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DEVELOPING A HEALTHY RHYTHM OF LIFE FOR THE LEGAL CAREGIVER

Extension of Virtue

- Compassion Fatigue



What Is Compassion Fatigue?

- Secondary PTSD
- Vicarious Traumatization

▪ Burnout

First Diagnosed in Nurses



Symptoms

- Decreased Productivity
- Feelings of Incompetency
- Cynical Attitude ... "Helping the Crazyes!"
- Resistant to Helping Others

Symptoms (Cont.)

- Lessened Compassion
- Decreased Pleasure
- Increased Stress and Anxiety

Compassion Fatigue Trajectory

- The Zealot Phase
- The Irritability Phase
- The Withdrawal Phase
- The Zombie Phase
- Pathology vs. Renewal/Maturation

Menu of Misconceptions*

- 1. I will “fix” the problem...make everything O.K... save the world...
- 2. I am responsible for outcomes.
- 3. If I care enough, everything will be O.K.
- 4. The sufferer/victim will appreciate everything I do for them.
- 5. I will have enough resources (time, money, material, skills and training) to fix things.
- 6. Significant people in my life will support and approve my
– absence from our relationship while I invest in this
– compassionate mission.
- 7. I know what I’m getting into.
- 8. I can do it alone.
- 9. If I’m spiritual enough, I can deal with the stress
– of working with suffering people.
- 10. My definition of success is.....

Charles R. Figley, co-author of
*Compassion Fatigue: Coping
With Secondary Traumatic
Stress Disorder in Those Who
Treat the Traumatized*

■ The Cost to Caring...

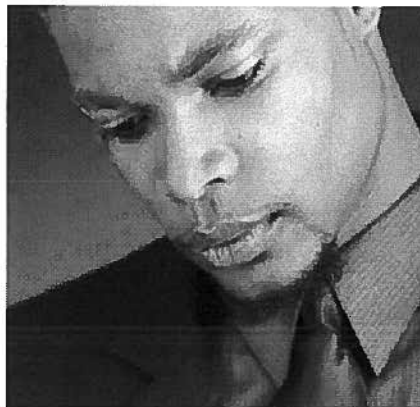
- "There is a cost to caring. Professionals who listen to clients' stories of fear, pain, and suffering may feel similar fear, pain, and suffering because they care. Sometimes we feel we are losing our sense of self to the clients we serve. Therapists who work with rape victims, for example, often develop a general disgust for rapists that extends to all males.

Those who have worked with victims of other types of crime often 'feel paranoid' about their own safety and seek greater security. Ironically, the most effective therapists (Legal Caregivers) are most vulnerable to this mirroring or contagion effect. Those who have enormous capacity for feeling and expressing empathy tend to be more at risk of compassion stress"

I Am Most Vulnerable When...

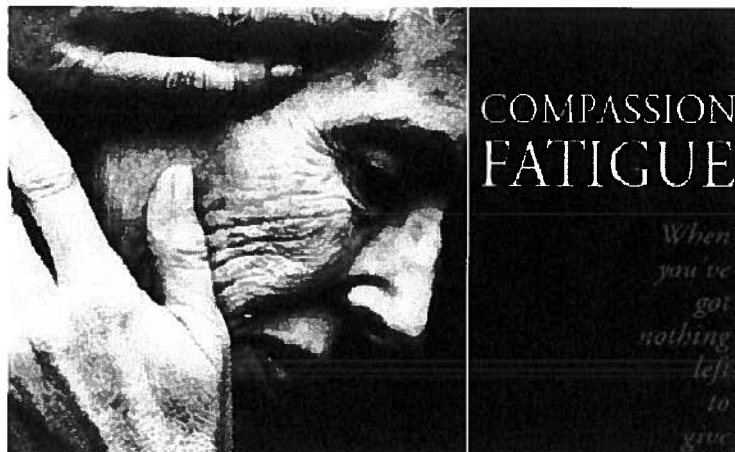
- **H**UNGRY
- **A**NGRY
- **L**ONELY
- **T**IRED

- **B**ored
- **A**nxious
- **D**epressed



Develop a “Master Schedule” or “Ideal Week”^(Larson)

- Spiritual Renewal
- Physical Exercise
- Study
- Meetings
- Family Time
- Day Off
- Healthy Balance

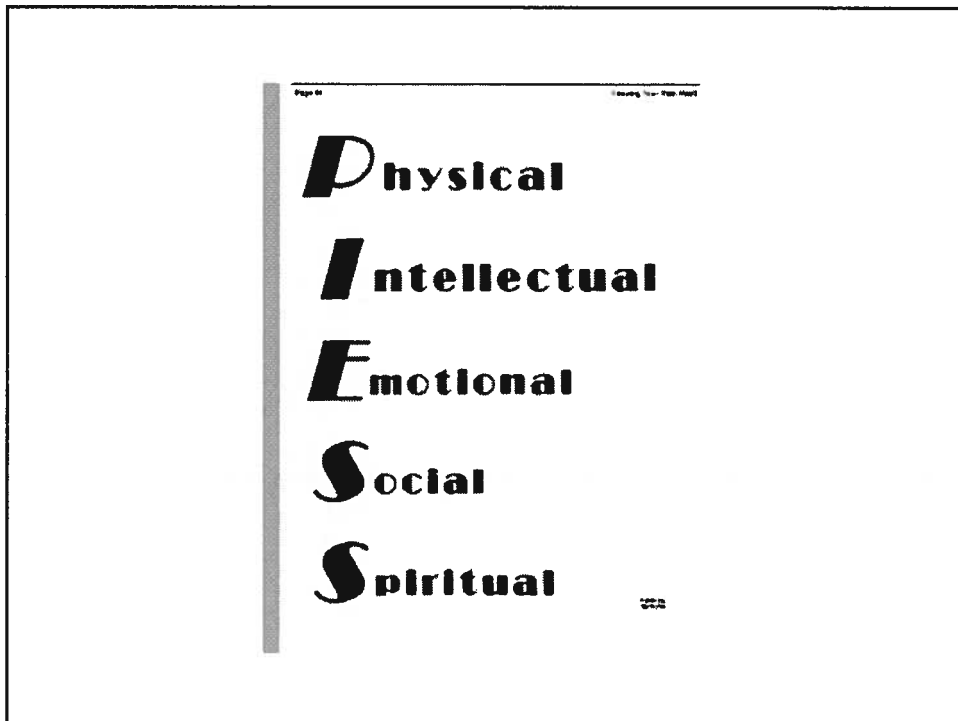


Habits...

- Automatic Responses
 - Thoughts, feelings, actions
 - Can run contrary to our will
 - Work to replace wrong habits
 - Be Patient

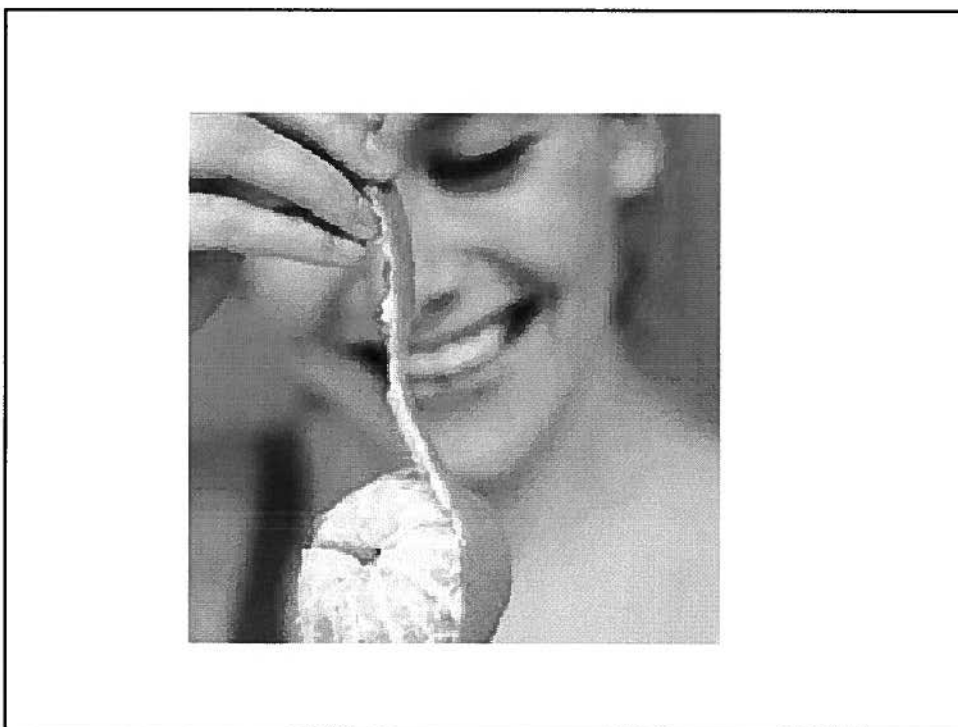
Why Willpower Alone Won't Work

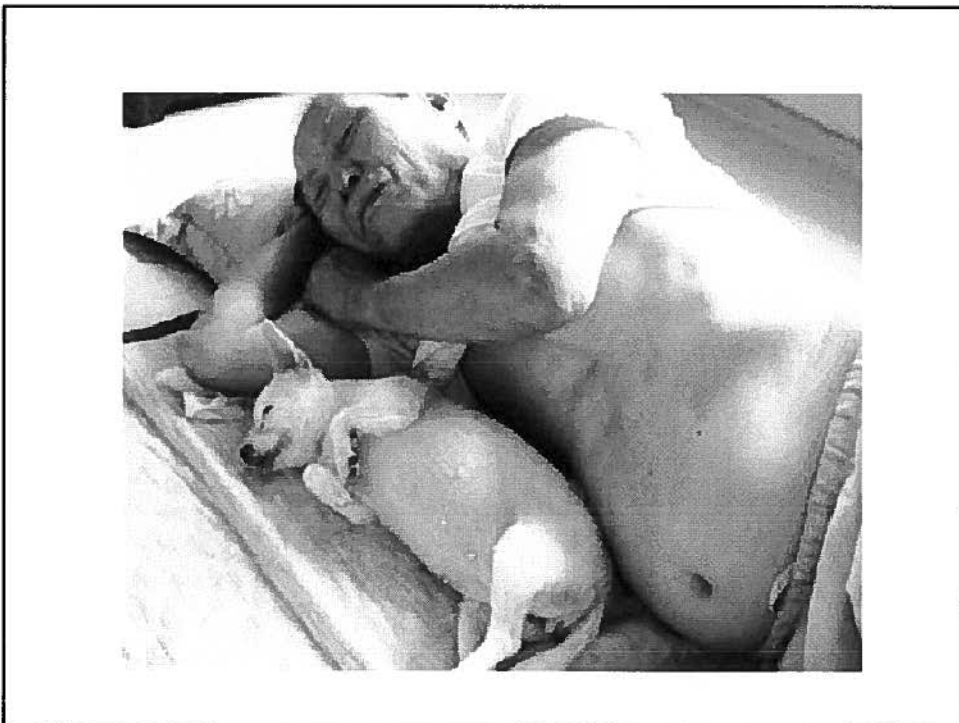
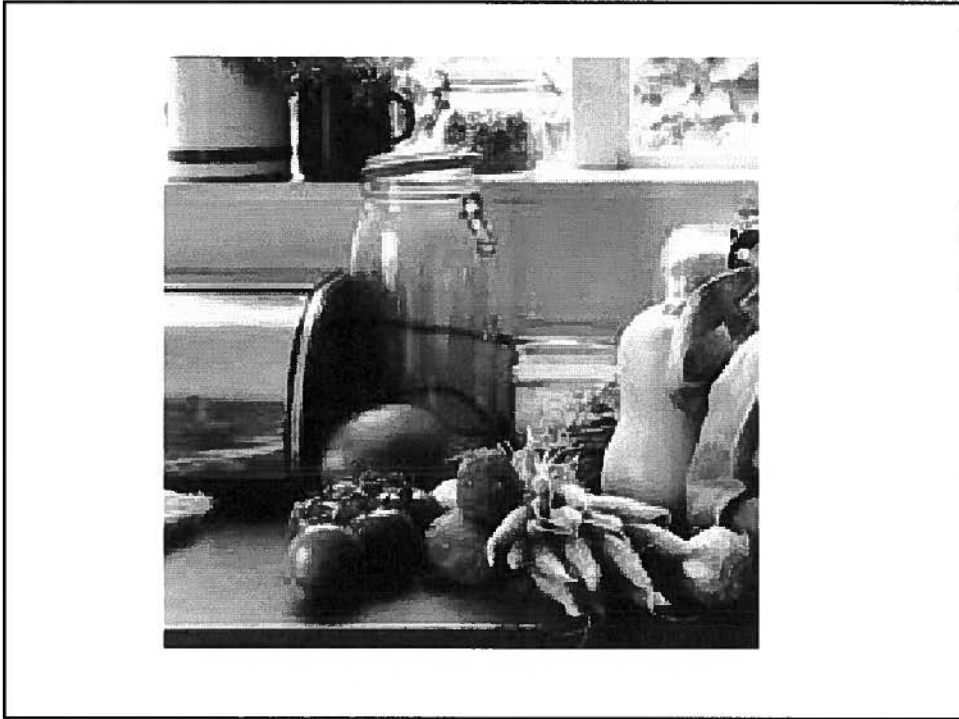
- Can't deal with ingrained habits of sin
- Many are discouraged
 - "I'll never do that again!"
 - But they do
- The will is necessary but insufficient to transform character



The PIESS Model of Balanced Health

- **Physical** –
 - Body ...a gift
 - Hygiene
 - Exercise
 - Rest
 - Nutrition
 - Health Care
 - Moral purity
 - Sex



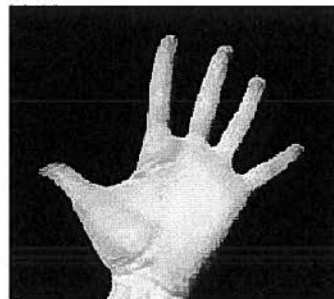


The PIES Model of Balanced Health

- **Intellectual**
 - What we think about
 - Prayer/Meditation
 - Thought life
 - Self talk
- "As a person thinks..."

Please Remember...

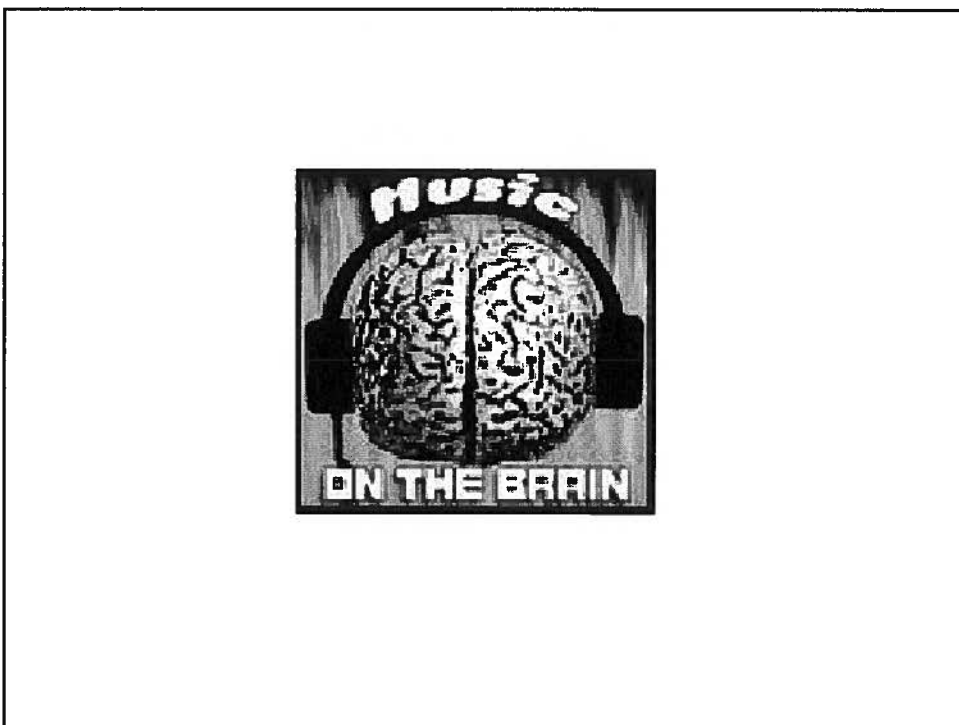
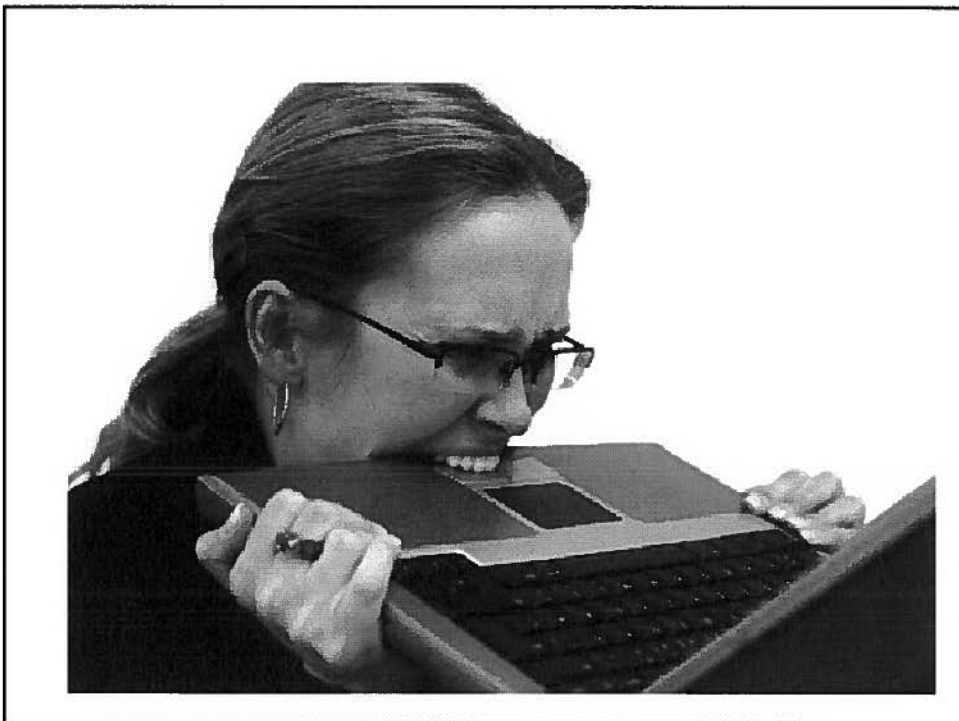
- **L**OVABLE
- **V**ALUABLE
- **F**ORGIVABLE
- **C**HANGEABLE
- **N**EVER ALONE

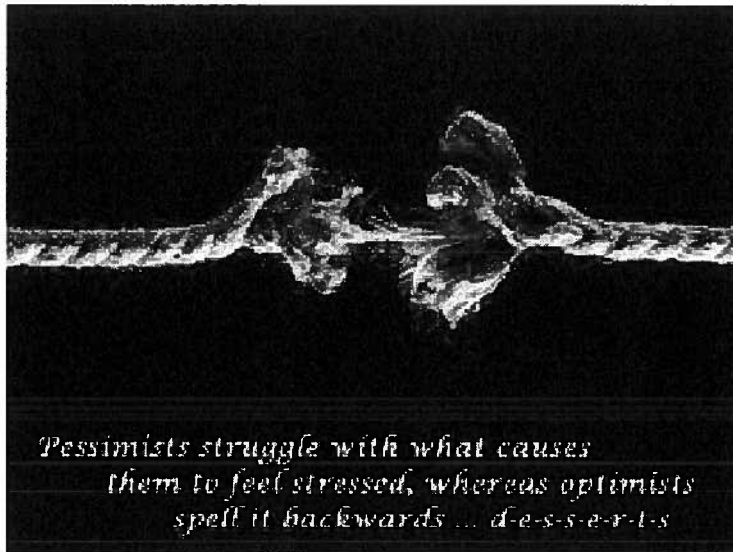
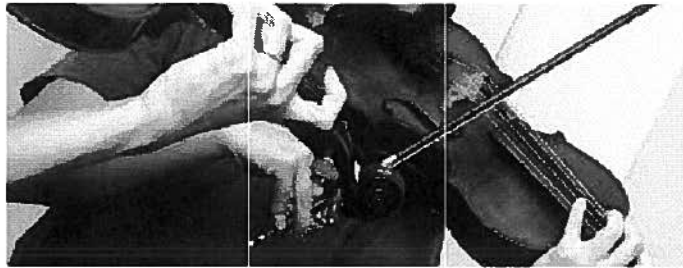




The PIESS Model of Balanced Health

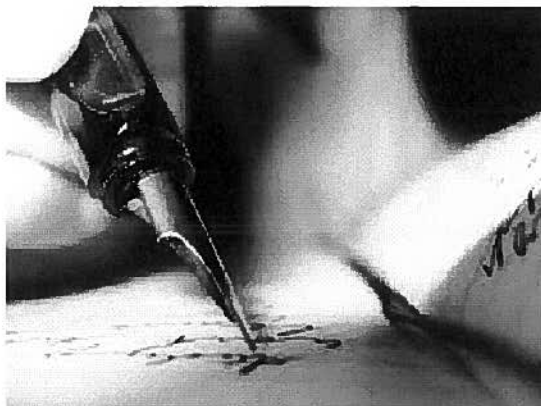
- **Emotional**
 - Feelings
 - Making major decisions
- Don't clam up!
- Don't blow up!
- Stress management
- Art
- Music
- Creativity





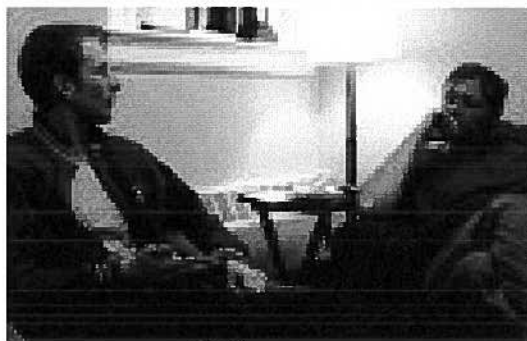
Would You Consider...

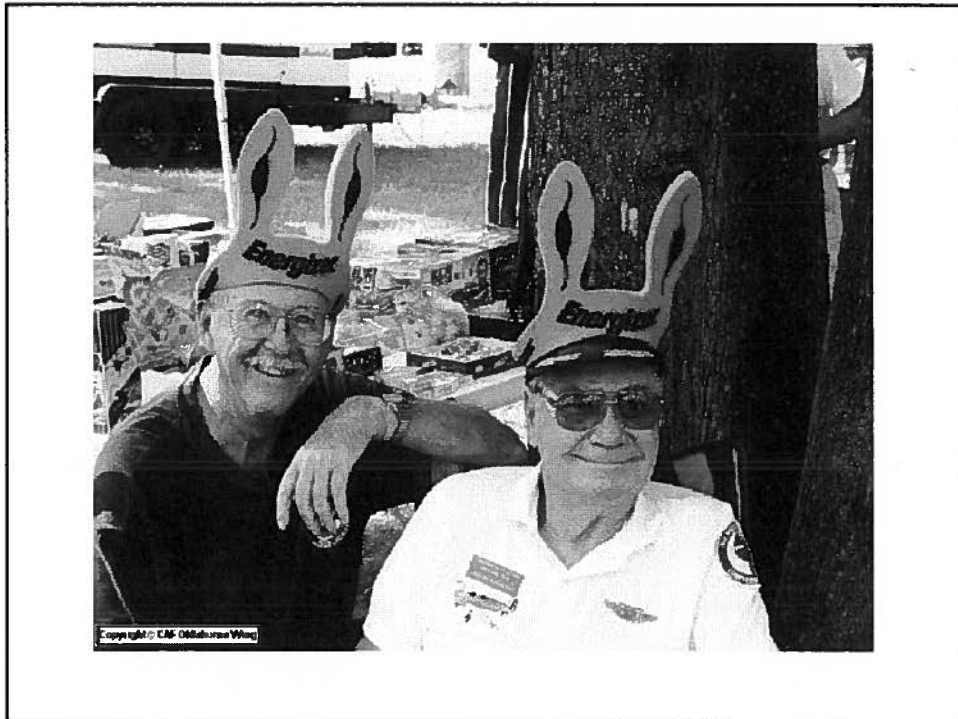
- Journaling the journey?



The PIESS Model of Balanced Health

- **Social**
 - Spouse
 - Friends
- Loyalty
- Encouragement
- Confidentiality





The PINESS Model of Balanced Health

- **Spiritual**
 - Foundational to all other areas
 - Spiritual Disciplines
 - Inward
 - Outward
 - Corporate

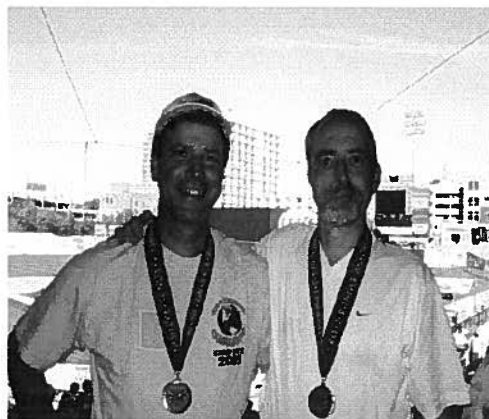
Example of a Marathon Runner

Start small with disciplined training

Gradually build up endurance

On the day of the race....

Show up and do what needs to be done



5 Habits of a Healthy Rhythm of Life

- HUMILITY
- HUMILITY
- HUMILITY
- HUMILITY
- HUMILITY

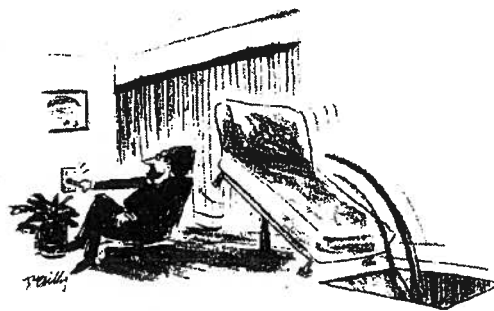
Discussion and Commitment

What Will People Remember About Us?

- How we lived
- How we loved
- How we left
 - **FINISH WELL!**



How Do You Know When A Psychologist is Done?



Sources and Recommended Reading

- Charles R. Figley, co-author of *Compassion Fatigue: Coping With Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized*
 - Beaton, R. D. and Murphy, S. A. (1995). "Working with people in crisis: Research implications". In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*, 51-81. NY: Brunner/Mazel.

With Appreciation...

- Rev. Samuel Wood (samo0913@yahoo.com or 316.655.0423) for additional information regarding Compassion Fatigue education and training.

"Developing a Healthy Rhythm of Life for the Legal Caregivers"



**A Presentation of
Heart to Heart Communications**

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Dr. Donald A. Lichi is a licensed psychologist in Ohio. While providing clinical services at EMERGE Counseling Services in Akron, Ohio he also serves as Vice-President and is on the Emerge Leadership Team and Clinical Leadership Team. He is an adjunct doctoral professor with the Assemblies of God Theological Seminary, Trinity International University (IL), and Asia Theological Center (Singapore). He is on the teaching faculty of Heart to Heart Communications (Akron, OH) and is on the Pastoral Leadership Team of the Akron Chinese Christian Church.

From 2001-2006 Dr. Lichi was President/CEO and Director of Advancement of Chapel Hill Christian School, a comprehensive non-profit school of 600 students on two campuses.

From 1992-2002 Dr. Lichi served as Executive Vice President of EMERGE Ministries, Inc. During this period Dr. Lichi was also the Director of Education and responsible for the Ashland Seminary/EMERGE Master of Arts program in Clinical Counseling. He was a supervisor, directed the Institute of Pastoral Counseling program and did marriage, family and individual counseling.

He has spoken at numerous conferences and workshops on integrating spiritual and emotional health, education, parenting, marriage, and family issues and has published several articles on Christian mental health. Recent ministry has taken him to Singapore, India, Brazil, Thailand, Ecuador, Germany, Switzerland, Austria, Guatemala, Dominican Republic, Haiti, Romania, China, Malaysia, Russia, Hungary, Nicaragua and Malawi.

Dr. Lichi was in private practice for five and one-half years, taught school and directed a school-based counseling program for six years. He also taught for six years in the graduate school at the University of Akron. Earlier, while in the United States Air Force, Dr. Lichi served for three years in Italy and three years in Alaska.

He has served as a member of the official Elders and Governing boards at his local church and eight years as a member of the Board of Cuyahoga Valley Christian Academy. Presently he is on the board of Emmanuel Christian Academy, an inner city school serving at-risk children in Akron, Ohio.

From 2003 to 2007, Dr. Lichi served on the National Board of Directors for the Christian and Missionary Alliance. During that tenure Dr. Lichi chaired the Sensitive Issues Consultative Group (SICG) for the C&MA. He served as the Northern Ohio representative for ACSI in the Ohio Valley Region and was the Vice-President of the Greater Cleveland Christian School Administrators Association. He co-authored a book, *Broken Windows of the Soul* which is now published by Moody Press.

Best of all, he is married to Marcie and they have three adult children and seven grandchildren!

Title: Developing a Healthy Rhythm of Life for the Legal Caregiver

**Presenter: Donald A. Lichi, Ph.D., Psychologist, Vice President EMERGE
Counseling Services**

Course Objectives:

- Describe why paying attention to one's body, mind, emotions, relationships and spirituality is legal, ethical, essential and effective
- Understand what skills and competencies are needed to address the need for rhythm and balance in life
- Know how to assess one's belief system as a life-management mechanism
- Understand the need to develop a healthy rhythm of life to avoid Compassion Fatigue
- Describe ethical ways to appreciate and gain greater understanding of a client's rhythm of life as a means of respecting the diversity of the client
- Describe the value and goals of a well-defined and practiced rhythm of life
- Discover specific questions to help one discover and define their own ethic, worldview and spirituality

HEALTHY RHYTHM OR COMPASSION FATIGUE?

The Cost of Caring

Donald A. Lichi PhD

The Source of Compassion Fatigue

- What are some sources of Compassion Fatigue?
- What are the various roles in which I serve?
- What are some of the risks of “always being available”?

The Symptoms of Compassion Fatigue

- When do I notice feeling overwhelmed?
- What symptoms do I experience when I feel overwhelmed?
- Is it possible that I am experiencing “burnout”? How would I know?

The Solution to Compassion Fatigue

- What is meant by “rhythm of life”?
- Am I willing to develop a “master schedule” or an “ideal week”? What would it look like?
- What can I learn about balance in life that includes attending to the physical, intellectual, emotional, social and spiritual dimensions of my life?

NOTES:

Questions to Ask Regarding Meaning and Values

I. Who are you now? What influences have contributed to the person you are now?

A. Influences during childhood:

1. your relationship with your parents
2. your relationship with your siblings
3. important turning points
4. successes and failures
5. personal conflicts
6. family expectations
7. impact of school and early learning experiences
8. your relationships with friends
9. experiences of loneliness
10. other

B. Influences during adolescence:

1. impact of your family and your relationship with your parents
2. school experiences
3. personal struggles
4. critical turning points
5. influence of your peer group
6. experiences of loneliness
7. successes and failures, and their impact on you
8. influential adults other than parents
9. your principal values
10. other

C. Love and sex:

1. your need for love
2. your fear of love
3. the meaning of love for you
4. dating experiences and their effect on you
5. your view of gender roles
6. expectations of others and their influence on your gender role
7. attitudes toward the opposite sex
8. meaning of sexuality in your life
9. your values concerning love and sex
10. other

D. Intimate relationships and family life

1. the value you place on marriage
2. how children fit in your life
3. the meaning of intimacy for you
4. the kind of intimate relationships you want
5. areas of struggle for you in relating to others
6. your views of marriage
7. your values concerning family life
8. how social expectations have influenced your views
9. gender roles in intimate relationships
10. other

- E. Death and meaning:
 - 1. your view of an afterlife
 - 2. religious views and your view of death
 - 3. the way death affects you
 - 4. sources of meaning in your life
 - 5. the things you most value in your life
 - 6. your struggles in finding meaning and purpose
 - 7. religion and the meaning of life
 - 8. critical turning points in finding meaning
 - 9. influential people in your life
 - 10. other
- II. Whom do you want to become?
 - A. Summary of your present position:
 - 1. how you see yourself now (strengths and weaknesses)
 - 2. how others perceive you now
 - 3. what makes you unique
 - 4. your relationships with others
 - 5. present struggles
 - B. Your future plans for an occupation:
 - 1. nature of your work plans and their chances for success
 - 2. kind of work that is meaningful to you
 - 3. how you chose or will choose your work
 - 4. what work means to you
 - 5. what you expect from work
 - C. Your future with others:
 - 1. the kind of relationships you want
 - 2. what you need to do to achieve the relationships you want
 - 3. plans for marriage or an alternative
 - 4. place for children in your future plans
 - D. Future plans for yourself:
 - 1. how you would like to be ten years from now
 - a. what you need to do to achieve your goals
 - b. what you can do now
 - 2. your values for the future
 - 3. your view of the good life
 - a. ways to achieve it
 - b. how your view of the good life relates to all aspects of your life
 - 4. choices you see as being open to you now
 - a. choices in work
 - b. choices in school
 - c. value choices