

**Section 1**  
**Self-Knowledge and Insight**  
**Resources**

RESOURCES  
**Building Resiliency in Child Abuse Organizations**

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**Self-Knowledge and Insight**

**Sources of Evidence and Expert Judgment That Support Strategies for Self-Knowledge and Insight**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Recruitment strategies target fitness for the job	Self-Esteem	Bednar, S. G. (2003). Elements of satisfying organizational climates in child welfare agencies. <i>Families in Society—The Journal of Contemporary Human Services</i> , 84 (1), 7-12.	Supervisory Technique	Workers most likely to remain in their position despite burnout were those who came to the work with a sense of personal and professional mission, were either well-matched to their position or had flexibility to move to a more suitable position, and enjoyed supportive relationships with supervisors who relate to them in a consultative manner.	Healthy Coping
Identify themes associated with discomfort	Self-Esteem	Dane, B. (2000). Child welfare workers: An innovative approach for interacting with secondary trauma. <i>Journal of Social Work Education</i> , 36(1), 27-38.	Supervisory Technique and Competency-Based Training	This article summarizes two focus groups which provided data to develop a 2-day training module for child welfare workers to gain knowledge and skills through didactic and experiential learning. The model offers coping strategies to respond to job stress and vicarious traumatization. Benefits and implications for agency and school collaboration are discussed. This is a qualitative exploratory study with child welfare workers. Findings promote self-assessment of one's own response to stress.	Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Identify strengths and challenges; do resiliency snapshot	Self-Esteem	Farrington, E. L. (2009). Tips for cultivating resiliency in the workplace. <i>Women in Higher Education</i> , 18(12), 29-30.	Competency-Based Training	Visualization is a powerful means of reminding us of strengths we have, and allowing us to connect with that strength when we need it.	
Practice self-compassion	Self-Esteem	Neff, K. (2011). Self-compassion, self-esteem, and well-being. <i>Social and Personality Psychology Compass</i> , 5(1), 1-12.	Supervisory Technique and Competency-Based Training	Research and writing shed light on self-compassion and its impact on well-being. Self-compassion is about how we relate to ourselves and how we honor both our strengths and weaknesses, rather than how we measure up to a personal or external ideal. Self-compassion is related to higher levels of psychological health, emotional intelligence, wisdom, happiness, optimism, and lower levels of depression and anxiety.	
Practice self-compassion	Self-Esteem	Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. <i>Self and Identity</i> , 2(3), 223-250.	Supervisory Technique and Competency-Based Training	Research and writing shed light on self-compassion and its impact on well-being. Self-compassion is about how we relate to ourselves and how we honor both our strengths and weaknesses, rather than how we measure up to a personal or external ideal. Self-compassion is related to higher levels of psychological health, emotional intelligence, wisdom, happiness, and optimism, and lower	Personal Perspective and Meaning

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				levels of depression and anxiety.	
Practice self-compassion	Self-Esteem	Neff, K. D. (2011). <i>Self-compassion: Stop beating yourself up and leave insecurity behind</i> . New York, NY: HarperCollins Publishers, Inc.	Supervisory Technique and Competency-Based Training	Research and writing shed light on self-compassion and its impact on well-being. Self-compassion is about how we relate to ourselves and how we honor both our strengths and weaknesses, rather than how we measure up to a personal or external ideal. Self-compassion is related to higher levels of psychological health, emotional intelligence, wisdom, happiness, optimism, and lower levels of depression and anxiety.	
Identify themes associated with discomfort; reflective practice	Self-Esteem	Norcross, J.C. (2000). Psychotherapist self-care: practitioner-tested, research-informed strategies. <i>Professional Psychology: Research and Practice</i> , 31(6), 7028-7035.	Supervisory Technique and Competency-Based Training	The author offers a list of 10 evidence-based self-care strategies for psychotherapists, including recognizing the hazards of psychotherapy practice, and focusing on the rewards of the work.	Sense of Hope; Healthy Coping; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Identify strengths and challenges; do resiliency snapshot	Self-Esteem	Waaktaar, T., Christie, H. J., Borge, A. I. H. & Torgersen, S. (2004). How can young people's resiliency be enhanced? Experiences from a clinical intervention project. <i>Clinical Child Psychology and Psychiatry</i> , 9(2), 167-183.	Supervisory Technique	The researchers introduced strategies to enhance four resiliency factors in their clinical work with 58 traumatized youth, most of whom were refugees. The four resiliency factors that were operationalized were positive peer relations, self-efficacy, creativity, and coherence. Although the research design did not allow for definitive conclusions to be drawn, the clinicians believed that the experiences were clinically meaningful.	Strong Relationships; Personal Perspective and Meaning
Identifying strengths; Focus on positives; self-reflection; journaling	Self-Esteem	Wolin, S. J. & Wolin, S. (1993). <i>The resilient self: How survivors of troubled families rise above adversity</i> . New York, NY: Villard Books.	Supervisory Technique	The authors provide an alternative focus for adults raised in dysfunctional families. Rather than focus on harm, readers are given strategies to aid in reframing their experiences from a resiliency perspective including insight, independence, relationships, initiative, creativity, humor, and morality. Case studies analyze the various types of resiliency.	Sense of Hope; Healthy Coping; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Recruitment strategies target fitness for the job	Sense of Control	Alarcon, G., Eschleman, K. J., & Bowling, N. A. (2009). Relationships between personality variables and burnout: A meta-analysis. <i>Work and Stress</i> , 23(3), 244-263.	Policy, Supervisory Technique, and Competency-Based Training	Employee personality is consistently related to burnout. The article recommends that personality variables be considered in determining who could be at risk for burnout and be good candidates for stress reduction activities. Self-esteem, self-efficacy, locus of control, emotional stability, extraversion, conscientiousness, agreeableness, positive affectivity, negative affectivity, optimism, proactive personality, and hardiness each yielded significant relationships with burnout.	Sense of Hope; Personal Perspective and Meaning
Recruitment strategies target fitness for the job	Sense of Control	Dickinson, N. S., & Painter, J. S. (2009). Predictors of undesired turnover for child welfare workers. <i>Child Welfare</i> , 88(5), 187-208.	Policy, Supervisory Technique, and Competency-Based Training	Workers who feel confident in the match between their own skills and job expectations are less likely to leave; researchers promote need for realistic recruitment strategies that accurately portray skills and attributes necessary for work and job previews (impact of work).	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Recruitment strategies target fitness for the job	Sense of Control	Ellett, A. J., Ellett, C. D., Ellis, J., & Lerner, B. (2009). A research-based child welfare employee selection protocol: Strengthening retention of the workforce. <i>Child Welfare</i> , 88(5), 49-68.	Supervisory Technique	This article describes the development and initial implementation of a new employee selection protocol (ESP) for child welfare workers. The protocol helps employers make informed decisions about an applicant's fit for child welfare work and its unique demands and pressures. A major goal of implementing the ESP is to select more professionally committed and highly qualified applicants to strengthen employee retention and outcomes for children and families.	
Recruitment strategies target fitness for the job	Sense of Control	Faller, K. C., Masternak, M., Grinnell-Davis, C., Grabarek, M., Sieffert, J., & Bernatovicz, F. (2009). Realistic job previews in child welfare: State of innovation and practice. <i>Child Welfare</i> , 88(5), 23-47.	Supervisory Technique	The authors examine the uses of realistic job previews (RJPs) for recruitment, selection, and retention of child welfare employees. The article also reports how RJPs are used according to interviews with human resources professionals. It notes that one study of the effectiveness of RJPs among child welfare workers found that those who did not see an RJP were significantly more likely to have left the field within 1 year as compared with those who had.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Provide opportunities for workers to discuss impact of the work	Sense of Control	Flach, F. (1990). The resiliency hypothesis and posttraumatic stress disorder. In M. Wolf & A. Mosnaim, (Eds.), <i>Posttraumatic stress disorder: Etiology, phenomenology, and treatment</i> (pp. 36-45). Washington, DC: American Psychiatric Press.	Supervisory Technique	The author, a pioneer in adult resiliency research, states “The real question should not be why do some fall apart, but why on earth don’t they all fall apart.” The author observed that those who coped best with trauma had insight into the emotional impact of the experience and could express their feelings to another.	Strong Relationships
Identify themes associated with discomfort	Sense of Control	Goleman, D. (1996). <i>Emotional intelligence: Why it can matter more than IQ</i> . London: Bloomsbury Publishing.	Supervisory Technique	According to the author, Emotional Intelligence is best understood in terms of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Recruitment strategies target fitness for the job	Sense of Control	Lee, S. M., Cho, S. H., Kissinger, D., & Ogle, N. T. (2010). A typology of burnout in professional counselors. <i>Journal of Counseling and Development, 88</i> (2), 131-138.	Policy, Supervisory Technique, and Competency-Based Training	Researchers identified distinct patterns of counselor burnout that differentially influence counselors' self-esteem, job satisfaction, and locus of control. Awareness of personality traits can help tailor resiliency-building activities.	
Identify themes associated with discomfort	Sense of Control	Powers, L. E. & Wampold, B. E. (1994). Cognitive-behavioral factors in adjustment to adult bereavement. <i>Death Studies, 18</i> (1), 1-24.	Supervisory Technique	The authors find that those who are able to cope with bereavement are those who can identify predominant themes or personal triggers and utilize strategies to work through them. Likewise, protective behaviors such as rest, good nutrition and exercise contribute to physical well-being.	Healthy Coping
Organizations can take steps to foster resiliency; Ttrain on resiliency	Sense of Control	Waite, P.J., & Richardson, G. E. (2004). Determining the efficacy of resiliency training in the work site. <i>Journal of Allied Health, 33</i> (3), 178-83.	Supervisory Technique and Competency-Based Training	This study found that when compared to a control group that did not receive a worksite resiliency training program, the experimental group that did receive the training showed "significant and positive change" to five of the six variables measured, with job satisfaction being the only variable not showing positive change in this group. The control group saw no positive effects.	Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Provide opportunities for workers to discuss impact of the work; reflective practice	Sense of Control	Linley, P. A. (2003). Positive adaptation to trauma: Wisdom as both process and outcome. <i>Journal of Traumatic Stress, 16</i> (6), 601-610.	Supervisory Technique and Competency-Based Training	The author suggests that while wisdom has been found to be an outcome of posttraumatic growth, it has not been studied as a growth strategy. The author theorizes that three dimensions of wisdom play a role in the process of traumatic outcome.	Personal Perspective and Meaning
Identify themes associated with discomfort	Sense of Control	Maslach, C., & Leiter, M. P. (2005). Reversing burnout: How to rekindle your passion for your work. <i>Stanford Social Innovation Review, 43-49</i> .	Supervisory Technique and Competency-Based Training	Identifying burnout as an occupational hazard for many employees, the authors recommend a two-fold strategy for healing burnout: an individual path and an organizational path. Both require individual action but may focus on self-care strategies and mental shifts (individual path) or challenging stressful workplace situations (organizational path). A burnout assessment is included.	Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Allow discretion in decision-making	Independence	Flach, F. (1990). The resiliency hypothesis and posttraumatic stress disorder. In M. Wolf & A. Mosnaim, (Eds.), <i>Posttraumatic stress disorder: Etiology, phenomenology, and treatment</i> (pp. 36-45). Washington, D.C.: American Psychiatric Press.	Supervisory Technique	The author, a pioneer in adult resiliency research, states, "The real question should not be why do some fall apart, but why on earth don't they all fall apart." The author observed that those who coped best with trauma had insight into the emotional impact of the experience and could express their feelings to another.	

## **Self-Knowledge and Insight**

### **Adams County Children’s Advocacy Center Employee Wellness Policy**

The Adams County Children’s Advocacy Center (ACCAC) supports and is committed to the overall health and well-being of its employees. A healthy workforce results in a more productive workforce with less absenteeism, fewer accidents, lower health care demands, greater employee retention, and greater overall savings by reducing the incidence of employee turnover.

#### **Purpose**

Through the ACCAC Employee Wellness Program and partnerships with community businesses and agency health care providers, employees are able to access initiatives that aid in identifying and managing health issues and preventable illnesses, including work-related traumatic stress.

#### **Guidelines for Employee Wellness**

ACCAC encourages healthy lifestyles by:

- Promoting wellness programs through accessing local gym memberships, holistic center services, and nutrition consultants.
- Encouraging the inclusion of healthy food options at meetings, potlucks, and special events.
- Encouraging employees to use breaks for walking, stretching, or other physical activities.
- Promoting the use of walking paths on lunch breaks.
- Providing educational resources/classes that promote exercise, good nutrition, and healthy lifestyles within and outside the workplace.
- Promoting access to counseling services for employees affected by direct service work, including secondary traumatic stress.
- Allowing flex time for counseling or exercise access, provided direct services of ACCAC are not affected.
- Promoting the value of continued education.

#### **Procedure**

The ACCAC executive director, in collaboration with the employee, provides options for the employee to select. Employees eligible for the enhanced benefit program must have completed a 9-month probationary period with ACCAC. Each of the following options is designed to provide the employee with benefits for overall job satisfaction, resiliency, reduction of traumatic stress, and improved quality of ACCAC service delivery:

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- Clinical supervision.
- Personal counseling.
- Gym memberships: Percentage of cost.
- Holistic services: Percentage of services.
- Professional development/enhanced education: Percentage of cost.

Developed by Adams County Children's Advocacy Center, Gettysburg, Pennsylvania

## **Self-Knowledge and Insight**

### **Pulaski County CASA Self-Care Policy**

- Pulaski County CASA staff will recognize that our volunteers are “whole” people and not just CASA volunteers. During our fiscal year, Pulaski County CASA will provide training regarding health, eating, stress management, and exercise along with training that will provide additional information that will help in their CASA work.
- Pulaski County CASA will strive to form partnerships within our community to help with discounts at local gyms, yoga studios, and so forth. This will help our volunteers with money management as well as help with stress reduction.
- Pulaski County CASA will provide training regarding secondary traumatic stress (STS). Pulaski County CASA will strive to inform our volunteers of this potential stress and will give our volunteers training regarding how to recognize the symptoms of STS and how to help cope with STS.
- Pulaski County CASA will strive to form partnerships within the community to find a licensed therapist or psychologist that would be available to volunteers, either individually or in a group setting.
- Pulaski County CASA will form a crisis response team that will be led by a seasoned volunteer. This will be a team approach that will work on cases that show signs of crisis. The team will work toward positive responses to the crisis and will help the volunteer in the case cope with the crisis at hand and offer solutions to those crises.

Developed by Pulaski County CASA, Little Rock, Arkansas

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## Self-Knowledge and Insight

### Court-Appointed Special Advocates of St. Louis County

#### Pre-Training Volunteer Interview

Applicant: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Review the following with the applicant before beginning the interview:

- Explain the mutual screening process.
  - Explain confidentiality.
  - Get a copy of the applicant's driver's license.
  - Give the applicant three reference forms.
1. Tell us why you're interested in volunteering as a child advocate. What is it about this opportunity that appeals to you the most?
  2. Have you ever worked with children in foster care? Have you worked for or volunteered with an agency that provides services to families who may have children in care (e.g., children's department, residential homes, family court, social service agency)? Do you have any family members who work in this area?  
  
*(If yes, or if there is a potential conflict: Tell me more about what you (or they) do/did for that organization. Is this a current association? If not, how long ago? Do you interact directly with children who are in foster care? With parents who may have children in care? Is there a specific age range? We like to protect our volunteers from potential conflicts of interest so they don't ever have to choose loyalties.)*
  3. Based on what you know about the role of a CASA volunteer, what qualities or attributes do you have that would make you a good advocate for abused children?
  4. Describe your current occupation.

*(If a student: What are your career goals?)*

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5. What do you enjoy the most about your job? What do you enjoy the least?
6. Have you ever been involuntarily terminated from a job? If yes, explain.
7. A lot of the work you will be doing as a CASA volunteer can be done on your own time. Do you feel comfortable working independently?
8. From what you know about the role of a CASA volunteer, how much interaction with the children are you expecting? Are you anticipating working with other volunteers?

*(Explain: As a CASA volunteer, you are working directly with your case advocacy supervisor, but you are not working with other volunteers. Also, while the time you spend with the children is important, you will spend more of your time working for children by advocating for them in court and at meetings, making phone calls, collecting information, and ensuring they receive the services they need.)*

9. How flexible is your schedule to attend meetings, court hearings, and visits with your CASA child?
10. What do you hope to gain from your experience as a CASA volunteer?
11. Tell us about your experience working with children, either personally or professionally. What do you enjoy the most about working with kids? What do you enjoy the least?
12. The children we speak for may have been subjected to horrible instances of abuse and neglect. Have you had any contact with children who have been abused or neglected? Have you had to interact with abusive or neglectful parents?

*(If yes: Tell us a little more about that. How did that experience make you feel? How did you handle the emotions that came with those feelings?)*

13. Why do you think some parents abuse their children?
14. Many of the children we represent have been physically and/or sexually abused; so it's important that we understand the dynamics surrounding this type of abuse. We do need to ask—have you ever been physically or sexually abused? Are you aware of any such incidents in your family?

*(If yes: Can you tell us a little bit about the situation? How did you handle the pain and emotions that stemmed from the abuse? Did you receive any type of therapy or counseling to deal with the issue? How do you see this experience affecting your work as a CASA volunteer?)*

15. Another common factor in the lives of the children we represent is drug and alcohol abuse. Do you have personal experience with alcoholism or substance abuse (e.g., family member, close friend)?

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*(If yes: Do you think you have a problem? What substance? When was the last time you used? Are you currently or did you ever receive any type of counseling to deal with the issue or have you attended a support group? How do you see this experience affecting you work as a CASA volunteer?)*

16. Have you or anyone close to you had personal experience dealing with domestic violence?

*(If yes: How did you handle the pain and emotions that stemmed from the abuse? Did you receive any type of therapy or counseling to deal with the issue? How do you see this experience affecting your work as a CASA volunteer?)*

17. Another common factor in the lives of the children we represent is depression and mental health issues. Do you have personal experience with depression or mental health issues (e.g., family member, close friend)?

*(If yes: Are you currently or did you ever receive any type of counseling to deal with the issue? How do you see this experience affecting your work as a CASA volunteer?)*

*Now we'd like to get your thoughts on a few possible scenarios that may arise in your work as a volunteer advocate.*

18. How comfortable would you be working with children or parents who are HIV positive or have AIDS or Hepatitis C?

19. Do you believe it is in a child's best interest to be placed in a foster home of a different race? How do you feel about interracial adoptions?

20. Assuming the home is safe and loving, would you be willing to advocate for the adoption of a child by a gay and/or lesbian couple?

21. How comfortable are you working with people who are different from you racially, culturally, and financially? Can you think of an example that shows your ability to work well with people who are different from you?

22. Can you think of a time when you took a stance that was unpopular or different from the opinion of everyone around you? What was the situation? How did you handle it? How did you feel after you did it?

23. Can you think of a time when you voiced a concern to a supervisor or other person in authority? What was the situation? What did you say to the other person? What was his or her reaction? What was the outcome?

24. Tell us about a time when you could not fulfill a commitment. What were the circumstances? How did you handle the situation? How did it make you feel?

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25. How well do you take direction from others? How do you prefer to be supervised?
26. How do you handle multiple priorities and deadlines? How do you balance your personal obligations with your professional duties?
27. How do you take care of yourself when you feel overwhelmed?
28. We all bring our own background, culture, and family to the work we do because they affect how we see the world and interact with children. Tell us a little about your childhood and what life was like growing up for you.
  - Mother and father
  - Their relationship to one another
  - Their relationship to you
  - Siblings
  - Community of origin
29. What values were important to your family growing up?
30. What were your parent's expectations of you as a child? What happened when you didn't meet those expectations?
31. Were you ever spanked? How do you feel about parents who spank?
32. How does your background compare to your current family structure? Who lives at home with you?
33. How do/did you discipline your own children? Given the opportunity, would you change anything about your discipline style?
34. Where do you think the line is between spanking and abuse?
35. Do you have any physical issues we should be aware of that may affect your ability to drive, use stairs, walk small distances, or work directly with children?
36. Have you or any of your family members ever been charged with or convicted of child abuse?

*(If yes: Who is/was involved? What are/were the circumstances? Has the case been resolved? How? What is your current relationship with this person?)*
37. What is your form of transportation?
38. Do you currently possess and maintain full-coverage car insurance?

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39. Have you ever been arrested or charged with any crime, including motor vehicle citations such as speeding, driving while intoxicated or driving under the influence? Please explain.
40. Have you ever been the victim of a crime? Please explain.
41. Are you comfortable having to drive in unfamiliar areas to visit your CASA child?
42. Do you use e-mail and do you have access to a computer?
43. Do you speak a second language?  
*(If yes: Which language(s) do you speak?)*
44. Many people will come into children's lives during their time in foster care, so we ask our volunteers to make at least a 1-year commitment, preferably until permanency, to the child they represent. Having heard the time commitment involved, will you be able to fit this opportunity into your life?
45. Have we forgotten anything? Is there anything else you'd like to share about you or your background that you feel is important or relevant to you volunteering with us?

**Some Things Applicants Should Know (Review with applicant)**

Training

- \*Successful completion of the training class is the final step in our mutual screening process.
- \*We ask that you attend every class. Attendance is mandatory.
  
- \*Review the training schedule with the applicant and register the applicant for training if appropriate.

**Assessment (Please assess on a 1–5 scale, with 5 being the highest)**

Please base your assessment on the application materials (including the autobiography), timeliness, interaction with the interviewee, and the interview.

Verbal communication skills

1 . . . 2 . . . 3 . . . 4 . . . 5

Written communication skills

1 . . . 2 . . . 3 . . . 4 . . . 5

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Level of professionalism

1 . . . 2 . . . 3 . . . 4 . . . 5

Level of commitment and passion

1 . . . 2 . . . 3 . . . 4 . . . 5

Level of flexibility and adaptability

1 . . . 2 . . . 3 . . . 4 . . . 5

Ability to relate to others

1 . . . 2 . . . 3 . . . 4 . . . 5

**ADDITIONAL COMMENTS, CONCERNS, AND/OR RECOMMENDATIONS:**

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Developed by CASA of St. Louis County, St. Louis, Missouri

**Section 2**  
**A Sense of Hope**  
**Resources**

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**Sense of Hope**

**Sources of Evidence and Expert Judgment That Support Strategies for Sense of Hope**

<b>Strategy</b>	<b>Component</b>	<b>Reference</b>	<b>Implementation Type</b>	<b>Summary</b>	<b>Other Elements Present</b>
Appropriate use of humor in the workplace	Sense of Humor and Ability to Have Fun	Puder, C. (2003). The healthful effects of laughter. <i>The international child and youth care network</i> , 55, CYC-Online, <a href="http://www.cyc-net.org/cyc-online/cycol-0803-humour">http://www.cyc-net.org/cyc-online/cycol-0803-humour</a> , accessed 6/13/11.	Supervisory Technique	Studies from the author's own hospital-based clinical experiences support the physical and mental health benefits of laughter. The article offers techniques for implementing humor in the therapeutic setting.	Healthy Coping
Appropriate use of humor in the workplace	Sense of Humor and Ability to Have Fun	Romero, E. J. & Cruthirds, K. W. (2006). The use of humor in the workplace. <i>Academy of Management Perspectives</i> , 20(2), 58-69.	Supervisory Technique and Competency-Based Training	This article describes how managers can use humor to reduce stress and enhance leadership, group cohesiveness, communication, creativity, and organizational culture, recognizing that certain styles of humor are best suited to achieve positive outcomes.	Healthy Coping; Strong Relationships

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Recognize employee strengths; foster resiliency	Optimism	Avey, J. B., Luthans, F. & Jensen, S. M. (2009). Psychological capital: A positive resource for combating employee stress and turnover. <i>Human Resource Management, 48(5)</i> , 677-693.	Supervisory Technique	This study found a significant inverse relationship between employees' psychological capital (efficacy, optimism, hope, and resiliency) and symptoms of job stress and intentions of voluntary job turnover.	Self-Knowledge and Insight
Recognize employee strengths; foster resiliency	Optimism	Avey, J. B., Luthans, F., Smith, R. M., & Palmer, N. F. (2010). Impact of positive psychological capital on employee well-being over time. <i>Journal of Occupational Health Psychology, 15(1)</i> , 17-28.	Supervisory Technique	This study found a positive relationship between employees' psychological capital (efficacy, hope, optimism and resiliency) and employee well-being, including a preliminary positive relationship with employee well-being over time.	

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Positive emotions; organizational culture supportive of resiliency	Optimism	Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. <i>Journal of Applied Behavioral Science</i> , 44, 48-70.	Supervisory Technique	This study found employees' positive psychological capital (efficacy, hope, optimism and resiliency) and positive emotions were related to positive engagement, organizational citizenship and negatively related to cynicism and deviance. Implications for organizational change were discussed.	Strong Relationships
Positive emotions	Optimism	Burns, L. M. & Gunderman, R. B. (2008). Optimism. <i>American Journal of Roentgenology</i> , 190(3), 565-569.	Supervisory Technique	As an antidote to pessimism throughout the medical field, the authors suggest that choosing optimism is not only possible, it correlates to a number of positive outcomes. Their review of the literature shows a correlation between optimism and productivity, organizational effectiveness, well-being and patient satisfaction. The authors offer strategies for promoting optimism within roles typically held by medical professionals including administrator, clinician and educator.	Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Making hope visible	Optimism	Collins, T.K. (1996). <i>The western guide to feng shui</i> . Carlsbad, CA: Hay House, Inc.	Competency-Based Training	This book provides an overview of the ancient Chinese art of feng shui and offers practical suggestions for using it in daily living to enhance health and well-being.	
Positive emotions; giving praise	Optimism	Fredrickson, B.L. (2009). <i>Positivity: Top-notch research reveals the 3-to-1 ratio that will change your life</i> . New York, NY: Three Rivers Press.	Supervisory Technique and Competency-Based Training	Positive psychologist Barbara Fredrickson describes her research that shows that a 3 to 1 ratio between positive and negative emotions is the tipping point for individuals to go from languishing to flourishing.	Personal Perspective and Meaning
Showing gratitude	Optimism	Krech, G. (2002). <i>Naikan: Gratitude, grace and the Japanese art of self-reflection</i> . Berkeley, CA: Stone Bridge Press.	Supervisory Technique and Competency-Based Training	This collection of essays and parables, explain what Naikan is and how, through its practice, one can gain a natural and profound sense of gratitude for blessings bestowed on us by others. The book offers suggestions on how to apply Naikan to life.	
Positive emotions; balance	Optimism	Linley, P. A. & Joseph, S. (2004). Positive change following trauma and adversity: A review. <i>Journal of Traumatic Stress</i> , 17(1), 11-21.	Supervisory Technique and Competency-Based Training	The authors review 39 empirical studies that document positive change following trauma and adversity. Their review found that certain stress management variables including optimism and religiosity were associated with “adversarial growth.”	Self-Knowledge and Insight; Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Positive emotions; giving praise	Optimism	Losada, M., & Heaphy, E. (2004). The role of positivity and connectivity in the performance of business teams: A nonlinear dynamics model. <i>American Behavioral Scientist</i> , 47(6), 740-765.	Supervisory Technique and Competency-Based Training	Mathematician Losada developed the 2.9 to 1 ratio that showed business teams performed higher when positive comments outnumbered negative, and teams focused on collaborating rather than self-interests.	Strong Relationships
Positive emotions	Optimism	Luthans, F. & Youssef, C. M. (2007). Emerging positive organizational behavior. <i>Journal of Management</i> , 33(3), 321-349.	Supervisory Technique and Competency-Based Training	This review article examines the research on positive traits, psychological capacities, including hope and optimism, and the characteristics of positive organizations and positive behaviors. It concludes with recommendations for future research and effective application.	Healthy Coping
Resiliency can be taught	Optimism	Luthans, F., Avey, J. B., & Patera, J. L. (2008). Experimental analysis of a Web-based training intervention to develop positive psychological capital. <i>Academy of Management Learning &amp; Education</i> , 7, 209-221.	Competency-Based Training	This study demonstrates that positive psychological capital (efficacy, hope, optimism and resiliency) can be developed through a short Web-based training intervention.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Recognize employee strengths; foster resiliency; practice self-compassion	Optimism	Luthans, F., Luthans, K. W. & Luthans, B. C. (2004). Positive psychological capital: Beyond human and social capital. <i>Business Horizons</i> , 47(1), 45-50.	Supervisory Technique and Competency-Based Training	As per the authors, “By eschewing a preoccupation with personal shortcomings and dysfunctions and focusing instead on personal strengths and good qualities, today’s leaders and their associates can develop confidence, hope, optimism, and resiliency, thereby improving both individual and organizational performance.”	
Mindfulness	Optimism	Oxenhandler, N. (2008). <i>The wishing year</i> . New York, NY: Random House.	Competency-Based Training	In this memoir, the author writes about her year-long experiment with wishing including her explorations of wishing’s history, psychology, and magic. As her own wishes start to come true, the power of “putting it out there” begins to manifest itself in every part of her life.	
Fostering a sense of hope in the workplace	Optimism	Peterson, S. & Luthans, F. (2003). The positive impact and development of hopeful leaders. <i>Leadership and Organization Development Journal</i> , 24(1), 26-31.	Supervisory Technique	This study results suggest that leader hope may be important in improving work unit performance, retention and attitudes.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Evaluate positivity ratio; make hope visible in workplace; organization culture supports resiliency	Optimism	Radey, M., & Figley, C. R. (2007). The social psychology of compassion. <i>Clinical Social Work Journal</i> , 35(3), 207-214.	Supervisory Technique and Competency-Based Training	This article argues for a paradigm shift in social work to compassion satisfaction to combat burnout, etc. It suggests that increasing positivity is an important factor and that positive meaning making or optimism may be learned or taught to professionals; and includes individual and organizational strategies to increase employees' positivity to negativity ratio to foster compassion satisfaction vs. compassion fatigue.	Personal Perspective and Meaning
Resiliency can be learned; positive emotions	Optimism	Seligman, M. (2011). <i>Flourish: A visionary new understanding of happiness and well-being</i> . New York, NY: Free Press.	Supervisory Technique and Competency-Based Training	The author describes the concept of flourishing, and his involvement to assist the U.S. Army in efforts to build resiliency and better equip soldiers psychologically. PERMA (Positive Emotion, Engagement, Relationships, Meaning, and Purpose, Accomplishment) model starts with positive emotions.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Resiliency can be learned; positive emotions	Optimism	Seligman, M. E. P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i> , 55(1), 5-14.	Supervisory Technique and Competency-Based Training	In this article the authors introduce a special issue of the journal devoted to the subject of positive psychology defined as “a science of positive subjective experience, positive individual traits, and positive institutions which promise to improve quality of life and prevent the pathologies that arise when life is barren and meaningless.” Positive psychology is the focus and development of traits such as hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance.	Personal Perspective and Meaning
Foster a sense of hope in the workplace	Optimism	Snyder, C. R. & Lopez, S. J. (2007). <i>Positive psychology: The scientific and practical explorations of human strengths</i> . Thousand Oaks, CA: Sage Publications.	Supervisory Technique	This textbook examines the research supporting a strengths-based perspective with potential for impacting schools, workplaces, personal relationships and culture as a whole.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Foster a sense of hope in the workplace	Optimism	Snyder, C. R. (2002). Hope theory: Rainbows in the mind. <i>Psychological Inquiry</i> , 13(4), 249-275.	Supervisory Technique and Competency-Based Training	Defining hope as “the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways,” the author describes scales of measurement and related theories such as optimism and self-esteem. Processes that lessen hope are also reviewed. The author examines research that finds hope consistently is related to better outcomes in academics, athletics, physical health, psychological adjustment, and psychotherapy.	
Positive emotions	Optimism	Tugade, M. M & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. <i>Journal of Personality and Social Psychology</i> , 86(2), 320-333.	Supervisory Technique and Competency-Based Training	This study examines the relationship between positive emotions and psychological resiliency. It found that experiences of positive emotion contributed to positive meaning making in participants.	Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Foster a sense of hope in the workplace	Optimism	Werner, E. (1993). Risk, resiliency and recovery: Perspectives from the Kauai longitudinal study. <i>Development and Psychopathology</i> , 5(4), 503-515.	Supervisory Technique and Competency-Based Training	Considered the mother of resiliency research, Werner and her colleague Ruth Smith followed 698 children born in Kauai in 1955 for 40 years. One-third became competent, caring adults and exhibited hope and optimism, with the common factor of believing that adversity could be overcome.	Strong Relationships
Foster a sense of hope in the workplace; train on Werner study	Optimism	Werner, E. E. & Smith, R. S. (1982). <i>Vulnerable but invincible: a longitudinal study of resilient children and youth</i> . New York, NY: McGraw-Hill.	Supervisory Technique and Competency-Based Training	Considered the mother of resiliency research, Werner and her colleague Ruth Smith followed 698 children born in Kauai in 1955 for 40 years. One-third became competent, caring adults and exhibited hope and optimism, with the common factor of believing that adversity could be overcome.	Strong Relationships
Foster a sense of hope in the workplace	Optimism	Youssef, C. M. & Luthan, F. (2007). Positive organization behavior in the workplace: The impact of hope, optimism and resiliency. <i>Journal of Management</i> , 33(5), 774-800.	Supervisory Technique	Results of two studies support that employees' hope, optimism and resiliency relate to and contribute unique variance to work-related employee outcomes (performance, organizational performance appraisals, job satisfaction, work happiness and organizational commitment).	Personal Perspective and Meaning

**Healthy Coping**

**Sources of Evidence and Expert Judgment That Support Strategies for  
 Healthy Coping**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Azar, S. T. (2000). Preventing burnout in professionals and paraprofessionals who work with child abuse and neglect cases: A cognitive behavioral approach to supervision. <i>Journal of Clinical Psychology</i> , 56(5), 643-663.	Supervisory Technique	This article discusses strategies for supervisors using a cognitive behavioral framework to prevent burnout in professionals working with child abuse cases.	Strong Relationships; Self-Knowledge and Insight; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice; flextime; using vacation time	Commitment to the truth	Bell, H., Kulkarni, S., & Dalton, L. (2003). Organizational prevention of vicarious trauma. <i>Families in Society-The Journal of Contemporary Human Services</i> , 84(4), 463-470.	Supervisory Technique and Competency-Based Training	The authors review the growing literature on the organizational components of vicarious trauma and suggest changes in organizational culture, workload, group support, supervision, self-care, education, and work environment that may help prevent vicarious trauma in staff. This article highlights the importance of acknowledging the impact of work on the worker; normalizing effects of work to provide a supportive environment, and giving permission for self-care.	Strong Relationships; Personal Perspective and Meaning
Supervisors perform in all three functions: educational, supportive and administrative	Commitment to the Truth	Kadushin, A. (1985). <i>Supervision in social work</i> , 2nd Ed., New York: Columbia University Press.	Supervisory Technique	A classic text on social work supervision.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Peer support; discussing cases with supervisors	Commitment to the Truth	Killian, K. D. (2008). Helping til it hurts? A multimethod study of compassion fatigue, burnout, and self-care in clinicians working with trauma survivors. <i>Traumatology</i> 14(2) 32-44.	Supervisory Technique	This multimethod study focused on therapists' stress and coping in their work with trauma survivors, identifying factors related to resiliency and burnout. Interview data demonstrated that therapists detect job stress through bodily symptoms, mood changes, sleep disturbances, becoming easily distracted, and increased difficulty concentrating. Self-care strategies included processing with peers/supervisor, spirituality, exercise, and spending time with family.	Personal Perspective and Meaning
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Koeske, G. F., & Koeske, R.D. (1989). Work load and burnout: Can social support and perceived accomplishments help? <i>Social Work</i> , 34, 243-248.	Supervisory Technique	Stress from high caseloads decreases when one feels supported by positive people at work and at home.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Mor Barak, M. E., Travis, D. J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. <i>Social Services Review</i> , 83(1), 3-32.	Supervisory Technique	There are links between workers' perception of the quality of supervision, feelings of receiving emotional support from supervision and the workers' sense of competence, personal accomplishment, organizational commitment, and job satisfaction.	Strong Relationships
Provide opportunities for discussion of cases, share impact	Commitment to the Truth	Munroe, J. F., Shay, J., Fisher, L., Makary, C., Rapperport, K., & Zimering, R. (1995). Preventing compassion fatigue: A team treatment model. <i>In Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized</i> . C. Figley, Ed., 209-231. New York NY: Brunner/Mazel.	Supervisory Technique	Teams enhance the social networking aspect of building resiliency and provide a training ground for better external collaboration.	Strong Relationships; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Educational supervision; awareness of impact of work and trauma	Commitment to the Truth	Pearlman, L. A. & Mac Ian, P. S., (1995). Vicarious traumatization: An empirical study of the effects of trauma work on trauma therapists. <i>Professional Psychology: Research and Practice</i> , 26(6), 558-565.	Supervisory Technique and Competency-Based Training	This study examined vicarious traumatization in 188 self-identified trauma therapists. Implications of the study include the need for more training in trauma therapy and more supervision and support for therapists who are new to the field and who are themselves trauma survivors.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Pryce, J. G., Shackelford, K. K., & Pryce, D. H. (2007). <i>Secondary traumatic stress and the child welfare professional</i> . Chicago, IL: Lyceum Books, Inc.	Supervisory Technique and Competency-Based Training	Based on a longitudinal study of child welfare workers, this book delves into the risks associated with child welfare work and offers extensive data and strategies for both practitioners and managers on avoiding when possible and intervening when necessary, in cases of compassion fatigue and burnout.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supervisors perform in all three functions: educational, supportive and administrative	Commitment to the Truth	Renner, L. M., Porter, R. L., & Preister, S. (2009). Improving the retention of child welfare workers by strengthening skills and increasing support for supervisors. <i>Child Welfare, 88</i> (5), 109-127.	Supervisory Technique	This article analyses the results of a study following the implementation of a supervision strategy designed to increase retention of child welfare workers. Data derived from a survey of organizational excellence found that retention rates had improved and that measures of supervisor effectiveness, team effectiveness and job satisfaction also increased.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Senge, P. M. (1990). <i>The fifth discipline: The art and practice of the learning organization</i> . New York, NY: Doubleday.	Supervisory Technique and Competency-Based Training	A ground-breaking text in the organizational development literature, Peter Senge promotes organizational practices where “people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.”	Strong Relationships; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organization acknowledges impact and addresses it in policy and practice	Commitment to the Truth	Sprang, G., Clark, J. J., & Whitt-Woosley, A. (2007). Compassion fatigue, compassion satisfaction, and burnout: Factors impacting a professional's quality of life. <i>Journal of Loss and Trauma</i> , 12(3), 259-280.	Supervisory Technique	This study examined the relationship between compassion fatigue, compassion satisfaction, and burnout, and provider and setting characteristics in a sample of 1,121 mental health providers. Findings included higher levels of compassion fatigue among women and therapists with specialized training in trauma work. Psychiatrists were found to have higher levels of compassion fatigue than their non-medical counterparts. In addition, rural providers reported higher levels of burnout.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supervisor balances case reviews to include discussion of how worker is doing.	Commitment to the Truth	Wasco, S. M., Campbell, R., & Clark, M. (2002). A multiple case study of rape victim advocates' self-care routines: The influence of organizational context. <i>American Journal of Community Psychology</i> , 30(5), 731-760.	Supervisory Technique	Warm, collegial relationships among staff and volunteers, including weekly staff meetings where cases are discussed, are beneficial. Study lists more than 20 organizational characteristics that workers perceive to be supportive, with the broad finding that those organizations with high levels of social support use more integrative strategies.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supervisors perform in all three functions: educational, supportive and administrative	Commitment to the Truth; Empathic Attunement; Intentional Practice	Social Work Policy Institute, (2011). <i>Supervision: The safety net for front-line child welfare practice</i> . Washington, DC: National Association of Social Workers.	Supervisory Technique and Competency-Based Training	In this report, expert presenters together with experienced child welfare practitioners, researchers, policy makers, trainers, technical advisors and social work faculty came together to examine the body of research that underscores the critical role that supervisors play in supporting and sustaining the workforce; underscores racial disparities that occur in child welfare practices, and examines initiatives that are underway to enhance supervisory practice.	
Peer support; Educational and administrative supervision functions	Commitment to the Truth; Intentional Practice	Silver, P. T., Poulin, J. E., & Manning, R. C. (1997). Surviving the bureaucracy: The predictors of job satisfaction for the public agency supervisor. <i>The Clinical Supervisor</i> , 15(1), 1-20.	Supervisory Technique	Supervisory support and trust among staff correlate with increased job satisfaction.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Provide opportunities for workers to discuss impact of the work	Empathic Attunement	Anderson, D. G. (2000). Coping strategies and burnout among veteran child protection workers. <i>Child Abuse &amp; Neglect</i> , 24 (6), 839-848.	Supervisory Technique	Social support and expression of emotion helped workers cope more than problem solving and cognitive restructuring.	Healthy Coping
Supportive supervision; organizational culture supports resiliency	Empathic Attunement	Collins-Camargo, C. & Millar, K. (2010). The potential for a more clinical approach to child welfare supervision to promote practice and case outcomes: A qualitative study in four states. <i>The Clinical Supervisor</i> , 29(2), 164-187.	Supervisory Technique and Competency-Based Training	This article examines the results of a study of the impact of implementing clinical supervision in four child welfare agencies. The study provides a rationale for clinical supervision in the child welfare setting and the linkage between supervision and desired outcome achievement.	Strong Relationships
Provide opportunities for workers to discuss impact of the work	Empathic Attunement	Dill, K. (2007). Impact of stressors on front-line child welfare supervisors. <i>The Clinical Supervisor</i> , 26(1-2), 177-193.	Supervisory Technique	Emotional support from supervisors enhances recovery from traumatic events; peer supervision for supervisors is useful.	Sense of Hope; Personal Perspective and Meaning; Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Provide opportunities for workers to discuss impact of the work	Empathic Attunement	Joseph, S. (1999). Social support and mental health following trauma. In W. Yule (Ed.). <i>Post-traumatic stress disorders: Concepts and therapy</i> , 71-91. Chichester, UK: John Wiley & Sons.	Supervisory Technique	Greater levels of support (opportunity to talk, vent, and disclose both immediately after a crisis and later resulted in lower posttraumatic stress than for those without the opportunity.	
Make debriefing sessions available	Empathic Attunement	Keene, E. A., Hutton, N., Hall, B., & Rushton, C. (2010). Bereavement debriefing sessions: An intervention to support health care professionals in managing their grief after the death of a patient. <i>Pediatric Nursing</i> , 36(4), 185-189.	Supervisory Technique	The use of debriefing sessions to allow professionals to express their personal and professional responses to death may lead to the reduction of distress and staff turnover.	Strong Relationships; Personal Perspective and Meaning
Make debriefing sessions available	Empathic Attunement	Kinzel, A., & Nanson, J. (2000). Education and debriefing: Strategies for preventing crises in crisis-line volunteers. <i>Crisis: The Journal of Crisis Intervention and Suicide Prevention</i> , 21, 126-134.	Supervisory Technique	The authors suggest that educating and debriefing crisis line volunteers may aid in ameliorating high turnover rates. In particular, debriefing is hypothesized as a useful strategy, given its efficacy in helping other kinds of caregivers manage work-related stress.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supportive supervision	Empathic Attunement	Lampropoulos, G. K. (2002). A common factors view of counseling supervision process. <i>The Clinical Supervisor</i> , 21(1), 77-95.	Supervisory Technique	The author explores the over-arching value of the counselor's ability to be empathetic and identify with another's perspective and to be able to communicate that understanding. The article concludes that a good relationship is critical regardless of counseling techniques used.	Strong Relationships
Encourage workers to discuss impact of the work	Empathic Attunement	Munson, C.E. (2002). <i>Clinical social work supervision (3rd ed.)</i> . New York, NY: Haworth Social Work Practice Press.	Supervisory Technique	A supervisor who helps a worker gain insight and self-awareness and who encourages the worker to explore his/her feelings and reactions demonstrates empathic attunement.	Strong Relationships
Supportive supervision; Peer support	Empathic Attunement	Parry, J. K. (1989). Mutual support groups: Do they relieve staff stress? <i>The Jewish Social Work Forum</i> , 25, 43-49.	Supervisory Technique	Social support, especially from the supervisor and colleagues, is the coping strategy that offers the strongest preventative to burnout in child welfare workers.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supportive supervision	Empathic Attunement	Ragg, D. M. (2001). Building effective helping skills: The foundation of generalist practice. Needham Heights, MA: Allyn & Bacon.	Supervisory Technique and Competency-Based Training	This text provides foundational skills for social work practice, including empathic attunement, interactive engagement, and reflective responding. These skills are equally important for supervisors in human services.	Strong Relationships; Personal Perspective and Meaning
Supportive supervision	Empathic Attunement	Rycraft, J. R. (1994). The party isn't over: The agency role in the retention of public child welfare workers. <i>Social Work</i> , 39(1), 75-80.	Supervisory Technique	Staff retention is related to consultative rather than instructive or monitoring supervision.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supportive supervision; Peer support	Empathic Attunement	Slattery, Suzanne & Goodman, Lisa. (2009). Secondary traumatic stress among domestic violence advocates: Workplace risk and protective factors. <i>Violence Against Women</i> , 15(11), 1358-1379.	Supervisory Technique and Competency-Based Training	This study identified workplace factors associated with secondary traumatic stress (STS) in a sample of 148 domestic violence advocates working in diverse settings. Findings indicate that coworker support and quality clinical supervision are critical to emotional well-being and that an environment in which there is shared power—that is, respect for diversity, mutuality, and consensual decision making—provides better protection for advocates than more traditional, hierarchical organizational models.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Supportive supervision; Understand our own reactions and those of others	Empathic Attunement	Stalker, C. A., Mandell, D., Frensch, K. M., Harvey, C. & Wright, M. (2007). Child welfare workers who are exhausted yet satisfied with their jobs: How do they do it? <i>Child &amp; Family Social Work</i> , 12(2), 182–191.	Supervisory Technique	Supportive supervision is a key factor in job satisfaction.	Self-Knowledge and Insight; Strong Relationships
Use strengths perspective	Empathic Attunement; Intentional Practice	Bell, H. (2003). Strengths and secondary trauma in family violence work. <i>Social Work</i> , 48(4), 513-522.	Supervisory Technique and Competency-Based Training	This article explores the utility of the strengths perspective as a conceptual framework for research in a qualitative study of secondary trauma with counselors of battered women. Strengths identified included a sense of competence about coping, maintaining an objective motivation for work, resolving personal traumas, drawing on early positive role models of coping, and having buffering personal beliefs.	Self-Knowledge and Insight; Personal Perspective

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Monitor ourselves; Be aware of impact; Motivate and support workers	Empathic Attunement; Intentional Practice	Tebes, J. K., Irish, J. T., Puglisi Vasquez, M. J., & Perkins, D. V. (2004). Cognitive transformation as a marker for resiliency. <i>Substance Use &amp; Misuse</i> , 39(5), 769-788.	Supervisory Technique and Competency-Based Training	This study examined the relationship of cognitive transformation to indicators of resiliency among 35 acutely bereaved young adults and a nonbereaved comparison group. Findings strongly supported the hypothesis that cognitive transformation - defined as recognition that coping with adversity created new opportunities and that the experience was not just adverse but also growth-promoting - predicts resiliency.	
Set personal boundaries	Empathic Attunement; Intentional Practice	Trudeau, R. P. (2009). Reclaim your life: Strategies and insights for balanced living. <i>Renee Trudeau &amp; Associates ENewsletter</i> . Retrieved from www.reneetrudeau.com, August 1, 2011.	Supervisory Technique and Competency-Based Training	In her newsletter, the life coach and author offer "Nine Creative Ways to Say 'No'" adapted in part from "Work Less - Make More" by Jennifer White.	Self-Knowledge and Insight

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency	Intentional Practice	Allcorn, S., & Diamond, M. A. (1997). <i>Managing people during stressful times: The psychologically defensive workplace</i> . Westport, CT: Quorum Books.	Supervisory Technique	The authors argue that the workplace has become threatening to employees and that they respond defensively, creating ever more dysfunctional workplaces. This text offers a psychologically informed model of human development that helps supervisors understand the importance of dealing effectively with employee defensiveness.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Intentional Practice	Argyris, C., & Schon, D.A. (1996). <i>Organizational learning II: Theory, method, and practice</i> . Reading, MA: Addison-Wesley Publishing Co.	Policy, Supervisory Technique and Competency-Based Training	This book focuses on the behavioral world of organizations, contrasting the individual's preferred way of behaving at work (espoused theory) with what they actually do (theory-in-use). The emphasis is on the importance of recognizing, surfacing, criticizing, and restructuring organizational theories of action.	Strong Relationships
Policies and procedures support resiliency	Intentional Practice	Bednar, S. G. (2003). Elements of satisfying organizational climates in child welfare agencies. <i>Families in Society-The Journal of Contemporary Human Services</i> , 84 (1), 7-12.	Supervisory Technique	It is the supervisor's role to develop an atmosphere of trust, open communications, and cooperation where honest expression of feelings can flourish.	Self-Knowledge and Insight

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Intentional Practice	Bride, B., & Figley, C. R. (2007). The fatigue of compassionate social workers: An introduction to the special issue of compassion fatigue. <i>Clinical Social Work Journal</i> , 35(3), 151-153.	Policy, Supervisory Technique and Competency-Based Training	This introduction to a special issue of the journal gives an overview of the articles that pertain to the special challenges of social workers who work with clients dealing with trauma. The authors urge the field to recognize that analogous to standards of care for social work clients, "there needs to be such standards of self-care for the workers themselves."	Self-Knowledge and Insight
Organizational culture supports resiliency	Intentional Practice	Busch-Armendariz, N., Kalergis, K., Garza, J., (2009). An evaluation of the need for self-care programs in agencies serving adult and child victims of interpersonal violence in Texas. Institute on Domestic Violence and Sexual Assault, Center for Social Work Research. Austin, TX: The University of Texas at Austin, School of Social Work.	Supervisory Technique	In a statewide study of 109 managers from local programs serving victims of domestic violence, sexual assault or child abuse, negative attitudes were the most common sign of burnout and STS in staff (69%) and volunteers (49%) working with child abuse victims.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Intentional Practice	Glisson, C., & Green, P. (2011). Organizational climate, services, and outcomes in child welfare systems. <i>Child Abuse and Neglect</i> , 35 (7), 582-591.	Policy and Supervisory Technique	This article emphasizes the importance of organizational climate on service delivery and client outcomes.	Strong Relationships
Policies and procedures support and motivate workers	Intentional Practice	Heaney, C., Price, R., & Rafferty, J.(1995). Increasing coping resources at work: A field experiment to increase social support, improve team functioning, and enhance employee mental health. <i>Journal of Organizational Behavior</i> , 16 (4), 333-352.	Competency-Based Training	Teaches employees about potential support systems and to build skills mobilizing available support; encourages organizational comfort with employee participation in decision making.	
Organizational culture supportive of resiliency	Intentional Practice	Maslow, A.H. (1954). <i>Motivation and personality</i> . New York, NY: Harper & Row, Publishers, Inc.	Supervisory Technique and Competency-Based Training	A behavioral psychology classic, the author seeks to identify the characteristics of “self-actualized” people, theorizing that those who achieve self-actualization are those who are happy and successful “regardless and in addition to all external successes.”	Self-Knowledge and Insight; Strong Relationships; Personal Perspective and Meaning

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Appropriate interventions with collaborative partners; Identifying areas of discomfort	Intentional Practice	Osofsky, J. D., Putnam, F. W., & Lederman, J. C. S. (2008). How to Maintain Emotional Health When Working with Trauma. <i>Juvenile and Family Court Journal</i> , 59(4), 91-102.	Supervisory Technique and Competency-Based Training	Promotes self-administered checklists to assess personal exposure or risk in order to normalize and/or direct those in danger to appropriate activities or treatment; and advocates for explicit acknowledgment of the impact of work on the worker. The article recommends that supervisors develop peer support strategies for workers and develop strategies to decrease workers' sense of isolation.	Self-Knowledge; Personal Perspective

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Policies and procedures support resiliency	Intentional Practice	Pelaez, M. (2011, May 31). Plan your way to less stress, more happiness. <i>TIME.com</i> . Retrieved June 18, 2011. <a href="http://healthland.time.com/2011/05/31/study-25-of-happiness-depends-on-stress-management/">http://healthland.time.com/2011/05/31/study-25-of-happiness-depends-on-stress-management/</a>	Supervisory Technique and Competency-Based Training	As part of a special issue on health and happiness, the article reports on the findings of a study that suggest the most effective stress management technique is planning. The findings were based on an online survey of 3,000 people. The researcher theorizes that planning's effectiveness arises from giving people power and control rather than things just happening to them.	
Encourage a diversity of ideas	Intentional Practice	Robbins, S. L. (2008). <i>What if?: Short stories to spark diversity dialogue</i> . Mountain View, CA: Davies-Black Publishing.	Supervisory Technique	To aid in hiring and retaining the best employees, this book suggests creative ways to explore issues that may impede that goal. Twenty-five stories illustrate key points along with questions and exercises to help leverage everyone's talents and perspectives for maximum productivity.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency	Intentional Practice	Russ, E., Lonne, B., Darlington, Y. (2009). Using resiliency to reconceptualise child protection workforce capacity. <i>Australian Social Work: The Journal of the Association of Social Workers</i> , 62(3). 324-338	Supervisory Technique	In this article the authors explore resiliency-based strategies to aid in addressing staff support and minimizing turnover among child welfare staff. Recognizing that child welfare staff are impacted by the traumatic experiences of their clients and the work in general, the authors contrast resiliency-based strategies with the efficacy of traditional deficit focus models of supervision and management.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Intentional Practice	Saakvitne, K. W. & Pearlman, L. A. (1996). <i>Transforming the pain: A workbook on vicarious traumatization</i> . New York, NY: W.W. Norton & Company.	Supervisory Technique	This book was developed for therapists and other professionals who work with traumatized clients. It discusses vicarious trauma as well as provides tools for self-assessment, guidelines and activities for avoiding and addressing vicarious traumatization.	
Self-reflection; Motivate and support workers; Foster collaboration	Intentional Practice	Wasco, S. M., Campbell, R., & Clark, M. (2002). A multiple case study of rape victim advocates' self-care routines: The influence of the organizational context. <i>American Journal of Community Psychology</i> , 30(5), 731-760.	Supervisory Technique	Warm, collegial relationships among staff and volunteers, including weekly staff meetings where cases are discussed, is beneficial. The study lists more than 20 organizational characteristics that workers perceive to be supportive, with the broad finding that those organizations with high levels of social support use more integrative strategies.	Strong Relationships

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Policies and procedures support and motivate workers	Intentional Practice	Yankeelov, P. A., Barbee, A. P., Sullivan, D., & Antle, B. F. (2009). Individual and organizational factors in job retention in Kentucky's child welfare agency. <i>Children and Youth Services Review</i> , 31, 547-554.	Supervisory Technique	The supervisory relationship is the cornerstone of retention; retention is related to attachment to the supervisor as a buffer and guidance-provider; good supervisors find balance between people work and paper work.	Sense of Hope

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**Section 3**  
**Healthy Coping**  
**Resources**

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**Building Resiliency in Child Abuse Organizations**

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## **Healthy Coping**

### **Adams County Children's Advocacy Center**

#### **Debriefing Policy**

Professionals working in the child abuse field are exposed to a number of situations that increase risk for secondary trauma, burn out, or compassion fatigue. A debriefing process occurs when a trained professional assists the child abuse professional in identifying the personal impact of exposure to graphic and disturbing material and provides education/information on coping strategies that may assist in reducing these risks. The Adams County Children's Advocacy Center (CAC) is committed to providing this service to its staff to assist in maintaining health and productivity, prevent traumatic stress effects, and mitigate stress effects in general.

CAC staff will attend voluntary individual debriefings provided by a designated mental health professional with appropriate training and background. Debriefings will occur on a quarterly basis with the exception of the administrative assistant who will attend debriefings every 6 months. Staff will take one paid day of time off for each debriefing period such that the hour-long debriefing occurs sometime within that time off. Staff will not use paid benefit days for this time but it is paid time off.

The mental health professional(s) providing the debriefing will be selected by the executive director. Licensed mental health professionals with training and experience appropriate for debriefing will be selected. Staff input will be sought about the quality of the service. If there are staff concerns/complaints about the selected mental health professional, these concerns will be directed to the executive director who will work to resolve the issue(s). The executive director will keep the board informed regarding the selection of providers and of staff satisfaction/concerns with providers.

ACCAC staff communications to the professional providing debriefings will be confidential except for the following:

- Verification of debriefing attendance will be reported to the executive director.
- Information that falls under mandated reporting requirements under child abuse protection statutes will not be kept confidential.
- Disclosure of information that leads the professional to believe the CAC staff member is at risk of harming themselves or another person will be shared.
- Illegal activities will be disclosed.
- A staff person signs a release form authorizing the professional to share information.
- A staff person requires counseling, time off, or modification of work duties due to stress that has become seriously debilitating and he or she is unwilling to pursue these recommendations.

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The latter circumstance is intended for situations where in the professional's best opinion, there is clear evidence that the staff person is experiencing stress at a level that interferes with his or her ability to safely perform work duties if treatment and/or modification of duties does not occur. The professional will attempt to have the staff person sign a voluntary release of information before informing the CAC staff person's program administrator.

If the staff person does not sign the release, the staff person will be informed by the mental health professional that the administrator of their program will still be contacted per this policy. In this instance, the mental health professional will be permitted to disclose only the information that prompted the treatment/workplace recommendations. It will be the responsibility of that administrator to review the facts of the situation and determine which recommendations or requirements will be issued by the work place. Each administrator will be guided by the personnel policies of his or her organization.

The mental health professional may suggest/refer the staff person to the employee assistance program (EAP) EAP or ongoing counseling services. It will be the responsibility of the staff person to verify that he or she has health insurance or workplace arrangements that cover the expense as these services will not be reimbursed by the CAC as part of the debriefing program.

Note: The CAC may access debriefing facilitators from the local critical incident stress management peer team. These facilitators are trained in both the debriefing model and crisis intervention. As well, the team comprises both mental health professionals and peers (e.g., police) who intuitively know about the culture of working within the criminal justice system and the impact that working child abuse cases has on an individual responder.

Developed by Adams County Children's Advocacy Center, Gettysburg, Pennsylvania

## **Healthy Coping**

### **Florida Department of Children and Families**

#### **Debriefing Protocol for Critical Incidents**

The purpose of the protocol is to provide immediate support services for persons exposed to traumatic events in the workplace. The debriefing process is an effort to mitigate the impact of the critical incident and to accelerate the recovery process, so that employees can stay emotionally healthy and motivated during difficult and often very frustrating situations. Activities during the debriefing primarily focus on the discussion of current level of stress symptoms, validation and normalization of the reaction to the crisis, and identifying support systems. Mandatory referrals will be completed in any case in which a client death occurs and in all severe abuse cases. Further, mandatory referrals will also be made after any workplace violence situation. A supervisor may elect to refer an employee for any incident that is viewed as traumatic to an individual employee.

Upon identifying a critical incident, the supervisor will contact the debriefing team facilitator within 24 hours. The supervisor will provide the facilitator a brief case history to include details of the incident and contact information of employees traumatically affected (this includes law enforcement, case managers, volunteers, guardians ad litem, school, child protective investigators, and other members of the multidisciplinary team).

The facilitator will contact the identified employees and will provide the date, time, and location of the debriefing. The actual debriefing must take place within 72 hours of identifying the event. A trained facilitator, from the list below, will lead the session and distribute available resource materials.

All information shared during the debriefing session will be confidential and the participants will be required to sign a confidentiality agreement.

#### **Locations and facilitators:**

Gulf Coast Kid's House	Nancy Hagman, Med LMHC	850-595-5815
Santa Rosa Kids' House	Detective Paul Lio	850-983-4464
Emerald Coast CAC	Deb Hollis, LMHC-S	850-833-9237, ext. 248

#### **Form Information**

CSA# \_\_\_\_\_

#### **Situation/history**

Participants/Contact information (e.g., Detective Lio, Santa Rosa Detective, 850-983-4464)

Facilitator to complete: (facilitator to complete below and return to participants)

Date/time and location of debriefing:

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## Healthy Coping

### Outreach Letter for Discounted Services to Support Staff



450 West Middle Street  
Gettysburg, PA 17325  
717-337-9888  
[www.kidsagaincac.org](http://www.kidsagaincac.org)

Dear ,

As you know, the Adams County Children's Advocacy Center (ACCAC) is a lifeline of support for the many children and families in our community who are struggling to cope with and heal from the trauma of abuse. At the center, children and their families work with specially trained professionals to share their experience, navigate the investigation process and participate in multiple services including mental health therapy focused on healing from trauma. The center is also a community resource for training in child abuse prevention. You can imagine that the toll on staff of having to respond to children's trauma is large. For this reason, I am writing to you.

***I am requesting a discounted service agreement between ACCAC and your business. With this agreement, ACCAC would promote the use of your service, assist the employee in payment of such service, and even allow for compensated time off attending during the working hours.***

The ACCAC is a 501(c)(3) nonprofit, operating on varied income sources. Funding to ensure services is always our priority as is retaining and caring for the dedicated experts who provide these services. The Adams County Children's Advocacy Center supports and is committed to the overall health and well-being of its employees. A healthy workforce results in a more productive workplace with less absenteeism, fewer accidents, lower health care demands, greater employee retention, and greater overall savings by reducing the incidence of employee turnover. Through the ACCAC Employee Wellness Program and partnerships with community businesses employees, I would love to offer access to services that aid in identifying and managing health issues and preventable illnesses, including work-related traumatic stress.

If you are interested, please return the following information to:

Adams County Children's Advocacy Center  
450 West Middle Street  
Gettysburg, PA, 17325  
Fax: 717-337-9880  
[jwalker@kidsagaincac.org](mailto:jwalker@kidsagaincac.org)





\_\_\_\_\_ **Yes**, I would like to offer the Adams County Children's Advocacy Center discounted services for its Employee Wellness Program.

\_\_\_\_\_ **Current Rate**

\_\_\_\_\_ **Discount**

\_\_\_\_\_ **Amount Charged to ACCAC**

Business Name \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Contact Person's Name \_\_\_\_\_

E-mail \_\_\_\_\_ Phone \_\_\_\_\_

**Please return this form to:** 450 W. Middle Street, Gettysburg, PA 17325 or fax to 717-337-9880. If you have questions, please call us at 717-337-9888, attention: Joddie Walker, Executive Director.

***Thank you for supporting the ACCAC!***

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## **Healthy Coping**

### **Project Harmony Child Protection**

#### **CPS Staff Flexibility Policy**

It is recognized that the work of a children and family service specialist employed in initial assessment does not occur primarily between the hours of 8:00 a.m. and 5:00 p.m., or even Monday through Friday. It is for this reason that any reasonable request for flexible hours or working at home will be approved. Factors that may lead to denying such a request or revoking a previously approved flexible schedule are:

- 1) The hours requested do not allow for families to be served or the work to be completed in a timely manner.
- 2) Evidence has shown that the worker making the request has not been successful staying current with his or her workload with a previous flexible schedule.
- 3) The requesting worker has abused the privilege of flexible work hours.

Flexible work hours can be used to meet with families after hours or on weekends or to complete writing/dictation of assessments. In addition, if there are times when a staff person needs to come in late or leave early for any personal reason, those requests should also be accommodated. The expectation is that a minimum of 40 hours are worked each week and work stays current with good quality.

Developed by Ronda Newman, Nebraska Department of Health and Human Services



## Healthy Coping



# Building Policy

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**Classification:** Administrative  
**Subject:** Violence in the Workplace  
**Contact Position:** Law Enforcement  
**Last Updated:** 03/22/2011

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## PURPOSE

To provide a planned response to potentially violent situations.

## POLICY STATEMENT

Project Harmony Child Protection Center has “Zero-Tolerance” for any person engaging in any intentional act, either on Project Harmony property or during the performance of work-related duties that threatens the safety, health, life, or well-being of another person or results in the damage of property.

## BACKGROUND

This policy has been established to outline what steps should be taken in response to a hostile intruder, or anyone visiting an agency within the building with ill intent. These policies will be reviewed by the Project Harmony Board of Directors and building leadership annually and updated as needed.

## PROCEDURE

- I. Preparedness/Prevention
  - A. Project Harmony will provide employees with a workplace free from hazards likely to cause death or serious physical harm. Agency leadership will meet periodically to discuss building issues, and any issues relating specifically to workplace safety will be addressed with this policy in mind.
  - B. Employees of Project Harmony and their partnering agencies should be aware of situations in which employees, clients, and/or family members may become angry, abusive, or violent so that they can take appropriate steps to protect themselves.
    - i. Every employee located on the Project Harmony campus will be educated annually on any updates to the policy and their role in creating a safe work environment.
    - ii. If anyone working within the building is threatened in person or over the phone, they should get as much information as possible from the individual placing the threat and notify law enforcement. Law enforcement will keep necessary parties up to date on any information uncovered about the threat and/or individual.

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**Building Resiliency in Child Abuse Organizations**

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II. Intervention

- A. Law enforcement within the building will be first to respond and to be notified when an individual's behavior escalates or does not cease upon request.
  - i. Emergency switches are located in the Children's Services reception area and Triage Center, and should be pushed in these situations. The switches will notify the law enforcement officers that a possible situation is occurring and they will respond immediately.
  - ii. If a situation is occurring in an area where one of these switches is not present, law enforcement should be contacted by calling 402-444-5636. If law enforcement is not available within the building, contact 911 emergency services.
  - iii. If needed, additional law enforcement could be notified depending on the scope of the situation and how many "in house" officers are available.
- B. Once the situation has been identified and law enforcement has been notified to respond, they will notify each agency within the building if necessary.
  - i. Necessary situations include: gunfire, bomb threats, or any other circumstances where staff outside of the escalation area are in danger.
- C. Agency staff occupying areas outside of the threat zone should stay within their areas until they are notified by law enforcement that the threat has been handled.
  - i. One exception to this would be in the situation of a bomb threat. In a bomb threat situation, once notified by law enforcement to do so, staff should evacuate the building in an orderly and expedient fashion by using the established fire evacuation routes.
  - ii. In a situation involving gunfire, those individuals who can evacuate the building easily should do so immediately. Individuals who **do not** have easy access to an exit should hide under their desks or somewhere out of site and should notify others around them to do the same until the situation has been handled.

III. Confidentiality

- A. Project Harmony will make every effort to ensure the safety and privacy of the individual(s) involved.
- B. Information about any situation or threat will be disclosed only on a "need to know" basis so that a fair and thorough investigation can be conducted and appropriate corrective action can be taken.
- C. Employees are not to accept or address questions from the news media.

IV. Corrective Action

- A. An employee who engages in prohibited conduct will be subject to appropriate corrective action, up to and including discharge.
- B. In addition, some actions may result in the employee being legally liable under local, state, and/or federal law.

Developed by our building partners: Child Protective Services, the Nebraska Department of Health and Human Services, the Omaha Police Department Child Victim/Sexual Assault Unit, Triage Center (short-term placement for children removed due to abuse), and Project Harmony Child Advocacy Center ( November 2011).

**Healthy Coping**

**An Evaluation of the Need for Self-Care Programs in Agencies  
Serving Adult and Child Victims of Interpersonal Violence in Texas**



**Healthy Coping**

**Reclaim Your Life: Strategies and  
Insights for Balanced Living**

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**Section 4**  
**Strong Relationships**  
**Resources**



**Strong Relationships**

**Sources of Evidence and Expert Judgment that  
 Support Strategies for Strong Relationships**

<b>Strategy</b>	<b>Component</b>	<b>Reference</b>	<b>Implementation Type</b>	<b>Summary</b>	<b>Other Elements Present</b>
Supportive supervision; mentor workers	Attachment to Others	Chenot, D., Benton, A. D., & Kim, H. (2009). The influence of supervisor support, peer support, and organizational culture among early career social workers in child welfare services. <i>Child Welfare</i> , 88 (6), 129-147.	Policy and Supervisory Technique	Peer and supervisory support is a strong predictor of retention; supervisor must use intentional mentoring.	Healthy Coping

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**Building Resiliency in Child Abuse Organizations**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency; supportive supervision	Attachment to Others	Taylor, S. E. (2002). <i>The tending instinct: How nurturing is essential to who we are and how we live</i> . New York, NY: Henry Holt and Company.	Supervisory Technique	In this book the author examines nurturing as human instinct and its beneficial correlations for both the nurturer and the one being nurtured. As it relates to the workplace, Taylor writes: "How well you are treated by your immediate supervisor makes a great difference in the quality of physical and mental health you enjoy... It affects whether you have symptoms of illness, or a risk for coronary heart disease or heart attack, and it affects the likelihood that you will have a psychiatric disorder or an emotional problems such as depression or anxiety."	Healthy Coping
Organizational culture supportive of resiliency	Attachment to Others; Seeking and Giving Support	McNeish, R. (1972). <i>Lessons from Geese</i> .	Supervisory Technique	<i>Lessons from Geese</i> is a popular message, written by Baltimore biology teacher for a lay sermon at his church. Its combination of facts about geese and inspirational message about teamwork has been widely distributed, and often attributed to others or "Anon." The author of <i>Lessons from Geese</i> was tracked down as part of this section on strong relationships. He is delighted that so many people see the practice wisdom in his work.	

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**Building Resiliency in Child Abuse Organizations**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Peer support; discussing cases with supervisors	Attachment to Others; Seeking and Giving Support	McPherson, M., Brashears, M. E., & Smith-Lovin, L. (2006). Social isolation in America: Change in core discussion networks over two decades. <i>American Sociological Review</i> , 71(3), 353-375.	Supervisory Technique and Competency-Based Training	The authors find that as compared to 1985 when the General Social Survey (GSS) collected the first nationally representative data on the confidants with whom Americans discuss important matters, discussion networks are smaller in 2004. The number of people saying there is no one with whom they discuss important matters nearly tripled. The modal respondent now reports having no confidant; the modal respondent in 1985 had three confidants. The data may overestimate the number of social isolates, but these shrinking networks reflect an important social change in America – people don't have other people with whom to talk about things.	

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**Building Resiliency in Child Abuse Organizations**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency; ask for help when needed	Seeking and Giving Support	Dutton, M. A., & Rubenstein, F. L. (1995). Working with people with PTSD: Research implications. In C. R. Figley (ed.), <i>Compassion fatigue: Coping with secondary traumatic stress disorder</i> , 82-98. New York, NY: Brunner/Mazel.	Supervisory Technique	Compassionate problem-solving among staff and volunteers reaps significant long-term benefits in terms of productivity, commitment, and enhanced resiliency.	
Organizational culture supportive of resiliency; be authentic, empathic and genuine with workers	Seeking and Giving Support	Grencavage, L. M., & Norcross, J. C. (1990). Where are the commonalities among the therapeutic common factors? <i>Professional Psychology: Research and Practice</i> , 21(5), 372-378.	Supervisory Technique	Genuineness, empathy, and warmth are foundational for building trustful relationships.	
Organizational culture supportive of resiliency; ask for help when needed	Seeking and Giving Support	Neumann, D. A., & Gamble, S. J. (1995). Issues in the professional development of psychotherapists: Countertransference and vicarious traumatization in the trauma therapist. <i>Psychotherapy</i> , 32(2), 341-347.	Supervisory Technique	The authors identify challenges to psychotherapists treating survivors of chronic childhood trauma including countertransference responses and vicarious trauma. They address organizational and personal factors found in the literature that can help ameliorate negative consequences of this type of work.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency	Seeking and Giving Support	Pavot, W., Diener, E., & Fujita, F. (1990). Extraversion and happiness. <i>Personality and Individual Differences</i> , 11(12), 1299-1306.	Supervisory Technique and Competency-Based Training	In this study researchers sought to examine aspects of the extroversion / happiness correlation clearly documented in the literature. Findings support the idea that both social environments and social support may help explain the correlation.	
Organizational culture supportive of resiliency	Seeking and Giving Support	Regehr, C., Hemsworth, D., Leslie, B., Howe, P., & Chau, S. (2004). Predictors of posttraumatic distress in child welfare workers: A linear structural equation model. <i>Children and Youth Services Review</i> , 26(4), 331-346.	Supervisory Technique	In this study testing the impact of burnout and working with traumatized clients, researchers found that child welfare workers with a greater sense of control over their lives and a better ability to engage in meaningful relationships with others reported lower levels of distress. In addition, those who had less recent and less frequent exposures to trauma material reported lower levels of distress. However, the strongest predictor of individual stress was the organizational environment.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change	Seeking and Giving Support	Roberts, L. M., et al. (2005). How to play to your strengths. <i>Harvard Business Review</i> , 83(1), 74-80.	Supervisory Technique	The article introduces a feedback experience that focuses on strengths rather than areas that need improvement as is typical in employee evaluations. The Reflected Best Self exercise (RBS) leads the user through an experience that reveals those circumstances in which that person is at the “top of their game“ allowing them (and their supervisor) to create optimal employment situations.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Peer support; access to counseling, EAP	Seeking and Giving Support	Traux, C. B. & Carkuff, R. R. (1967). <i>Toward effective counseling and psychotherapy</i> . Chicago, IL: Aldine.	Policy, Supervisory Technique and Competency-Based Training	When originally published this book represented a major advance in the field by resolving some of the psychotherapy research problems that had vexed both clinicians and researchers. Researchers had been largely unable to objectively demonstrate the effectiveness of popular treatment methods, and in fact, had consistently failed to show that any form of psychotherapy is followed by significantly more improvement than would be caused by the mere passage of an equivalent period of time. The authors overcame two major obstacles to progress in the past - lack of agreement on measures of improvement and difficulty of measuring active ingredients of the psychotherapy relationship.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Seeking and Giving Support	Wesco, S. M., Campbell, R., & Clark, M. (2002). A multiple case study of rape victim advocates' self-care routines: The influence of the organizational context. <i>American Journal of Community Psychology</i> , 30(5), 731-760.	Supervisory Technique	In order to counteract heightened awareness of sexual violence among rape crisis workers, this study examined both individual and organizational support strategies. Individual self-care strategies are identified, as well as 20 organizational characteristics that workers perceived as being supportive. Statistical analyses found that workers in organizations that incorporated supportive strategies were more likely to use positive self-care routines.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change; train on leadership skills	Speak Up for a Change	Badaracco, J. L. (2002). <i>Leading quietly: An unorthodox guide to doing the right thing.</i> Boston, MA: Harvard Business School Publishing.	Supervisory Technique and Competency-Based Training	The author suggests that everyday leadership is seldom dramatic and that daily decisions are typically made by middle and senior level managers. However, it is those decisions that determine organizational success. "What usually matters are careful, thoughtful, small, practical efforts by people working far from the limelight. In short, quiet leadership is what moves and changes the world." Out of a 4-year study of real-life middle-management leaders, Badaracco describes eight strategies for making effective leadership decisions in murky situations where the "right" thing is far from obvious.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change	Speak Up for a Change	Boyatzis, R., & McKee, A. (2006). Intentional change. <i>Journal of Organizational Excellence</i> , 25(3), 49-60.	Supervisory Technique and Competency-Based Training	Building on the work of Daniel Goleman, the authors maintain that an important leadership characteristic is the ability to recognize, manage and direct one's own learning and self-change. Personal transformation can occur by utilizing a five-step discovery model that examines - 1: the ideal self; 2: the real self; 3: learning agenda; 4: practicing new habits; and 5: maintaining close, personal relationships.	Self-Knowledge and Insight; Personal Perspective and Meaning
Organizational culture supports positive change	Speak Up for a Change	Bushe, G. R. (2010). <i>Clear leadership: Sustaining real collaboration and partnership at work</i> . Boston, MA: Nicholas Brealey Publishing.	Supervisory Technique and Competency-Based Training	Building on the principles of emotional intelligence the author offers strategies that aid in self-awareness, which in turn helps communication and ultimately leadership.	Self-Knowledge and Insight
Organizational culture supports positive change	Speak Up for a Change	Cawsey, T. F. & Deszca, G (2007). <i>Toolkit for organizational change</i> . Thousand Oaks, CA: Sage Publications, Inc.	Supervisory Technique	This textbook is designed for students in the study of organizational change as well as managers and those anticipating or implementing change in the workplace. Case studies and exercises reinforce learning with an emphasis on the value of measuring change.	

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**Building Resiliency in Child Abuse Organizations**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change; improve communication skills	Speak Up for a Change	Danforth, S. G. (2009). <i>Optimistic culture and leadership</i> . Wellesley, MA: Positive Leadership Dynamics.	Supervisory Technique and Competency-Based Training	This paper examines the work of positive psychologists specifically in the area of optimism and translates the focus from the individual to the organization. The author then identifies the characteristics and practices of an optimistic culture and an optimistic leader that correlate with worker satisfaction and productivity.	Sense of Hope
Organizational culture supports positive change	Speak Up for a Change	Edmondson, A. C., & Smith, D. M. (2006). Too hot to handle: How to manage relationship conflict. <i>California Management Review</i> , 49(1), 6-31.	Supervisory Technique and Competency-Based Training	Management teams for all their potential for better decision-making also create environments where task conflict and / or interpersonal conflict can flourish. Differentiating between “cool” topics and “hot” topics, the authors offer three practices that facilitate conflict resolution in management teams - 1: manage self; 2: manage conversations; and 3: manage relationships.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change	Speak Up for a Change	George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i> , 85(2): 129-138.	Supervisory Technique	This article suggests that although successful leadership styles can be studied, successful leaders are those who ultimately create their own authentic leadership style based on insights such as life experiences, personal motivations and a support team.	Self-Knowledge and Insight; Personal Perspective and Meaning
Organizational culture supports positive change	Speak Up for a Change	Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. <i>Harvard Business Review</i> , 79(11), 42-51.	Supervisory Technique and Competency-Based Training	In this article the authors examine research that suggest a leader's mood and attendant behaviors impact bottom line performance making "emotional leadership" a leader or supervisor's highest priority. Attention to emotional leadership can be achieved through the use of a five-step model that asks - 1: Who do I want to be? 2: Who am I now? 3: How do I get from here to there? 4: How do I make change stick? and 5: Who can help me?	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports resiliency	Speak Up for a Change	Hormann, S. & Vivian, P. (2005). Toward an understanding of traumatized organizations and how to intervene in them. <i>Traumatology</i> , 11(3), 159-169	Supervisory Technique and Competency-Based Training	The authors maintain that like individuals, organizations can suffer from trauma and those organizations that provide services to traumatized individuals, families and/or communities are susceptible to becoming traumatized systems. Using examples from their practice as managers and consultants, the authors examine characteristics of traumatized organizations. The ability to identify organizational trauma makes it easier to respond and enhance resiliency.	
Organizational culture supports positive change	Speak Up for a Change	Latting, J. K. & Ramsey, V. (2009). <i>Reframing change: How to deal with workplace dynamics, influence others, and bring people together to initiate positive change</i> . Santa Barbara, CA: ABC-CLIO, LLC.	Supervisory Technique and Competency-Based Training	The authors integrate change research and behavioral research in this book designed to enhance workplace productivity and reduce interpersonal conflict.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Bring in outside consultant when needed to resolve internal conflicts.	Speak Up for a Change	Neumann, D.A., & Gamble, S.J. (1995). Issues in the professional development of psychotherapists: Countertransference and vicarious traumatization in the new trauma therapist. <i>Psychotherapy</i> , 32, 341-346.	Supervisory Technique and Competency-Based Training	When interpersonal conflict arises, bring in a consultant from outside the agency to assess problems objectively and offer solutions.	
Organizational culture supports positive change; Train on communication skills	Speak Up for a Change	Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). <i>Crucial conversations: Tools for talking when the stakes are high</i> . New York: NY: McGraw-Hill.	Supervisory Technique and Competency-Based Training	This book offers tips and techniques for managing conversations in ways that achieve resolution and growth while maintaining and strengthening relationships.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change	Speak Up for a Change	Travis, D. J., & Mor Barak, M. E. (2010). Fight or flight? Factors impacting child welfare workers propensity to seek positive change or disengage at work. <i>Journal of Social Service Research</i> , 36(3), 188-205.	Supervisory Technique and Competency-Based Training	This study of 359 child welfare workers examined strategies that correlated with workers' likelihood of coping with job stress by speaking up (voice), disengaging psychologically (neglect) or quitting (exit). Key findings included workers who felt part of decision-making were more likely to use voice and less likely to use neglect, and workers who experienced organizational and supervisory support were less likely to exit.	
Organizational culture supports positive change	Speak Up for a Change	Travis, D. J., Gomez, R., & Mor Barak, M. E. (2011). Speaking up and stepping back: Exploring the link between employee voice and job neglect. <i>Children and Youth Services Review</i> , 33(10), 1831-1841.	Supervisory Technique and Competency-Based Training	This longitudinal study examined relationships between the use of "voice" by child welfare workers - speaking out to promote change or improve work conditions - and the use of passive and active strategies of disengagement.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supportive of resiliency	Speak Up for a Change	Vivian, P. & Hormann, S. (2002). Trauma and healing in organizations. <i>OD Practitioner</i> . 34(4). 52-58	Supervisory Technique and Competency-Based Training	This article identifies positive organizational patterns and characteristics (strengths) as well as organizational values and assumptions that are denied, hidden or undiscussable (shadows) and how both impact organizational culture and accomplishment. By identifying both strengths and shadows, organizations can enhance effectiveness as well as positively impact workers.	
Organizational culture supports positive change	Speak Up for a Change	Waldron, V. & Kassing, J. (2010). <i>Managing risk in communication encounters: Strategies for the workplace</i> . Thousand Oaks, CA: Sage Publications, Inc.	Supervisory Technique	This textbook provides research-based strategies for managing stressful interactions that can threaten identities, relationships, and sometimes careers, including voicing dissent, repairing broken relationships, managing privacy, responding to harassment, offering criticism, and communicating emotion. The authors also focus on how organizations benefit when employees communicate in ways that manage risk.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Organizational culture supports positive change	Speak Up for a Change	Weeks, H. (2001). Taking the stress out of stressful conversations. <i>Harvard Business Review</i> , 79(7), 112-119.	Supervisory Technique and Competency-Based Training	Using three different case studies, the author identifies common types of stressful interactions and offers tips and techniques for handling them in ways that are constructive and achieve results.	
Organizational culture supports positive change	Speak Up for a Change	Witney, D., Trosten-Bloom, A., & Cooperrider, D. (2010). <i>The power of appreciative inquiry: A practical guide to positive change</i> . San Francisco, CA: Berrett-Koehler Publishers, Inc.	Supervisory Technique and Competency-Based Training	The book describes an approach to organizational change that potentially improves performance by inviting people to examine and build upon what's working, rather than trying to fix what's not. Foundational to the AI approach are the beliefs that everyone has unique gifts, that organizations are language-based human systems, that actions are guided by socially created images of the future, and that through inquiry and dialogue people can shift from solving problems to envisioning possibilities.	

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**Strong Relationships**

**Speaking up and Stepping Back:  
Examining the Link Between Employee Voice and Job Neglect**



**Strong Relationships**

**Fight or Flight? Factors Influencing Child Welfare Workers'  
Propensity To Seek Positive Change or Disengage From Their Jobs**

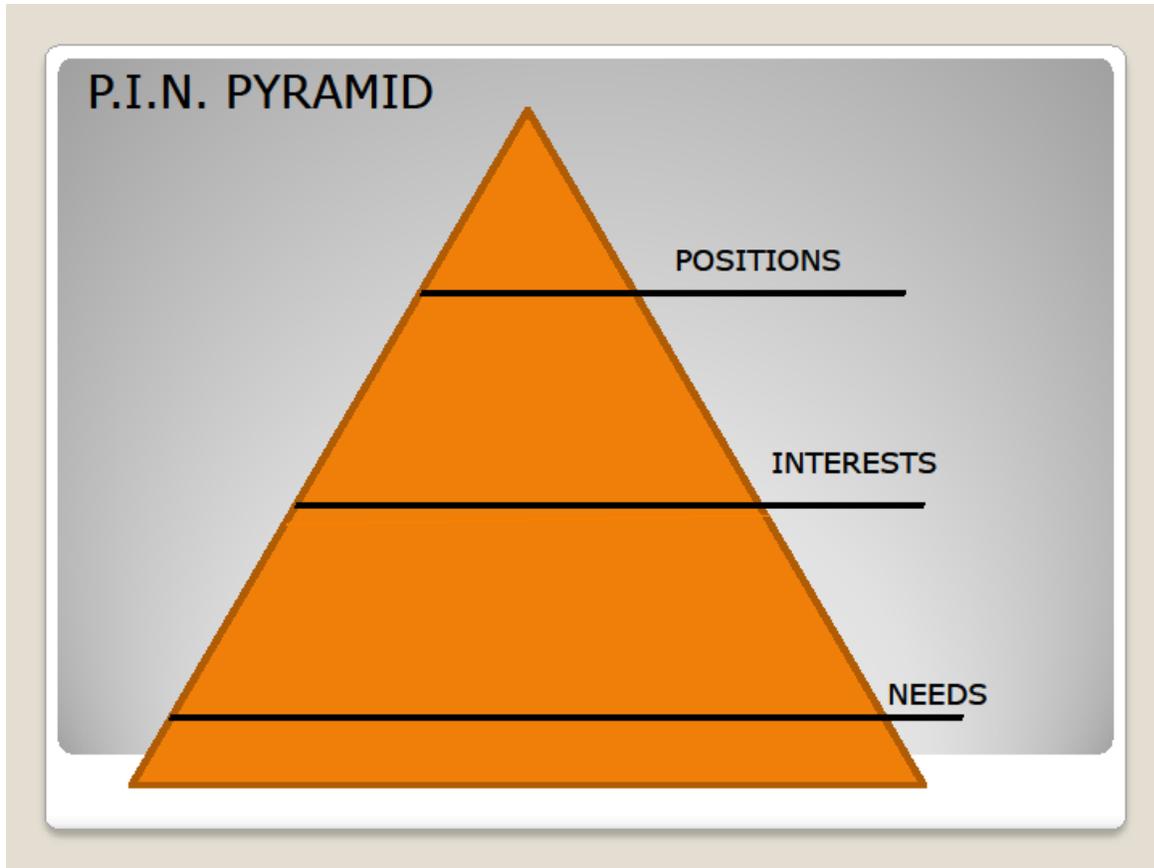


## Strong Relationships

### Skills for Communication

Positive communications, including addressing negativity pro-actively, runs through several of the core elements. Here are a few tips to consider in your efforts to enhance your ability to address conflict, build consensus, and function in a way that keeps your integrity and sanity intact!!

Conflict Theory forwards this view of how we move through conflict with communication.



**Positions** – getting the most out of what’s at stake.

**Interests** are those things that positions generally represent but that are not articulated. **Interests** are what are *really* wanted.

**Needs** are the most fundamental – they are what the speaker *must* have.

You can draw on skills you already use with victims and survivors and apply them to help you strengthen your communication skills.

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**Using what you know to work through the pyramid**

The Crisis Intervention Model of Safety and Security (S&S), Ventilate and Validate (V&V), and Predict or Plan and Prepare (P&P) provides a guide for us to move from POSITIONS that stifle communication, through INTERESTS that open commonality, to NEEDS where break-through communication happens.

PIN THEORY PYRAMID	Crisis Intervention Model	Communication Skill
POSITIONS	Safety and Security – Create an environment of trust where people can bring issues forward	I’m glad you told me; I’m glad we’re talking about this
INTERESTS	Ventilation and Validation – Provide an opportunity for person to move beyond explosive position to talk about what is going on  ACTIVE LISTENING 101	<p>“Tell me more about that.”</p> <p>Don’t react or use emotionally charged words.</p> <p>Let them talk, make sure what “it” is becomes clearly identified.</p> <p>“You’re angry.”</p> <p>“Let me see if I understand what happened ... “</p> <p>“Given your perspective on things, I can see how you would be so angry.”</p>
NEEDS	Planning and Preparation	<p>What would be helpful here?</p> <p>Set clear boundaries, do not promise what you cannot deliver.</p> <p>Set time to re-visit issue</p>

**Remember:**

- Seek to understand and be understood.
- Do not add fuel to the fire ... no matter how good it might make you feel right now.
- What is your intent - maintain, change or end relationship? Maintain, change or end a situation? How does that affect conversation?
- Get three YES answers before proceeding: Is it true? Can the person do anything to change it? Is it more important that what you're saying be heard by the person, or that you say it?

*Positive communication takes practice and gives life.*

UT-IDVSA Resiliency Project



## Strong Relationships

### Top 7 Tips on Delivery Bad News

By Kevin Kearns

“It’s not you, it’s me.” Most of us have been on the delivering side of this statement. Unfortunately, we’ve also been on the receiving side more than we like to admit. Bad news is, by definition, bad. Unless you are a soulless monster, you probably dislike the process. To avoid the pain of delivering bad news, leaders often strategize on the best method to use. Here are seven tips to consider when preparing for the bad news meeting.

1. **No Sandwiches:** Avoid putting the bad news between good news. The old good-bad-good combination only confuses people. Many victims of this approach walk away remembering the good news and forget the bad. The value is lost and you will likely have to deliver the bad news again! If the news is especially bad, such as a written warning, limit the meeting to the warning. You can always cover good stuff later.
2. **No Dancing:** Just get it over with. If the person is about to get blasted, he won’t benefit from a discussion about his weekend. If he knows something is coming, he will be annoyed you are stretching it out with fake conversation. Needless chatter may also make you appear unsure of yourself. This can lead to an employee pushing to change your mind.
3. **No Demeaning:** Use some tact. Be direct, but don’t be a jerk. Donald Trump says “You’re Fired!” on The Apprentice every week. In real life he admits he is more likely to say “hey, it isn’t working out.” Jerks make good T.V. - but they make lousy leaders.
4. **No Grouping:** Separate the person from the problem. Even if the bad news is a termination, it does not mean the person is a loser. Make sure to stay focused on behaviors, not personalities. The person may be a bad fit for that job and can be valuable to another organization. Your job is to judge performance, not people.
5. **No Rushing:** Allow some time for discussion. The person may need to clarify what the bad news means. If you don’t allow her to do this, you will likely see her again for the same issue. Provide enough time for the person to learn from the experience.
6. **No Defending:** Say it and be quiet. Leaders sometimes feel a need to go on and on about why they had to discipline someone. The leader thinks it is making him not look so mean - when in reality it makes him look unsure and defensive. If you believe you made the right decision, state your reasoning and be done. You give away your authority by justifying yourself too much.
7. **No Sharing:** Avoid telling people the “whats and whys”. Don’t make bad news worse by telling people who don’t need to know. Sure, it may make you feel better to have a colleague say “you had no choice.” Is feeling supported worth the news spreading to unwanted areas? If buddies didn’t say anything...your organization wouldn’t have the rumor issues you have now. Hire a coach if you feel a sounding board will help you.

Source: <http://top7business.com/?id=1013>



## Strong Relationships

### “Lessons from Geese“

#### “Lessons from Geese“ teaches us how we are all in this together!

Fact 1: As each goose flaps its wings, it creates an uplift for the birds that follow. By flying in a “V“ formation, the whole flock has 71% greater flying range than if each bird flew alone.

*Lesson:* People who share a common direction and sense of community can get where they are going quicker and easier, because they are traveling on the thrust of each other.

Fact 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

*Lesson:* If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

Fact 3: When the lead bird tires, it rotates back into the formation to take advantage of the lifting power of the bird immediately in front of it.

*Lesson:* It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each others’ skills, capabilities, and unique arrangement of gifts, talents, or resources.

Fact 4: The geese flying in formation honk to encourage those up front to keep up their speed.

*Lesson:* We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one’s heart or core values and to encourage the heart and core values of others) is the quality of honking we seek.

Fact 5: When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation to catch up with the flock.

*Lesson:* If we have as much sense as geese, we will stand by each other in difficult times as well as when we’re strong.

**CREDIT:** Lessons from Geese was written in 1972 by Dr. Robert McNeish of Baltimore, Maryland. A biology teacher who was intrigued by observing geese on the Eastern Shore of Maryland, Dr. McNeish wrote the piece for a lay sermon he delivered at his church, Northminster Presbyterian in Reisterstown, Maryland. The facts in Lessons from Geese are based on a flyer Dr. McNeish picked up near where he went to observe the geese. In 1987, a nurse called him and got his permission to print “Lessons“ on small cards to hand out at the National Nurses Convention that year. It has since been used by several groups including Boy Scouts of America. Initially credited as anonymous, the true author of lessons from geese was tracked down as part of the *Building Resiliency in Child Abuse Organizations* project . We are delighted to recognize the practice wisdom of Dr. McNeish, who retired in 1992 as Associate Superintendent of Baltimore Schools.



**Section 5**  
**Personal Perspective and Meaning**  
**Resources**



RESOURCES  
Building Resiliency in Child Abuse Organizations

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**Personal Perspective and Meaning  
Sources of Evidence and Expert Judgment that Support Strategies for  
Personal Perspective and Meaning**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Assess personal values to assure a fit with work	Morality and Integrity	Flach, F. (1990). The resiliency hypothesis in posttraumatic stress disorder. <i>Posttraumatic stress disorder: Etiology, phenomenology, and treatment</i> , M. E. Wolf & A. D. Mosnaim Eds., Washington, DC: American Psychiatric Press.	Supervisory Technique	The author, a pioneer in adult resiliency research, states, “The real question should not be why do some fall apart, but why on earth don’t they all fall apart.” The author observed that those who coped best with trauma had insight into the emotional impact of the experience and could express their feelings to another.	Sense of Hope
Foster altruism	Morality and Integrity	Luks, A. (1993). <i>The healing power of doing good</i> . New York, NY: Ballantine.	Supervisory Technique and Competency-Based Training	Building on a widely accepted belief that helping others – those unknown to us as well as family and friends – makes us feel good, the author examines clinical research that suggests helping others produces significant health benefits as well. Coining the term “helper’s high,” Luks suggests that physical benefits of helping are somewhat akin to the phenomenon that athletes experience from the release of endorphins.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Explore spirituality and perspective of suffering	Spirituality	Brady, J. L., Guy, J. D., Poelstra, P. L., & Brokaw, B. F. (1999). Vicarious traumatization, spirituality, and the treatment of sexual abuse survivors: A national survey of women psychotherapists. <i>Professional Psychology: Research and Practice</i> , 30(4), 386-393.	Supervisory Technique and Competency-Based Training	A national survey of 1,000 women psychotherapists found that therapists with higher levels of exposure to sexual abuse material reported significantly more trauma symptoms but no significant disruption of cognitive schemas/beliefs. Researchers also found that rather than being damaged by vicarious trauma, spiritual well-being was found to be higher for those clinicians who saw more sexual abuse survivors.	
Explore spirituality and what connects people to the work	Spirituality	Linley, P. A., & Joseph, S. (2004). Positive change following trauma and adversity: A review. <i>Journal of Traumatic Stress</i> , 17(1), 11-21.	Supervisory Technique and Competency-Based Training	The authors review 39 empirical studies that document positive change following trauma and adversity. Their review found that certain stress management variables including optimism and religiosity were associated with “adversarial growth.”	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
<p>Explore personal perspective and meaning with workers and what connects them to the work</p>	<p>Spirituality</p>	<p>Munroe, J. F., Shay, J., Fisher, L., Makary, C., Rapperport, R., &amp; Zimering, R. (1995). <i>Preventing compassion fatigue: A team treatment model. In Compassion Fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized.</i> 209-231, New York, NY: Brunner/Mazel.</p>	<p>Supervisory Technique &amp; Competency-Based Training</p>	<p>Derived from their work with Vietnam veterans, the authors hypothesize that a team approach that has been shown to assist trauma survivors can support and, when necessary; intervene with mental health professionals who work with traumatized clients. The authors also offer ideas for building support for therapists who do not have a readily available team.</p>	<p>Healthy Coping</p>

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Reflective practice	Spirituality	Siporin, M. (1985). Current social work perspectives on clinical practice. <i>Clinical Social Work Journal</i> , 13(3), 198-217.	Supervisory Technique and Competency-Based Training	An overall analysis of the state of the social work profession “post-Watergate” with a brief discussion of the need for the field’s exploration of moral and spiritual aspects of effective social work.	
Assess role of spirituality in making meaning of the work	Spirituality	Lanning, J. (1987). Posttrauma recovery of public safety workers for the Delta 191 crash: Debriefing, personal characteristics and social systems. Unpublished manuscript.	Supervisory Technique and Competency-Based Training	In this unpublished study the research found a number of personal characteristics that were linked to healthy coping for first responders of the Delta 191 plane crash. Personal spirituality was found to correlate with coping.	
Making meaning of this work	Coherent Life Meaning	Collins, S. (2007). Social workers, resiliency, positive emotions and optimism. <i>Practice</i> , 19(4), 255-269.	Competency-Based Training	The article discusses the role of resiliency, positive emotions and optimism in reducing social work job stress.	Sense of Hope
Making meaning of this work	Coherent Life Meaning	Collins, S. (2008). Statutory social workers: Stress, job satisfaction, coping, social support and individual differences. <i>British Journal of Social Work</i> , 38(6), 1173-1193.	Competency-Based Training	This article reviews literature to make a case for how social workers build resiliency into their practice using meaning making, optimism, strong social support, and organizational support.	Sense of Hope; Healthy Coping

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Making meaning of the work	Coherent Life Meaning	Frankl, V. E. (2006). <i>Man's search for meaning</i> . Boston, MA: Beacon Press.	Supervisory Technique and Competency-Based Training	One of the most widely read books about the Holocaust, Frankl's book describes his experiences in a concentration camp and how he found meaning and a commitment to life. The first part of the book details the concentration camp experience and the author's coping perspective and the second part explores his search for meaning finding that, paradoxically, the most fundamental human desire is the search for meaning and purpose.	
Making meaning of the work; Expressive writing	Coherent Life Meaning	Jones, B. (2006). Tucked in my heart: The use of ethnopoetry to represent the meaning-making of social workers in pediatric palliative care. <i>Journal of Palliative Medicine</i> , 9 (3). 789-790.	Supervisory Technique and Competency-Based Training	This article provides an example of an ethnopoem that can be created from responses from participants on "How do you make meaning of this work?"	
Making meaning of the work	Coherent Life Meaning	Linley, P. A., & Joseph, S. (2003). Trauma and personal growth. <i>The Psychologist</i> , 16(3), 135.	Supervisory Technique and Competency-Based Training	The author suggests that while wisdom has been found to be an outcome of posttraumatic growth, it has not been studied as a growth strategy. The author theorizes that three dimensions of wisdom play a role in the process of traumatic outcome.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Making meaning of the work	Coherent Life Meaning	Lipsky, L. V. & Burke, C. (2009). <i>Trauma stewardship: An everyday guide to caring for self while caring for others.</i> San Francisco, CA: Berrett-Koehler Publishers, Inc.	Supervisory Technique and Competency-Based Training	This book focuses on the practice of taking care of oneself in order to remain effective at — and avoid negative effects of — caring for others. Drawing from Eastern religions and other spiritual ideas, the authors emphasize the importance of being centered in oneself and living in the moment. At the core of trauma stewardship is creating space for inquiry, choosing our focus, building compassion and community, finding balance, and centering ourselves.	
Question old beliefs	Coherent Life Meaning	McCann, I. L. & Pearlman, L. A. (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. <i>Journal of Traumatic Stress</i> , 3(1), 131-149.	Supervisory Technique and Competency-Based Training	Coining the term “vicarious trauma” the authors suggest that therapists’ reactions to client traumas can be related to the traumatic material itself as well as its impact on the therapist’s unique beliefs, assumptions and expectations of and about others and that this reaction is different from countertransference.	Strong Relationships

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**Building Resiliency in Child Abuse Organizations**

Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Making meaning of the work; Expressive writing; visualization	Coherent Life Meaning	Neimeyer, R., Burke, L., Mackay, M., & van Dyke Stringer, J. (2010). Grief therapy and the reconstruction of meaning: From principles to practice. <i>Journal of Psychotherapy</i> , 40(2), 73-83.	Supervisory Technique and Competency-Based Training	After reviewing theory and evidence that scaffolds this constructivist conceptualization, this article draws on excerpts of therapy with two bereaved clients to illustrate how narrative retelling, therapeutic writing, a focus on metaphorical language, and the use of visualization can all be viable strategies in helping individuals reconstruct meaning in the wake of bereavement.	
Making meaning of the work	Coherent Life Meaning	Papadatou, D. (2000). A proposed model of health professionals' grieving process. <i>Omega – Journal of Death and Dying</i> , 41(1), 59-77.	Supervisory Technique and Competency-Based Training	Personal meaning making and team meaning making provides health professionals with a sense of mastery, and helps them overcome multiple deaths of patients.	
Making meaning of the work	Coherent Life Meaning	Remen, R. N. (2006). <i>Kitchen table wisdom, 10th anniversary</i> . New York, NY: The Penguin Group.	Supervisory Technique and Competency-Based Training	The author synthesizes her experiences about healing as a physician, a professor of medicine, a therapist, and a long-term survivor addressing spiritual issues including suffering, meaning-making, love, faith, courage and miracles. This collection of true stories suggests that the things that ultimately give life meaning are paradoxically, those things that cannot be measured.	Sense of Hope

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Making meaning of the work; Journaling	Coherent Life Meaning	Sexton, J. D., Pennebaker, J. W., Holzmüller, C. G., Wu, A. W., Berenholtz, S. M., & Swoboda, S. M. (2009). Care for the caregiver: Benefits of expressive writing for nurses in the United States. <i>Progress in Palliative Care</i> , 17(6), 307-312.	Supervisory Technique and Competency-Based Training	Expressive writing is a time efficient and easy to use intervention to help nurses cope with job stress and turnover. This activity has been found to build resiliency through cognitive restructuring or meaning making and ability to regulate one's emotions.	Self-Knowledge and Insight
Making meaning of the work; Constructing narrative	Coherent Life Meaning	Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under threat of political violence. <i>Social Work</i> , 48(4), 545-555.	Competency-Based Training	This training program for social workers was designed and evaluated. It incorporated strategies such as having social workers provide narratives to make meaning, focus on the routine, and social support	Self-Knowledge and Insight; Healthy Coping
Making meaning of the work; Using cognitive behavioral theory	Coherent Life Meaning	Whealin, J. M., Ruzek, J. I., & Southwick, S. (2008). Cognitive-behavioral theory and preparation for professionals at risk for trauma exposure. <i>Trauma Violence &amp; Abuse</i> , 9, 100-113.	Supervisory Technique and Competency-Based Training	Review of cognitive behavioral theories and how they may help in positive adaptation to trauma. One strategy includes increasing adaptive appraisal of professional's role to provide greater meaning of the experience.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Journaling	Coherent Life Meaning	Currier, J. M., Holland, J. M., & Neimeyer, R. A. (2008). Making sense of loss: A content analysis of end-of-life practitioners' therapeutic approaches. <i>Omega-Journal of Death and Dying</i> , 57 (2), 121-141.	Competency-Based Training	A total of 119 practitioners from a range of end-of-life disciplines were surveyed to write about their intervention strategies for helping clients/patients make sense of loss. Overall, participants discussed using 23 different therapeutic approaches that comprised three overarching categories: 1) presence of the helping professional; 2) elements of the process, and 3) therapeutic procedures.	
Expressive writing; making meaning of the work; organizational culture supportive of resiliency	Coherent Life Meaning	McAllister, M., & McKinnon, J. (2009). The importance of teaching and learning resiliency in the health disciplines: A critical review of the literature. <i>Nurse Education Today</i> , 29(4), 371-379.	Policy and Supervisory Technique	This article provides a review of the resiliency literature and based on findings makes recommendations for enhancing resiliency in health disciplines, including strategies such as identity building, reflective practice to enhance meaning, and professional work place culture.	Self-Knowledge; Strong Relationships
Journaling	Coherent Life Meaning	Neimeyer, R. A. (Ed.) (2002). <i>Meaning reconstruction and the experience of loss</i> . Washington D.C.: American Psychological Association	Competency-Based Training	This publication demonstrates that individual process of meaning making is at the heart of the successful grieving process.	

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Strategy	Component	Reference	Implementation Type	Summary	Other Elements Present
Reflective practice	Coherent Life Meaning	Vinje, H. F., & Mittelmark, M. B. (2007). Job engagement's paradoxical role in nurse burnout. <i>Nursing &amp; Health Sciences</i> , 9(2), 107-111.	Supervisory Technique	Nurses perceived failures to live up to their own performance demands contributed to their near-burnout. The nurses coped by using their well-honed skills in introspection and reflection, which they had practiced habitually all their careers, to help them determine which personal and professional changes were required to maintain job engagement and satisfaction.	Healthy Coping; Self-Knowledge and Insight

**Personal Perspective and Meaning**

**Tucked in My Heart: The Use of Ethnopoetry  
To Represent the Meaning-Making of Social Workers  
in Pediatric Palliative Care**

