

Worksheet 1.1

A Day in the Life

Ellie gets up at 6:00 a.m. to drop off her two children at day care and be at work by 8:00. When she arrives at work, three urgent calls are waiting for her. Two are from social workers, and one is from a woman whose children have been placed with Child Protective Services. As Ellie is returning the phone calls, her supervisor places two more cases on her desk. He says he would like to review the cases with her sometime today. Ellie knows she is already stretched with the cases she currently has.

Before she has time to review the new cases, a former client drops by in urgent need of assistance to feed her family. Ellie is pressed for time, because she has an appointment shortly with a family on the other side of town. She tells the former client she needs to set up an appointment, but the client becomes very upset. Ellie is able to provide her with some information and says she will research additional information later. The client leaves. As Ellie prepares to leave for her home visit, she receives a call from a juvenile officer who says that one of the older children she has been assisting has just been arrested and is in detention. She asks Ellie to stop by later. Ellie knows the child well, and decides to visit the boy in the juvenile detention center on her way back from her home visit.

By the time Ellie returns from her home visit and the detention center it is 4:00. It has taken far more time than she expected and traffic was congested coming back to the office. Her supervisor is annoyed. He wanted to review the new cases with Ellie today because he will be leaving for vacation tomorrow. Ellie calls the day care center to tell them she will be late picking up her children. She regrets that she will miss her exercise class, but there is nothing she can do. She then reviews the files while her supervisor waits. It is 5:00 by the time they meet, and the meeting takes 45 minutes. After the meeting Ellie writes up her notes from her home visit and finds additional resources for the client who needs assistance feeding her family. It is about 6:45 by the time Ellie leaves to pick up her children, and 7:45 by the time she and her children arrive home. Ellie thinks, "Is this job worth it?"

Discuss these questions in small groups.

Think about the five core elements:

1. What core elements is Ellie already addressing in her own self-care practice?
2. What core elements are not serving as a source of resilience for Ellie?
3. What could Ellie's organization do to eliminate some of her stressors?

PARTICIPANT WORKSHEETS
Building Resiliency in Child Abuse Organizations

Worksheet 1.2

What Would You Do?

Samantha works in a very busy child advocacy center in a large city. Although she is quite capable, she is young and relatively new to the field of child abuse services. One new case is weighing on her. It involves a 12-year-old girl, Kelly, who was physically and sexually abused by her father over an extended period of time. It is the worst case Samantha has seen. Although Kelly outwardly appears to be coping, Samantha has worked with her enough to suspect that the child is showing signs of posttraumatic stress disorder.

Samantha begins to spend more time on Kelly's case, both at home and at work. She asks an experienced coworker who is familiar with the case if Kelly should be referred to a therapist for an evaluation, but the coworker, who has reviewed the case, said "No, she seems to be doing okay for now. Reassess her in a few months."

Samantha takes the coworker's advice and moves on to other cases. She learns a week later that Kelly made an unsuccessful suicide attempt.

Samantha goes to her supervisor, distraught and blaming herself. You are Samantha's supervisor. How would you address the situation?

Discuss these questions in small groups.

Think about the five core elements:

1. Which elements is Samantha already addressing in her own self-care practice?
2. Which elements are not serving as a source of resilience for Samantha?

PARTICIPANT WORKSHEETS
Building Resiliency in Child Abuse Organizations

Worksheet 3.1

Implementing Change in My Organization

Describe Your Strategy.

Step 1: Create a Sense of Urgency

Step 2: Form a Coalition

Step 3: Create a Vision for Change

Step 4: Communicate the Vision

Step 5: Remove Obstacles

Step 6: Create Short-Term Wins

Step 7: Build on the Change

Step 8: Anchor the Changes in Organization Culture

Worksheet 4.1

Action Plan

**Building Resiliency in Child Abuse Organizations
Action Plan**

PART 1

- List 3 strategies you would like to eventually put into practice in your organization. Then select the one that you think will be easiest to implement. Base your answers to the questions below on this single strategy. Keep the others in mind for future implementation.

1. _____

2. _____

3. _____

- Identify all of the people in your organization who will need to approve your strategy, in order of approvals.

- Identify one or more people who can champion your strategy.

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Building Resiliency in Child Abuse Organizations

PART 1 (continued)

- Identify the resources (e.g., additional staff, physical resources, money) needed to implement each of these strategies.

1. _____

2. _____

3. _____

- Identify potential obstacles.

- Create a timeline for each strategy, noting beginning dates, completion dates, and milestones.

Strategy	Beginning Date	Milestone	Milestone	Milestone	Completion Date
1					
2					
3					

PART 2

- Which strategy did you implement?

1. Briefly describe the strategy:

2. How would you assess the value of your action plan?

3. What steps did you take to implement the strategy, and what were the roadblocks, if any?

Steps	Roadblocks
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

PART 2 (continued)

4. General assessment of the success of the strategy to date.

5. Plans for continuing, modifying, or eliminating the strategy.

6. Lessons learned.
