue to witness your daily mindful awareness
- ✧ **REMINDER:** Continue to be aware of how you are eating
- ✧ **REMINDER:** When you are walking or first getting out of bed in the morning, use this time to gently stretch your body and bring your full attention to every movement.

A stylized, monochromatic illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers on a stem, set against a dark purple background on the left side of the slide.

# **Week 9:** Practicing Forgiveness



# *Healing Trauma / Overcoming Stress*

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# ***Gratitude Speak***



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*Mindful Movement ~  
Walking Towards  
Peace of Mind*

# *Words That Move You*



Remember To Remember  
(R2R)

Exercise:  
Writing Down the Bones

# ***FORGIVENESS***

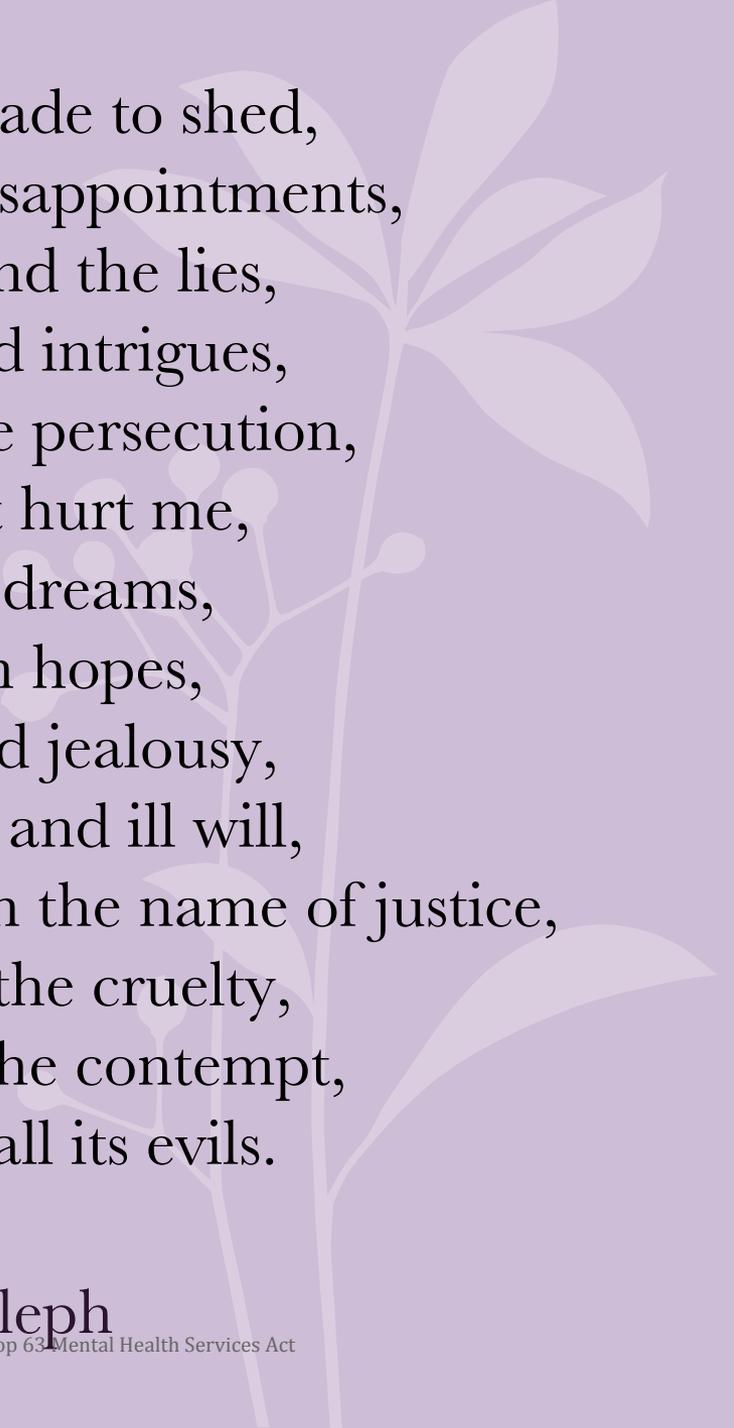


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# ***COMPASSIONATE LISTENING***



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I forgive the tears I was made to shed,  
I forgive the pain and the disappointments,  
I forgive the betrayals and the lies,  
I forgive the slanders and intrigues,  
I forgive the hatred and the persecution,  
I forgive the blows that hurt me,  
I forgive the wrecked dreams,  
I forgive the still-born hopes,  
I forgive the hostility and jealousy,  
I forgive the indifference and ill will,  
I forgive the injustice carried out in the name of justice,  
I forgive the anger and the cruelty,  
I forgive the neglect and the contempt,  
I forgive the world and all its evils.

Paulo Coelho ~ Aleph

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# *Homework – Week 9*



- ✧ Practice gentle movement exercises 1x per day (Walking and Stretching)
- ✧ 5 minutes of mindful breathing per day
- ✧ One meal per day, turn off all electronics; phones, TV
- ✧ Practice mindful eating: Observing taste, flavors, digestion
- ✧ Journal writing: List something that you are willing to forgive yourself for.



# **Week 10:** Practicing Self-Compassion



# *Healing Trauma / Overcoming Stress*

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# ***Gratitude Speak***



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

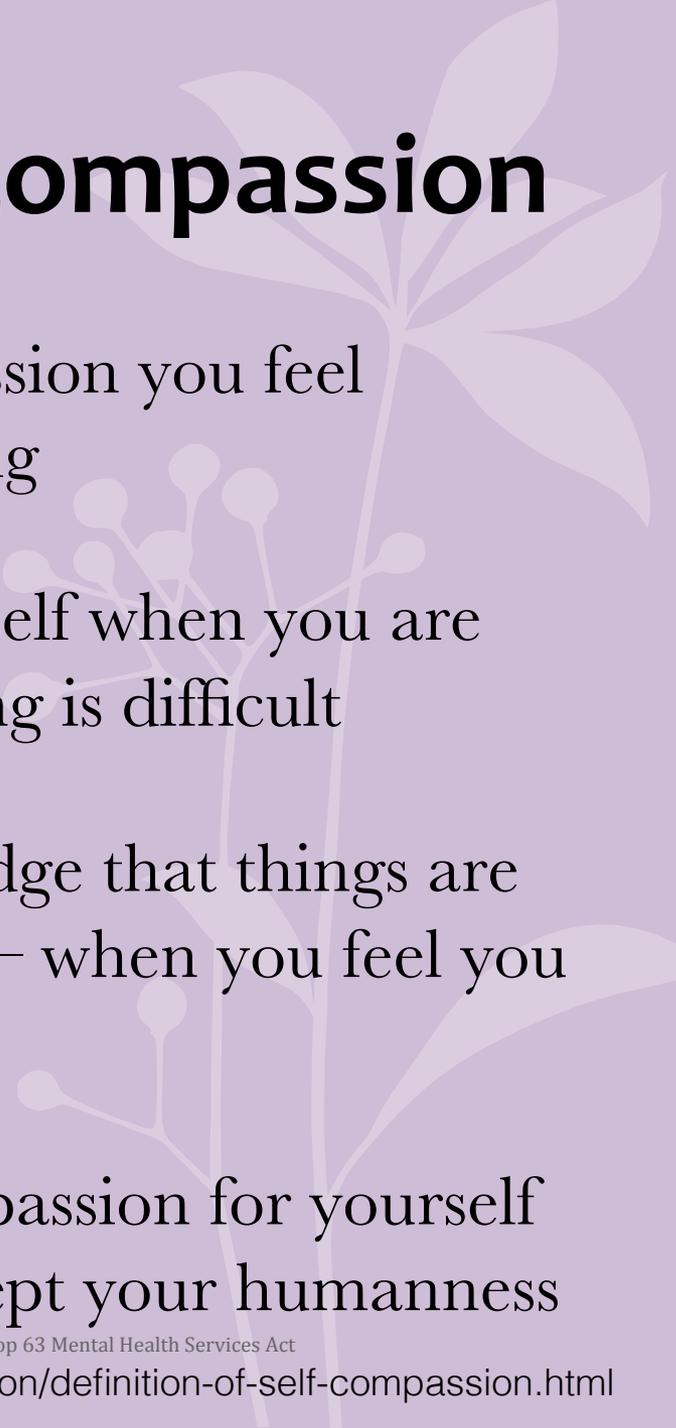
# ***What is Self-Compassion?***



- Definition of self-compassion
- The three elements of self-compassion
- What self-compassion is not
- Self-compassion versus self-esteem

<http://www.self-compassion.org>

# Definition of self-compassion



- Having for yourself the compassion you feel towards others who are suffering
- Not judging or criticizing yourself when you are having a hard time or something is difficult
- Taking a moment to acknowledge that things are hard for you – and that’s okay – when you feel you are failing at something
- Most importantly, having compassion for yourself means that you honor and accept your humanness

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

<http://www.self-compassion.org/what-is-self-compassion/definition-of-self-compassion.html>

# ***The Three Elements of Self-Compassion***

- Self-kindness: Being warm and understanding toward ourselves when we suffer, fail, or feel inadequate
- Common humanity: Realizing that *all* people suffer and make mistakes rather than something that happens to you alone
- Mindfulness: Taking a balanced approach to our negative emotions so that feelings are neither suppressed nor exaggerated

# ***Self-Compassion Discussion***

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A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark purple background.

# **Week 11:** Genograms Revisited: Understanding What We Hold

A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark purple background.

# **Week 12:** Continuing the Practice



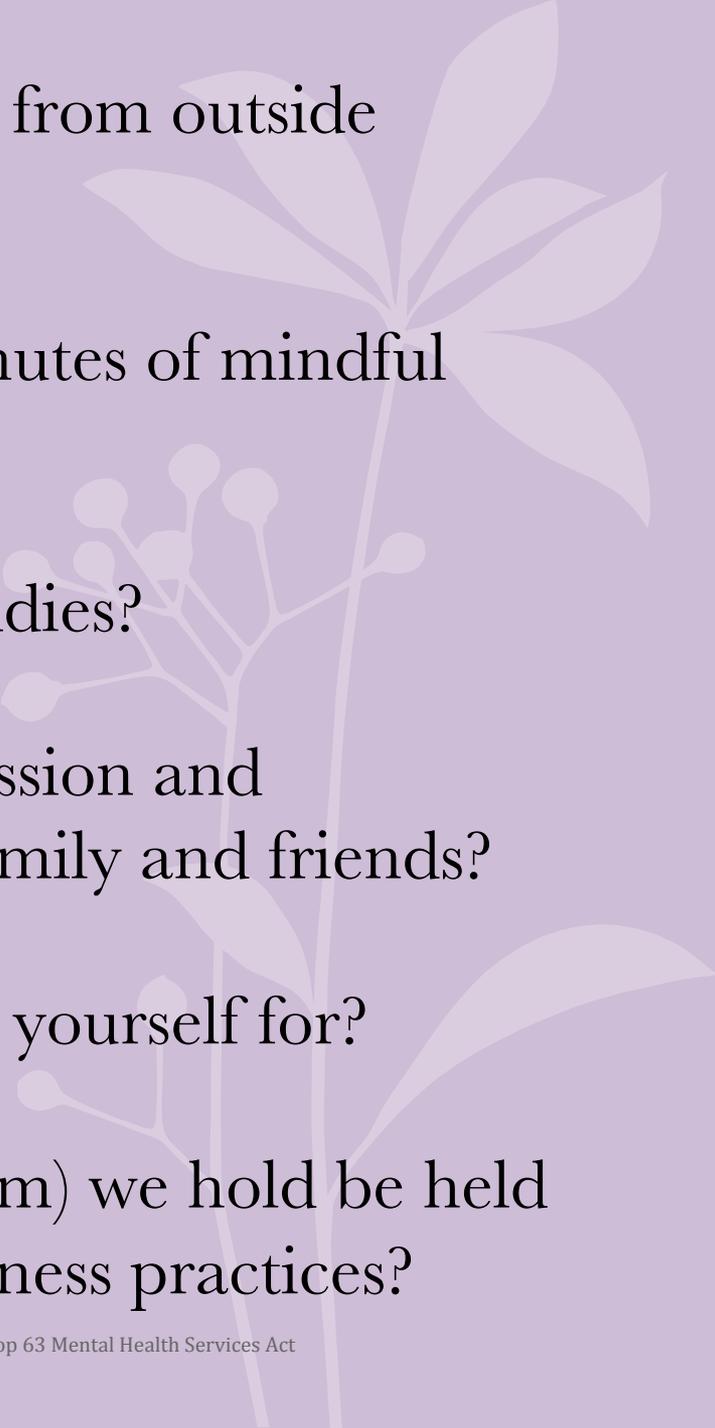
# *Healing Trauma / Overcoming Stress*

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# ***Group Check-In***



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- 
- How did you feel to disconnect from outside stimulus?
  - Can you commit to 5 to 10 minutes of mindful breathing?
  - Did you connect with your buddies?
  - Have you practiced self-compassion and compassionate listening with family and friends?
  - What are you willing to forgive yourself for?
  - How can the histories (genogram) we hold be held differently through the mindfulness practices?

# ***Mindful Toolbox***



This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act



# Inhale Love & Exhale Gratitude

This project was funded by the Innovation Grants Program through the Prop 63 Mental Health Services Act

# Healing Trauma and Overcoming Stress Project Contributors

- Oscar Ureno, Psy.D., Center for Family Counseling
- Noliwe Alexander, Mindfulness based practitioner
- Devin Berry, Mindfulness based practitioner
- Markita Mays, M.S.W.
- Pamela Mchombo-Taylor, M.A., Center for Family Counseling
- Paula Barber, E.D., Center for Family Counseling
- Veronique Thompson, Ph.D., Center for Family Counseling



# Healing Trauma and Overcoming Stress Project

## Orientation Agenda – Thursday Workshops

Thursday, September 13, 2012

10:00 a.m. to 11:30 a.m.

### I. Welcome and introductions (Cheryl, James, and Oscar) [10 minutes]

Cheryl and James will introduce themselves and other team members. Introduction by group members will happen at the opening workshop.

### II. Overview of project [20 minutes]

- A. Background [Cheryl]
- B. History [Cheryl]
- C. Participatory research orientation [James]
- D. Goals [James]

### III. Workshop schedule and discussion [15 minutes] [James]

- Discuss start and end times of opening workshop.
- Review importance of attending all workshops and prompt start times.

### IV. Brief overview of agendas; Explanation of genogram with example [15 minutes] [Cheryl]

### V. Overview of data collection efforts. [15 minutes] [James]

### VI. Read through informed consent form. [15 minutes] [James]

- Purpose of project.
- Expected outcomes.
- Voluntary participation.
- Confidentiality.
- Use of data.
- Explain distribution of gift cards.

# Healing Trauma and Overcoming Stress Project

## Recruiting Talking Points

### **Background on Project**

The Center for Family Counseling has partnered with an African American Psychologist who has developed a curriculum that is aimed at healing the effects of trauma and overcoming stress. This is a new service that is being tried on a one-time basis. It is funded by a grant from Alameda County Behavioral Health Care Services.

We are looking for African Americans age 59 and older who are raising grandchildren or other children in East Oakland to participate in a series of 9 weekly workshops to explore the effect trauma has had on them and how to develop new ways of coping with the stresses they face.

### **Details of Workshops: Dates, Time, and Place**

There will be two separate workshop series, one on Tuesday mornings and one on Thursday mornings. Each series will start with an orientation session, followed the 9 weekly workshops. *Participants must be available to attend the orientation session and each of the 9 workshops.*

All meetings and workshops will be held at the Center for Family Counseling, 9925 International Blvd., Oakland, CA.

The orientation session for Group 1 will be held on Tuesday, September 11 from 10 a.m. to 11 a.m. The orientation session for Group 2 will be held on Thursday, September 13 from 10 a.m. to 11 a.m.

Workshop Series 1 will begin on Tuesday, September 18 and continue each Tuesday until November 13. Workshop Series 2 will begin on Thursday, September 20 and continue each Thursday until November 15.

The first workshop for each series will be five and one-half hours, including breaks and a 45-minute lunch that we will provide. It will begin at 9:30 a.m. and run until 3 p.m.

The other eight workshops in each series will be two hours each. Coffee, tea, and snacks will be provided for all workshops. They will begin at 10 a.m. and run until noon.

### **Payment for Attending Workshops**

At the end of the opening workshops, each of the participants will receive a \$75 gift card. At the end of each of the next eight workshops, participants will get a \$25 gift card. By the end of the series, each participant will have received a total of \$275 in gift cards (assuming they have attended all the workshops).

### **Details on the Format of the Workshops**

The workshops will be a combination of lecture, discussion, and a variety of expressive art exercises. Various techniques for effectively coping with stress will be offered and participants will be asked to try these in the workshops and at home between the workshops. Participants should be prepared to listen, participate in discussions, share some of their experiences (including personal and family histories), do homework such as trying stress reduction techniques at home, and keep brief journals of their experiences during the workshop series.

### **Collection of Evaluation Data**

Since this is a new service, we want to collect some information about whether what we are doing is effective. The information we want to collect concerns blood pressure, anxiety, hopefulness, and compassion. Before and after each workshop we would like to take everyone's blood pressure. Before the opening workshop, we will also have everyone answer some questions that address feelings of anxiety, hopefulness, and compassion. At the end of the last workshop, we will again ask people the questions about feelings of anxiety, hopefulness, and compassion.

### **Use of Data**

A final report about the workshops, including a detailed description of the curriculum we develop will be submitted to Alameda County Behavioral Health Care Services (ACBHCS) in late spring or early summer. Other reports may also be submitted for publication. Participants may receive a copy to the report to ACBHCS, or any other reports, if they would like one.

### **Confidentiality of Personal Information**

Personal information shared in the workshops is considered confidential and participants will be asked not to talk about or describe to others the personal stories and information offered by others in the workshops. CFFC staff and those running the workshops are required to keep any personal information strictly confidential, including the data being collected. Only aggregate data or information will be included in any reports of write-ups of the workshops and any narrative descriptions will not include any personally identifying information.

\_\_\_\_\_ [*insert name and address of organization*]

\_\_\_\_\_ [*insert date*]

Dear \_\_\_\_\_,

Thank you again for agreeing to participate in our new workshop series designed to heal trauma and overcome stress.

This letter is just a brief reminder of the project schedule, which is attached for your reference. All participants must be available to attend the orientation session, the six-hour opening workshop, and each of the 11 weekly two-hour workshops.

All participants will receive gift cards at the end of each workshop: \$\_\_\_ [*insert amount*] for the six-hour opening workshop and \$\_\_\_ [*insert amount*] for for each of the two-hour workshops.

We're all looking forward to working with you on this important project!

Warm regards,

\_\_\_\_\_ [*signature*]

\_\_\_\_\_ [*insert name, contact phone, and email*]

First Name \_\_\_\_\_

## HOW I TYPICALLY ACT TOWARDS MYSELF IN DIFFICULT TIMES<sup>1</sup>

Please read each statement carefully before answering. To the left of each item, indicate how often you behave in the stated manner, using the following scale:

**Almost  
never**  
**1**

**2**

**3**

**4**

**Almost  
always**  
**5**

- \_\_\_\_\_ 1. I'm disapproving and judgmental about my own flaws and inadequacies.
- \_\_\_\_\_ 2. When I'm feeling down I tend to obsess and fixate on everything that's wrong.
- \_\_\_\_\_ 3. When things are going badly for me, I see the difficulties as part of life that everyone goes through.
- \_\_\_\_\_ 4. When I think about my inadequacies, it tends to make me feel more separate and cut off from the rest of the world.
- \_\_\_\_\_ 5. I try to be loving towards myself when I'm feeling emotional pain.
- \_\_\_\_\_ 6. When I fail at something important to me I become consumed by feelings of inadequacy.
- \_\_\_\_\_ 7. When I'm down and out, I remind myself that there are lots of other people in the world feeling like I am.
- \_\_\_\_\_ 8. When times are really difficult, I tend to be tough on myself.
- \_\_\_\_\_ 9. When something upsets me I try to keep my emotions in balance.
- \_\_\_\_\_ 10. When I feel inadequate in some way, I try to remind myself that feelings of inadequacy are shared by most people.
- \_\_\_\_\_ 11. I'm intolerant and impatient towards those aspects of my personality I don't like.
- \_\_\_\_\_ 12. When I'm going through a very hard time, I give myself the caring and tenderness I

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<sup>1</sup> <http://www.self-compassion.org>

First Name \_\_\_\_\_

need.

\_\_\_\_\_ 13. When I'm feeling down, I tend to feel like most other people are probably happier than I am.

\_\_\_\_\_ 14. When something painful happens I try to take a balanced view of the situation.

\_\_\_\_\_ 15. I try to see my failings as part of the human condition.

\_\_\_\_\_ 16. When I see aspects of myself that I don't like, I get down on myself.

\_\_\_\_\_ 17. When I fail at something important to me I try to keep things in perspective.

\_\_\_\_\_ 18. When I'm really struggling, I tend to feel like other people must be having an easier time of it.

\_\_\_\_\_ 19. I'm kind to myself when I'm experiencing suffering.

\_\_\_\_\_ 20. When something upsets me I get carried away with my feelings.

\_\_\_\_\_ 21. I can be a bit cold-hearted towards myself when I'm experiencing suffering.

\_\_\_\_\_ 22. When I'm feeling down I try to approach my feelings with curiosity and openness.

\_\_\_\_\_ 23. I'm tolerant of my own flaws and inadequacies.

\_\_\_\_\_ 24. When something painful happens I tend to blow the incident out of proportion.

\_\_\_\_\_ 25. When I fail at something that's important to me, I tend to feel alone in my failure.

\_\_\_\_\_ 26. I try to be understanding and patient towards those aspects of my personality I don't like.

## Healing Trauma and Overcoming Stress Workshop Schedule for Participants

\_\_\_\_\_ [Location of workshops]

\_\_\_\_\_ [Name of recruiter/project contact]

\_\_\_\_\_ [Contact phone number]

\_\_\_\_\_ [email address]

<b>Date</b>	<b>Time</b>	<b>Day</b>	<b>Name</b>
			Orientation Session
			Opening Workshop: Understanding Trauma
			Understanding Our History
			The Intergenerational Transmission of Trauma
			Understanding Relationship Patterns
			Transmitting Trauma Across Generations
			Using Mindfulness to Reduce Stress
			Healing Process Begins
			Practicing Healing Techniques
			Practicing Forgiveness
			Practicing Self-Compassion
			Genograms Revisited: Understanding What We Hold
			Continuing the Practice