



PROFESSIONAL RESILIENCE LEARNING COHORT

Protect Each One Consulting, LLC | Learning & Research Resources

PROGRAM & TRAINING KIT

Make room for sustainable practice.

Professional Resilience Learning Cohort

A facilitated educational experience for helping professionals and workplace teams. Participants build practical skills while examining the working conditions that make those skills easier or harder to use.

Led by Dr. Veronica Y. Griffin, Ph.D., MSW, LCSW, LICSW, LCSW-C, CCTP, with Protect Each One Consulting, LLC.

Package	Duration	Starting fee
Resilience Reset Lab	4 weeks	\$3,200
Resilience in Practice	6 weeks	\$6,400
Resilience & Team Sustainability	8 weeks + follow-up	\$9,600

What makes the cohort distinctive

- An invisible-work audit that makes interruptions and unrecognized demands discussable.
- Boundary rehearsals using realistic, low-risk workplace scenarios.
- Two-track experiments that pair a personal practice with a working-condition request.
- A private practice portfolio focused on learning rather than personal disclosure.

Prices are starting organizational fees in USD for one virtual cohort. Final scope, dates, payment schedule, accessibility arrangements, and any travel are agreed in writing. Participation is educational and voluntary; this is not group therapy, a diagnostic service, an employee fitness assessment, or a trauma-processing group. CE credit is offered only where separately confirmed.

How to use the kit

Use the facilitator cards to prepare each session. Copy the participant worksheets for private use. Use the original confidence and practice tools for learning feedback, not clinical interpretation or certification. No outcomes or employer cost savings are guaranteed.



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DELIVERY & FACILITATION

A cohort that fits real responsibilities.

Resilience Reset Lab | 4 weeks

Four 75-minute live sessions; up to 12 participants.

One virtual cohort of up to 12 participants; Four facilitated sessions with guided practice; Participant worksheets and private weekly experiments; Closing learning summary when reporting thresholds are met.

Resilience in Practice | 6 weeks

Six 90-minute live sessions; up to 16 participants.

One virtual cohort of up to 16 participants; Six facilitated sessions covering the core curriculum; 30-minute sponsor kickoff and 30-minute closing review; Practice portfolio and aggregate learning brief.

Resilience & Team Sustainability | 8 weeks + follow-up

Eight 90-minute live sessions; up to 20 participants.

One virtual cohort of up to 20 participants; All eight learning modules; Two 45-minute supervisor implementation consultations; One 60-minute cohort booster 30 days after the final session; Aggregate closing learning brief and sustainability plan.

Curriculum sequence

Four-week Reset: combine modules 1-2, then 3, then 4-5, then 6. Six-week Practice: modules 1-6. Eight-week Sustainability: all eight modules. Rehearsals and peer discussions are adapted to the group.

Standard live agenda

Segment	75-minute session	90-minute session
Check-in and voluntary participation choices	10 minutes	10 minutes
Focused learning	15 minutes	20 minutes
Case or guided practice	25 minutes	30 minutes
Application and peer reflection	15 minutes	20 minutes
Commitment and evaluation	10 minutes	10 minutes

Facilitator agreement

- Invite passing, private reflection, and neutral work examples. Never require personal trauma stories.
- Explain confidentiality limits and that other group members cannot guarantee confidentiality. Do not record sessions by default.
- Do not diagnose participants, act as their treating clinician, or promise complete confidentiality in an employer-sponsored group.
- For distress or concerns outside the educational scope, pause the activity and use the agreed support or referral process.



FACILITATOR CARD 01

Notice the demand, choose the next step

Learning outcome

Distinguish a workplace demand, a personal response, and an action within reach.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- Stress signals are information, not a diagnosis or a performance label.
- Work conditions and resources influence what people can reasonably do.
- Participants can reflect privately and choose a neutral work example.

Fictional case for discussion

Jordan receives three urgent requests from different managers and switches repeatedly between them without finishing one.

Guided practice

Map the demand, the response, available resources, and one clarification question.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

What part of this situation requires a personal action, and what requires a management decision?

Between-session experiment

During one workday, notice an early signal and ask one clarifying question.

Private notes or facilitator adaptations



FACILITATOR CARD 02

Make invisible work visible

Learning outcome

Identify hidden demands and choose a feasible adjustment.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- Interruptions, emotional labor, coordination, and rework consume capacity.
- A full calendar does not show every demand.
- Priority decisions should account for resources and consequences.

Fictional case for discussion

Riley finishes scheduled work but spends two extra hours coordinating handoffs and responding to unplanned requests.

Guided practice

Complete an invisible-work audit, then classify one demand to keep, simplify, share, or escalate.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

Which demand could change through a clearer team process?

Between-session experiment

Test one work-design adjustment and note what helped or got in the way.

Private notes or facilitator adaptations



FACILITATOR CARD 03

Practice boundaries with clarity

Learning outcome

Make a respectful request about limits, priorities, or competing demands.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- A boundary describes what is feasible; it does not require blame.
- Power differences and safety influence how a request is made.
- An alternative and a follow-up question can support a constructive discussion.

Fictional case for discussion

Sam is asked to accept another task while two priority deadlines are already at risk.

Guided practice

Rehearse: describe the request, explain capacity, offer an option, and confirm the next decision.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

How can the request remain clear without promising an impossible result?

Between-session experiment

Use one low-risk boundary or priority-setting statement.

Private notes or facilitator adaptations



FACILITATOR CARD 04

Build recovery into real life

Learning outcome

Design a small transition or recovery practice that fits actual responsibilities.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- Recovery opportunities are shaped by schedules, coverage, and access.
- A small routine can be tested without requiring perfect consistency.
- When a practice does not fit, adjust the plan rather than blaming the person.

Fictional case for discussion

Avery leaves work still responding to messages and arrives home without a transition between responsibilities.

Guided practice

Design a two-minute transition and identify the team permission or coverage it may require.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

What would make this practice possible on a demanding day?

Between-session experiment

Try the routine three times and record feasibility rather than judging yourself.

Private notes or facilitator adaptations



FACILITATOR CARD 05

Connect without overextending

Learning outcome

Ask for and offer useful support while respecting role boundaries.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- Support can be practical, relational, supervisory, or professional.
- Peer support does not require personal trauma disclosure or a therapist role.
- Consent matters when sharing contact details or arranging peer check-ins.

Fictional case for discussion

A team member wants to help a colleague after a demanding week but is unsure what support would be welcome.

Guided practice

Build a support map and practice asking: What would be useful, and what can I realistically offer?

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

When should a work concern be taken to a supervisor or another support route?

Between-session experiment

Make one specific, voluntary support request or offer.

Private notes or facilitator adaptations



FACILITATOR CARD 06

Create a sustainable next-month plan

Learning outcome

Turn learning into a realistic plan with a minimum version and a review date.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- A useful plan includes both personal actions and working-condition changes.
- Evidence of practice can be simple and private.
- Progress includes noticing when a plan needs to change.

Fictional case for discussion

A participant has several useful ideas but worries that everything will disappear during the next busy period.

Guided practice

Build a two-track plan: one action within personal control and one system request with an owner.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

What will you do when time, energy, or support is limited?

Between-session experiment

Choose one 30-day experiment and a realistic review date.

Private notes or facilitator adaptations



FACILITATOR CARD 07

Navigate a difficult team conversation

Learning outcome

Use facts, curiosity, and a shared aim to clarify a team concern.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- Describe an observation before interpreting motive.
- Agree on the conversation purpose and the decision that can be made.
- Clear follow-up helps prevent repeated unresolved conversations.

Fictional case for discussion

Two colleagues disagree about handoff responsibilities and each believes the other is avoiding work.

Guided practice

Use a conversation map: observation, impact, question, shared aim, and agreed next step.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

Which statement invites useful information rather than escalating blame?

Between-session experiment

Rehearse or conduct one appropriate conversation with a clear follow-up.

Private notes or facilitator adaptations



FACILITATOR CARD 08

Build a practice portfolio and team handoff

Learning outcome

Show what was tried, what was learned, and what needs continued support.

Opening prompt

Invite a neutral work example. Ask: What would make this topic useful in your next working week? Participants may pass or reflect privately.

Teaching content

- A portfolio records learning; it is not a personal health record.
- Small experiments can reveal barriers as well as useful changes.
- A team handoff assigns ownership for system actions without exposing private reflections.

Fictional case for discussion

The cohort is ending and wants to keep useful changes alive without adding another burdensome process.

Guided practice

Create a one-page portfolio and a team handoff with two priorities, owners, and review dates.

Facilitation sequence

- Allow 3 minutes of individual thinking before discussion.
- Use pairs or triads only with participant agreement; a solo option remains available.
- Invite each person to identify one feasible action and one condition affecting feasibility.
- Debrief what was learned without collecting personal stories or pressuring anyone to report progress.

Discussion question

What should continue, change, or stop over the next month?

Between-session experiment

Use the 30-day booster to review evidence and revise the plan.

Private notes or facilitator adaptations



PARTICIPANT WORKSHEET 1

Make invisible work visible.

Use a recent, ordinary working day. Include interruptions, coordination, emotional labor, rework, and tasks that are not on your calendar. Keep names and client details out of this worksheet. This is a private learning exercise, not a timesheet or performance record.

Demand or hidden task	Time / effort	What makes it difficult?	Possible change
1.			
2.			
3.			
4.			
5.			
6.			

One action I can take within my role

One working-condition question or request to raise through the appropriate route

Reflection: Which change would reduce unnecessary work rather than simply asking someone to tolerate more?



PARTICIPANT WORKSHEET 2

Rehearse a clear, respectful boundary.

Choose a low-risk request or a fictional scenario. Consider power differences, role expectations, and the appropriate channel. There is no requirement to confront someone or disclose personal circumstances.

Describe the request or competing priorities.

State what is feasible within available capacity.

Offer an alternative or ask which priority should change.

Confirm the decision and next step.

Partner or self-review rubric

0 = Not yet shown; 1 = Partly shown; 2 = Clearly shown; N/O = No opportunity. Original learning rubric; no validated pass/fail threshold.

Observable behavior	0-2 / N/O	Useful feedback
Uses a specific observation rather than blame.		
States a clear limit or priority question.		
Offers a feasible option or next decision.		
Checks understanding and agrees on follow-up.		
Use the feedback to revise the statement. Do not turn role-play ratings into employment or clinical decisions.		



PARTICIPANT WORKSHEET 3

Run a two-track experiment.

Track A is a small action within your influence. Track B is a work-design or support request that requires a conversation, permission, or another owner. Neither track replaces the other.

Plan element	Track A: personal practice	Track B: organizational request
Action / request		
Smallest feasible version		
Support, permission, or owner needed		
When I will review it		
What evidence would be useful?		

Weekly learning log

Week	What did I try?	What helped or got in the way?	What will I adjust?
1			
2			
3			
4			

Record learning, not a personal health history. Participation and experiment completion are not measures of employee resilience or worth.



PARTICIPANT WORKSHEET 4

Build a support map that respects limits.

Type of support	What could be useful?	Appropriate route / role	My next step
Practical help or coverage			
Supervision or priority clarification			
Voluntary peer connection			
Professional or employee support resource			

Practice a support request

Try: I am working on _____. The support that would be useful is _____. Is that something you can help with, or is there another appropriate route?

A request or offer I can make without overextending

Peer check-ins

- Agree on purpose, frequency, limits, and whether either person wants to stop.
- Exchange contact details only by mutual choice.
- Keep support focused on agreed needs; do not assume a therapy role or promise to manage urgent situations.



LEARNING ASSESSMENT

Check confidence and application.

Before and after the cohort, rate each statement: 1 = Not at all confident; 2 = Slightly confident; 3 = Moderately confident; 4 = Very confident; 5 = Extremely confident; N/A = Unable to judge. Participation is optional. This original PEOLL tool is not psychometrically validated.

I can...	Before 1-5 / N/A	After 1-5 / N/A
I can identify a specific demand and an action I can influence.		
I can describe hidden work that affects available capacity.		
I can communicate a realistic limit or priority question.		
I can design a manageable recovery or transition practice.		
I can identify appropriate support and referral routes.		
I can build a plan that includes personal and organizational actions.		

Scoring and reporting

For each item, calculate the mean of valid 1-5 responses. Exclude blanks and N/A. Do not calculate a diagnostic score or apply a clinical cutoff. Report staff-group numbers only when at least 10 valid responses are available for that item and disclosure risks have been reviewed. Otherwise withhold numerical group results and discuss a safer reporting approach. This threshold does not guarantee anonymity.

Learning indicators

- Attendance: registered participants who attended / registered participants.
- Observed practice: describe the boundary-rubric behaviors demonstrated; exclude N/O ratings.
- Application: count voluntary practice attempts and review barriers; do not require private journals.
- Participant experience: ask whether examples were relevant, participation was respectful, and the next step was clear.

Interpretation

Confidence is self-reported, not demonstrated competence. A pre/post group change does not prove individual improvement or that the cohort caused the change. Report counts, missing responses, and relevant workplace changes.



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PRACTICE PORTFOLIO & CLOSEOUT

Keep the useful changes alive.

One practice I tried and what I learned.

One barrier that requires a working-condition or resource conversation.

One practice I will continue, with a minimum version.

One support request and the appropriate owner or route.

30-day booster questions

- What continued, changed, or stopped after the cohort?
- Which working conditions helped or blocked the practice?
- What should be adjusted for the next month?

Sponsor learning brief

Summarize the educational scope, participation counts, reportable aggregate feedback, common non-identifying themes, and agreed organizational actions. Individual worksheets, personal disclosures, and identifiable confidence responses are not included.



RESOURCES & FACILITATOR PREPARATION

Prepare well. Facilitate with choice.

Before the first session

- Confirm audience, schedule, access needs, group agreements, and the support route for concerns outside scope.
- Explain which information is administrative, what is private, what may be reported in aggregate, and who can access records.
- Select examples that fit the work context without using identifiable client or employee cases.
- Plan solo alternatives to pair activities and ways to participate without speaking.
- Agree on data access and retention before collecting assessment or evaluation responses.

After each session

- Review what worked in the learning design and adapt the next session.
- Record delivery notes and agreed actions without personal histories.
- Raise implementation barriers through the agreed sponsor route, using non-identifying themes.

Framework resource

NIOSH Total Worker Health hierarchy emphasizes addressing working conditions rather than relying only on individual behavior. This is a conceptual resource; PEOLL created the cohort design, exercises, and prices.

[CDC/NIOSH: Hierarchy of Controls Applied to Total Worker Health](#)

Version and scope

October 2026. Original educational materials and learning tools. No clinical validation, accreditation, guaranteed health benefit, or guaranteed employer return on investment is claimed. Course completion does not itself establish CE approval or professional certification.

Request a cohort proposal

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