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Wellness Coaching: Social Emotional Skills-Based Professional Development Program

Rationale

For school administrators, various job demands continue to be very stressing and exhausting and are accompanied by the need to work under unprecedented pressure. Research shows that stressors related to work, relationships and time affect their job performance and their own wellbeing. Furthermore, school administrators experienced some unpleasant feelings in response to these stressors such as guilt, a sense of unfairness, loneliness, or disappointment (Mahfour, 2018).

When you add the complex layer of the urban educational environment, school administrators face other triggers that increase the presence of stress.

- Emotional Labor - attending to students' needs beyond course content, both inside and out of the classroom, as well as addressing one's own emotional management and displays as a faculty member. Individuals who saw emotional labor as an expectation tended to discuss such work as a burden, and as tense and contested. But those who considered that labor as at least partly a matter of choice often saw the work as valuable and beneficial to their teaching. Some saw it as "both an expectation and a choice or saw choice in embracing the expectation. We need to focus on interventions that intentionally stimulate choice-based responses for school administrators to increase their level of buy-in and enhance the opportunity to use coping strategies. These strategies need to move beyond just spending time with loved ones and having an outlet outside work (Miller, Howell and Struve (In Press), Kafka, 2018 and Mahfour, 2018).
- Trauma
 - Adverse Childhood Experiences
 - Environmental Trauma
 - Poverty
- The 'isms'
 - Racism, ageism, sexism and other phobic behaviors overwhelm individuals and healing becomes challenged by prominent and distressing reactions which can manifest in the school culture and impact the relationships school administrators have with parents, students and staff.
 - *Visceral disappointment* is the belief that no amount of visibility will ever change the perceptions others have of you.
 - *Complacency* is defined as a decision to stop assimilating into a culture that constantly rejects you.
 - *Programmed Cultural Amnesia* is the limited ability to recall your positive racial history and instead one focuses on the negative cultural messages promoted by society that create and reinforce a negative sense of self.
 - *John Henryism* is described as the internalization of the belief that overachievement even to the detriment of your physical and emotional health is the only way to address feelings of erasure associated with racism. (Brasher, 2018; Bennett & Duncan, 2008; James, 1994, Robinson, 2012 and Rankine, 2014).

Vicarious trauma is one of the primary consequences of being exposed to these experiences which leads to more acute and chronic stress reactions if they continue to go unchecked and unsupported.

Model and Work Plan Overview

- Leadership Coaching
- Strategy Development and Implementation
- Wellness Coaching - work/life balance strategies
 - Time limited individual and group meetings
 - 2 Individual meetings
 - 3 Group meetings
- Topic covered in Coaching Sessions
 - **Work-Related Stressors**
 - Constant Change
 - Age/Gender/Race – Related Power Dynamics
 - Bureaucracy
 - School Culture
 - Accountability
 - **Relationship-Related Stressors**
 - Parents and Students
 - Compassion Fatigue
 - Superintendent, Union and Teachers
 - **Time-Related Stressors**
 - Life-Work Balance
 - Feeling overwhelmed with too many tasks and duties
 - Not enough time at work to complete tasks
 - No time for self-Care
 - **Social Emotional Development**
 - Managing unpleasant feelings
 - Guilt
 - Loneliness
 - Unappreciated
 - Regrets
 - Misunderstood
 - **Developing and Implementing Expansive Coping Strategies**
 - Self-Care
 - De-Stress Strategies - Hobbies
 - Mindfulness Strategies