



Welcome to the Be a Wellness Leader Workshop.

The following items have been developed by the Healthy Workplaces Project Team members and tested at conferences and in the Winter 2016 BWL Workshop Series. They are presented here for the use by non-profit human-service agencies in Alberta. There is no charge for their use and they are presented "as is." The workshop is intended to be a half-day or 2-3 hour format and presenters can adjust the time to the situation. There is no cost for the materials.

The purpose of the workshop is to help staff members in human-service agencies to understand the role they play in making their workplaces healthy and stress free. The workshop follows a simple, 5-step process starting with understanding the basics of risks and stress and ending with supporting others in the workplace.

The workshop is not intended to take the place of any training provided by agencies and is a professional development tool that can be used in conjunction with open staff meetings and other health and wellness initiatives.

If you have any questions about the materials, please contact Tom Barker at ttbarker@ualberta.ca. You can find out more about the Be a Wellness Leader workshop and other materials by visiting the Healthy Workplaces website: <http://hwhp.ca>.

Contents

1. Be a Wellness Leader Presentation
2. Be a Wellness Leader Handouts
3. Be a Wellness Leader Slides
4. Be a Wellness Leader Certificate
5. Workshop Evaluation Form

BE A WELLNESS LEADER

Workshop Facilitator:



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The Path: Becoming a Wellness Leader

- **Step 1: Understand wellness basics**
- Step 2: Understand your role in the agency
- Step 3: Have a “leadership vision”
- Step 4: Use wellness tools
- Step 5: Share a “leadership story”



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Definition of stress

“Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.”

World Health Organization, 2003

Key concepts in stress

Hazard or “**stressor**”: Something in the work environment that has the potential to do harm to the worker’s mental health.

Risk: The possibility of harm to a worker’s mental health based on contact with, or experience of, a stress hazard.



Activity 1: Stressors in Your Workplace

- **At your table, talk about the stressors in your workplace**

Thought starters:

“Too much work and too little time”

“I’m in over my head here...”

- **Write your list of hazards on the flipchart**
- **What are the most common hazards in your sector?**



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Example: Stressors in Kelly's Workplace

- Kelly is a home visitation worker helping a delayed child. She has been working with this little boy for six months.
- Kelly's stressors:
 - Lack of time, overwork*
 - Don't understand practice formats*
 - Don't communicate with team*
 - Family issues in care*
 - Feelings of ineffectiveness*



What the Research Shows: Stressors in the Helping Professions in Alberta



Q: What is your daily level of unhealthy stress at work?

Base: All sectors (n=593)

Source: HWHP Healthy Workplaces Survey, 2016

1. Unrewarded contributions (25%)
2. Lack of discussion of health and wellness issues (22%)
3. Insufficient staff to handle client needs (17%)
4. Left out of decisions affecting my job (16%)
5. Life demands compete with work demands (14%)
6. Unreliable supervision (13%)
7. Lack of team support when needed (12%)
8. Put-downs, backstabbing, racism, gossip (12%)
9. Unclear job role (12%)
10. Work load too high (11%)



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Experience of work-related stressors: all, most or some of the time. All sectors.

Activity 2: Write a “Bad Day Story”

- **Look over your list of stressors**
- **Pick one stressor to use as a “typical” example**
- **Write your example as a “bad day” on the flip chart**

Make it sound realistic: make up names, details, and feelings



Example: Kelly's "Bad Day Story"

"I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated."



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Activity 3: Solutions to Stressors

- **Brainstorm possible solutions that might work in your case example**
- **Write a list of these solutions on your flip chart**
- **Discuss: Who is responsible for these solutions?**



Example: Solutions to Kelly's Stressors

- I talked to my co-workers and asked for help
- I explored new ways to integrate families (moms!) into care
- I divided up my workload for the day (planned better) so that I could visit both 'easy' and 'difficult' clients as a balance
- I talked to myself and reminded myself that this client's family was a problem and not to freak out



Discussion: Analyze the Solutions in Your Example

- **Study** the solutions you see in the examples
- **Analyze:** Which are *organizational*, which are *individual*?
- **Discuss:** *Where might they overlap?*



What the Research Shows: Solutions to Stressors in Alberta

Organizational

1. Control is given to me in my job (71%)
2. I have flexible work arrangements (70%)
3. I have opportunities and support for self-care (59%)
4. I have access to employee assistance programs (54%)
5. I experience reflective and reliable supervision (53%)

Q: Indicate which of the following factors are available in your workplace and that you think contribute to your workplace health.

Individual

1. I am professionally capable and qualified (84%)
2. I balance my life and work (82%)
3. I mediate and jog (76%)
4. I have supportive conversations with co-workers (63%)
5. I try creative ways to do my work (58%)

Q: As an individual, what do you do to maintain your health in your workplace?



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Source: HWWP Healthy Workplaces Survey, 2016 hwhp.ca

Organizational Social Support

- **Organized Groups**

- Health and fitness: yoga, meditation, fitness class
- Interest-based: AA or Al-Anon, smoking cessation
- Skill-based: toastmasters, games, leadership coaching, lunch and learn
- Social: lunch book club, walking club, mom's club

- **Planned Activities**

- Picnic,, volleyball, happy hour, potluck

- **Mentorship**

- Buddy system, mentoring, coaching sessions, 1:1 training



Administrative Support

- **Employee Assistance Programs**
 - Counselling, medical assistance, coping (divorce, domestic violence, death, depression, personal issues)
- **Health and Safety Committee**
 - Reporting, staff meetings, education
- **Health and Safety Policy**
 - Clear policies (hiring, training, rewards), flexible scheduling, employee involvement in decision-making, job satisfaction surveys
 - Insurance, compliance with national and industry standards
 - Wellness policy with employee engagement.



Resources for Agency Support



Non-Governmental Agencies

Guarding Minds @ Work

<http://www.guardingmindsatwork.ca>



Government Agencies

Canadian Centre for Occupational Health and Safety

https://www.ccohs.ca/oshanswers/psychosocial/wellness_program.html



Employee Assistance Programs

Family Services Employee Assistance Programs

https://www.ccohs.ca/oshanswers/psychosocial/wellness_program.html



Mental Health
Commission
of Canada

Commission de
la santé mentale
du Canada

Wellness Standards Organizations

Mental Health Commission of Canada

<http://www.mentalhealthcommission.ca/English/issues/workplace/national-standard>



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The Dimensions of Agency Wellness

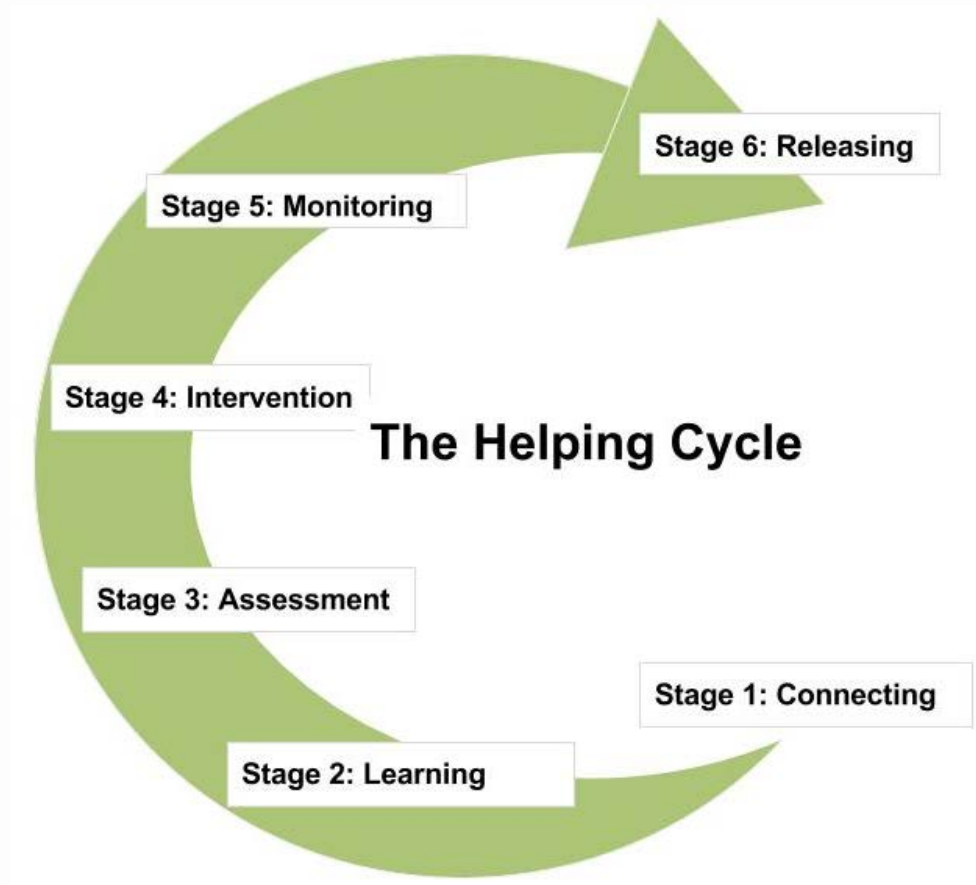
1. Supporting health in the workplace
2. Encouraging job satisfaction
3. Decreasing unhealthy stress
4. Providing job control
5. Supporting strong work relationships
6. Facilitating collaboration among all workers
7. Providing strong agency support

				Level 5: Thriving
			Level 4: Promoting	Employees championing and leading workplace health and wellness
		Level 3: Maintaining	Learning and training programs in health and wellness offered	
	Level 2: Surviving	Health and wellness policies formalized, regularly evaluated and updated		
Level 1: Hindering	Health and wellness needs recognized on paper			
Ad hoc health and wellness				

Wellness Capacity Maturity Model

Source: HWHP Healthy Workplaces Survey, 2016

Information: The Helping Cycle



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Leadership Vision: Imagine Two Agencies

Hindering Agency	Thriving Agency
Helping Cycle set by policy	Helping Cycle developing and growing
Employee motivation drives the employee	Employee motivation drives the agency
High turnover and burnout	Employees inspired and eager
Mission is to grow profits	Mission is to grow employees
Low trust in supervisors	High trust in supervisors
Employees have little say	Employees have everything to say
Policies imposed from the top	Policies grown from the bottom up
Culture of negativity and fear	Culture as a competitive advantage
Communication suppressed	Communication used to grow trust
Stress is unhealthy	Stress is a source of growth



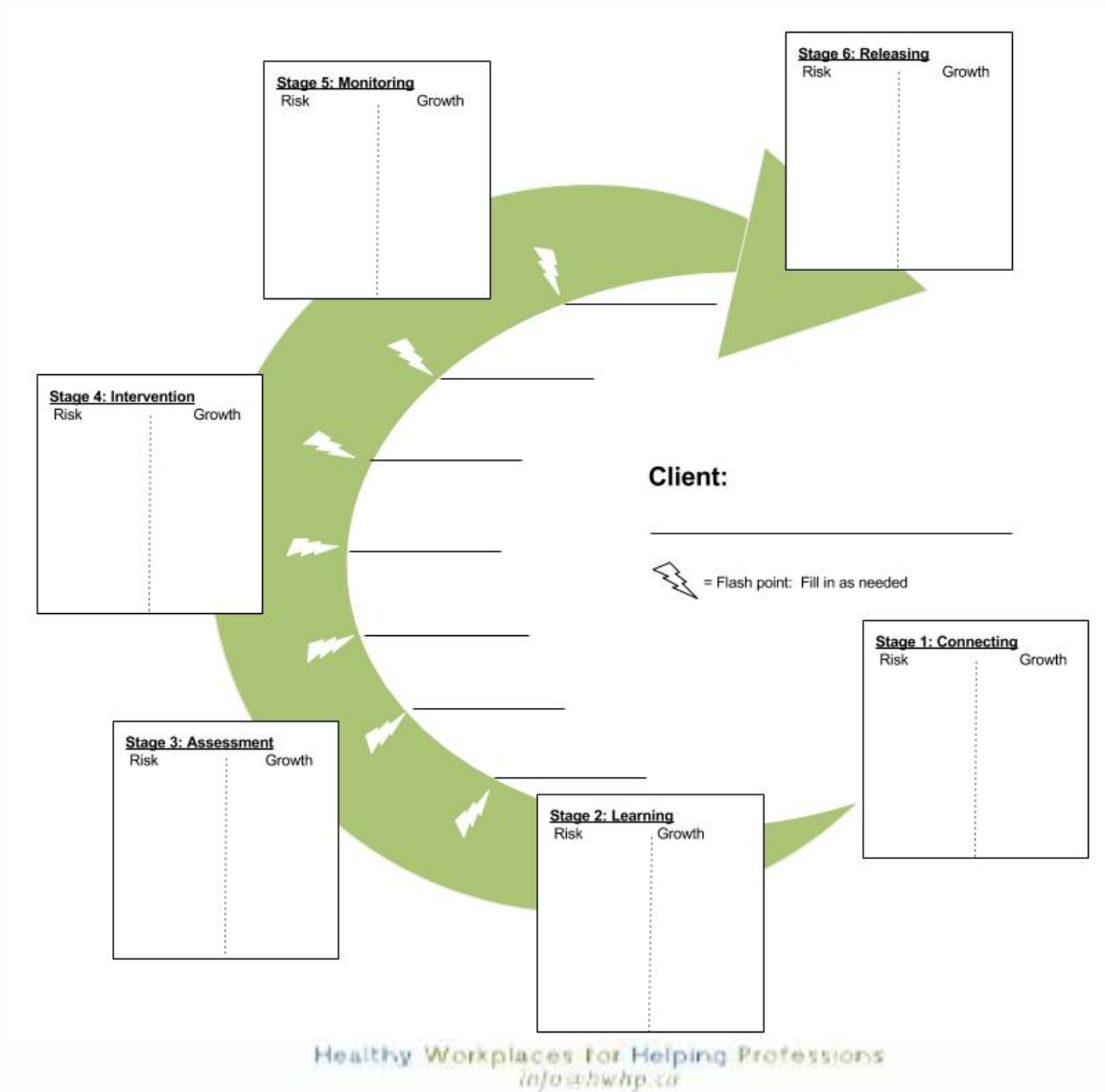
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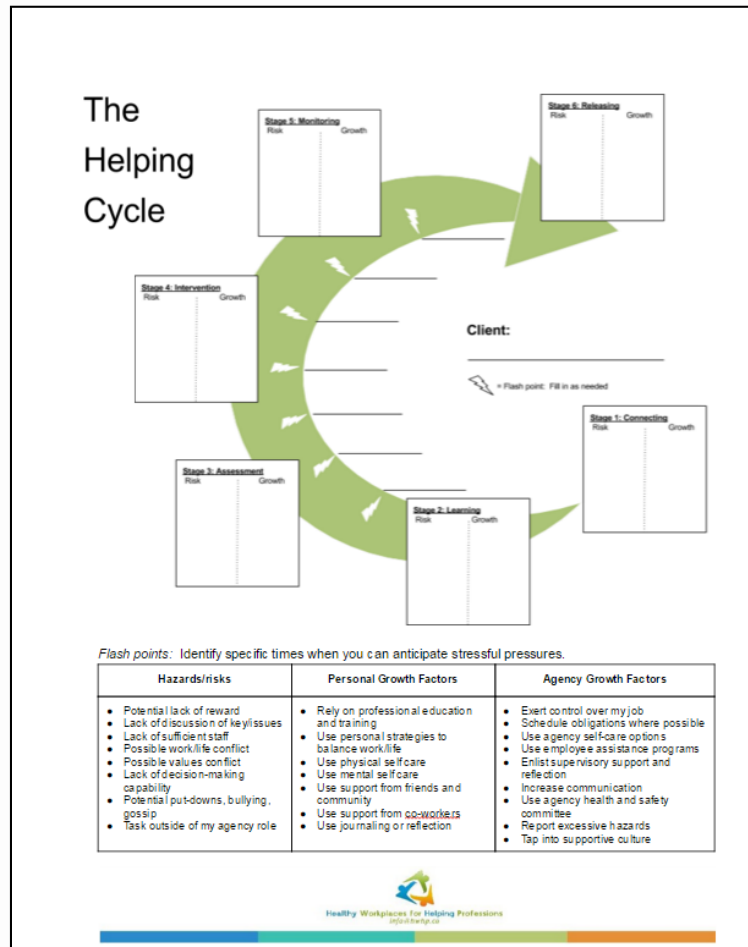


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The Helping Cycle Assessment Tool



Staff Resource: Case Assessment



How to use this tool?

Instructions:

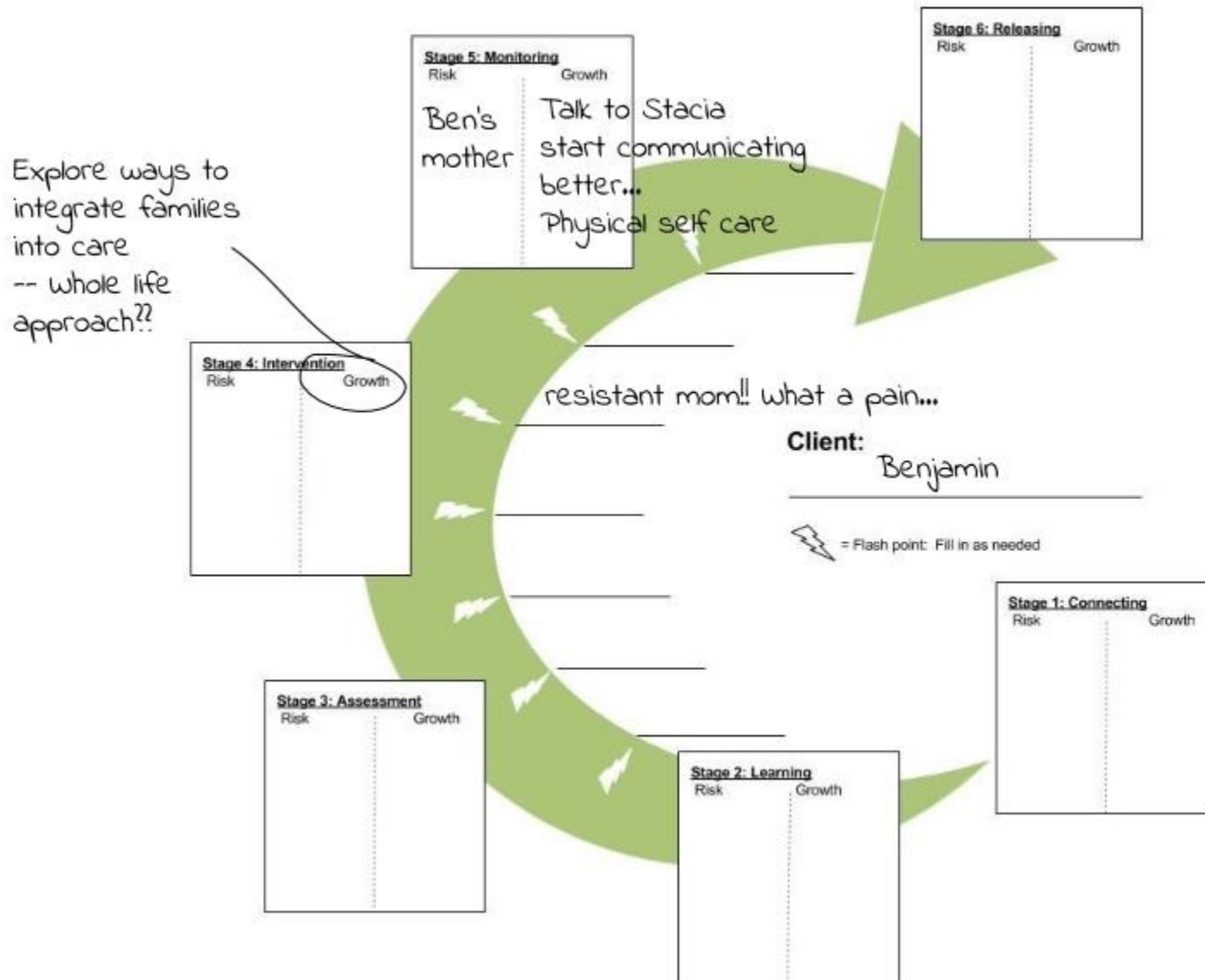
1. Where do stressors (“risks”) fall in the cycle?
2. Identify ways to grow from stressor

Context:

- Staff meetings
- Training
- Record keeping
- Develop personal leadership skills



Example: Kelly's Case Assessment



Staff Resource: Daily Stress Assessment


Health Site Risk Assessment for Daily Wellness

Name: _____ Date: _____

Today's Event (one assessment per event): *What new case or event do I face today that pose potential wellness risks?*

Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Client	Known to me	Known.....Unknown		
	Adequate records	Have.....Don't have		
Support	Team	Known.....Unknown		
	Communication	Strong.....Weak		
	External	Known.....Strangers		
Time	Adequate time	Lots.....Pressed		
Process	Clear	Known.....Unknown		
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total:	
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Capabilities	I have training	Tons.....Lacking		
	My style	Myzone.....Not my zone		
	Learning	Potential.....No potential		
Rewards	Potential	High.....Low		
	Learning	Potential.....Low		
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total:	

Below: Expected outcomes and reflection



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How to use this tool?

Instructions:

1. Anticipate your day
2. Evaluate your daily “stress” score
3. Plan your day accordingly

Context

- Staff meetings
- Training
- Record keeping
- Keep strong for others



Example: Kelly's Daily Stress Assessment

Health Site Risk Assessment for Daily Wellness

Name:	Kelly	Date:	April 12, 2016
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Today's Event (one assessment per event)

What new case or event do I face today that pose potential wellness risks?
 Visit with Ben and his mom

Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Client	Known to me	Known.....Unknown	1	
	Adequate records	Have.....Don't have	1	
Support	Team/Family	Known.....Unknown	3	work better with family (mom)
	Communication	Strong.....Weak	3	Talk to Stacia and fellow workers
	External	Known.....Strangers	1	
Time	Adequate time	Lots.....Pressed	2	Plan better, visit easier clients alternately with Ben and his mom
Process	Clear	Known.....Unknown	2	
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total: 44	
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Capabilities	I have training	TonsLacking	2	Learn more about the holistic approach towards disabled persons
	My style	My zone.....Not my zone	3	Out of my comfort zone...
	Learning	Potential.....No potential	2	Find ways to communicate better with client's family
Rewards	Potential	High.....Low	2	
	Learning	Potential.....Low	2	
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total: 44	

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Leader Resource: A Story for Action

- Good stories spread quickly and inspire us to take action
- Good for culture change

“What makes great stories so powerful is their ‘stickiness’, their ability to draw attention and engage our hearts and minds”

(Changemakers, 2014)



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Why Are Stories Useful?

<http://www.bcasw.org/wp-content/uploads/2012/11/Reflective-Journal-Writing-11.pdf>

SELF-CARE:

Reflective Journal Writing for Social Worker Well-Being

WORDS | LYNDIA MONK, MSW, RSW, CPCC



Using my first ten years as a social worker, I worked in high stress and often high trauma roles: an intake and after hours child welfare social worker, a crisis response counsellor with at-risk youth, and a medical social worker within the emergency department and intensive care unit of a hospital. I did my best to consistently practice self-care as a way of managing stress and mitigating the effects of exposure to both direct and indirect trauma that were "just part of the job." I realized that it didn't matter how many bubble baths I took — I needed something more in my self-care toolkit that would serve as an effective way to process my own emotions, cultivate boundaries, reduce stress, and reframe the sometimes painful impact of witnessing the suffering of others on a near daily basis.

Over time, I began to notice that when I was journaling (enjoyed on and off since being a teenager) — my stress levels enjoyed my work more. When I stopped journaling, stress seeped and I often felt overwhelmed by the multiple and often complex of life, work, and my studies. I started to get curious about it and ask myself, "Is journal writing actually a significant part of my tool for my emotional and psychological health as a social worker?" questions in mind. I started reading books about the healing power of writing and soon noticed there was evidence to support what I was experiencing which was that regular journal writing can help heal trauma, and enhance well-being.

There is a great deal of research across various fields of psychology, education, and healthcare that supports the use of journaling and expressive writing for healing and well-being. James Pennebaker, PhD, (2004) a research psychologist in his book *Writing to Heal: A Guided Journal for Recovering from Trauma & Emotional Upheavals* conducted a study in the 1980s with people who were dealing with emotional upheavals. His research showed that individuals who wrote about their traumas needed less medical attention in the future than they had previously. His work clearly demonstrated a link between writing and health.

Stephen Lepore and Joshua Smyth edited an entire collection within their book *The Writing Cure: How Expressive Writing Promotes Emotional Well-Being* (2002) where they show evidence that expressive writing can offer relief from stress and heal the damage that highly stressful experiences. For example, there is compelling evidence that stressful life events undermine cognitive processes and that expressive writing can restore these processes.

Louise DeSalvo, researcher and author of *Writing as a Way of Living: Telling Our Stories Transforms Our Lives* (1999), teaches us that

in certain ways in order for writing to be a restorative and healing tool. Healing narratives are those that involve writing about not what you already know, but rather writing about something that puzzles, confuses, troubles, or pains us. This is what allows for learning, growth, and healing. We can engage in the act of creative that opens and explores us. Writing. A gift that comes to us.

PERSPECTIVES SEPTEMBER 2011

“Expressive journal writing can offer relief from stress and heal the damage that can be done from highly stressful experiences.”

“The bearing witness we do [with clients] can lead to the occupational hazards of professional burnout (characterized in part by emotional exhaustion), vicarious trauma, and compassion fatigue. To prevent these hazards, social workers must have a way of processing the emotions relevant to the nature of our work which at its heart can be referred to as “emotional labour.”



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YOUR STORY

Activity 4: The Next Day...

How Can You Be Part of the Solution?

- **Imagine the *next day*...**

*What can **you do** to make your agency and your work better?*

- **Write your ideas on your in your group**

Thought starters:

“I will share my experiences more...”

“I will bring this up in the H & S Committee...”

“I will share more with my family...”

- **Write your “next day” story.**

What changed from then on?



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Example: Kelly's "Next Day" Story

Kelly's "bad day" story:

I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

Kelly's "next day" story:

The next day I decided not to keep it inside any more. I didn't know her very well, but I took a chance and confided in Stacia. To my surprise, Stacia said, "It looks like you're really having an issue with the mom." I had to admit she was right. Stacia couldn't talk just then, but she remembered when she got back and took the time to hear me out.

From that day on I saw my work differently. I shared more. What Stacia did for me, I have done for others....

Adapted from: "Reflective Supervision on the Run," in Children and Families, National Head Start Association, Spring, 2003



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YOUR STORY

Analyzing/Transforming Your Story

- Reflecting
- Drafting
- Analyzing and transforming
- Sharing

1. **Activity:** Look back over your bad day/ next day story
2. **Discuss:** How could this story be transformed?



Sharing Your Story

- ☑ Reflecting
- ☑ Drafting
- ☑ Analyzing and transforming
- ☑ Sharing




Resource: Wellness Story Sharing Plan

Wellness Story Sharing Plan

Story title: _____
 Author: _____

Audience/ Listeners	Key message	Location/ Media for sharing	Timing
	<input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <input type="checkbox"/> Other:	<input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other:	<input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: _____ Notes:
	<input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <input type="checkbox"/> Other:	<input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other:	<input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: _____ Notes:
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“Every listener hears something different; help them hear what they need to hear.”

Same story; Different messages:

- *To supervisors: I can help out other employees....*
- *To colleagues: I’m here to listen....*
- *To family: “Thanks for understanding my bad day....”*



Example: Kelly's Wellness Story Sharing Plan

Example: Kelly's Wellness Story Sharing Plan

Story title: The Touch Point

Author: Kelly

Audience/ Listeners	Key message	Location/ Media for sharing	Timing
Co-worker S	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input checked="" type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input checked="" type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p> jot the message down here: I think we should all have "Stacias" in our lives...</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input checked="" type="checkbox"/> Occasion: <p>As needed</p> <p>Notes: Share my story as often as I can to boost support culture.</p>
Supervisor	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports Policy <input type="checkbox"/> Self-care <input checked="" type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p> jot the message down here: Agency policy really helps. Thanks!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input checked="" type="checkbox"/> Health & Safety meeting <input checked="" type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: To groups 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <p>Staff meetings</p> <p>Notes:</p>
Family friends	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p> jot the message down here: Talking about work to you (and Stacy) really helps. I need to do it more. I see that now.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <p>Notes:</p>



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I am a

CERTIFIED WELLNESS LEADER

has completed the *Be A Wellness Leader Workshop*.

"Ask me about my story."

Date _____



Signed _____

Thomas Barker, PhD
Project Lead

Healthy Workplaces for Helping Professions

 UNIVERSITY OF ALBERTA
FACULTY OF EXTENSION

 Jobs, Skills, Training
and Labour

Workshop Evaluation

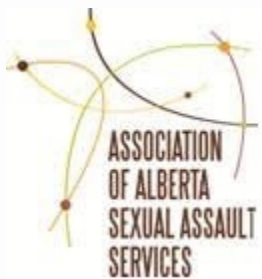


Please share your thoughts with us.



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Thank you...



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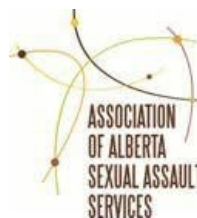
Be a Wellness Leader

Workshop Handouts

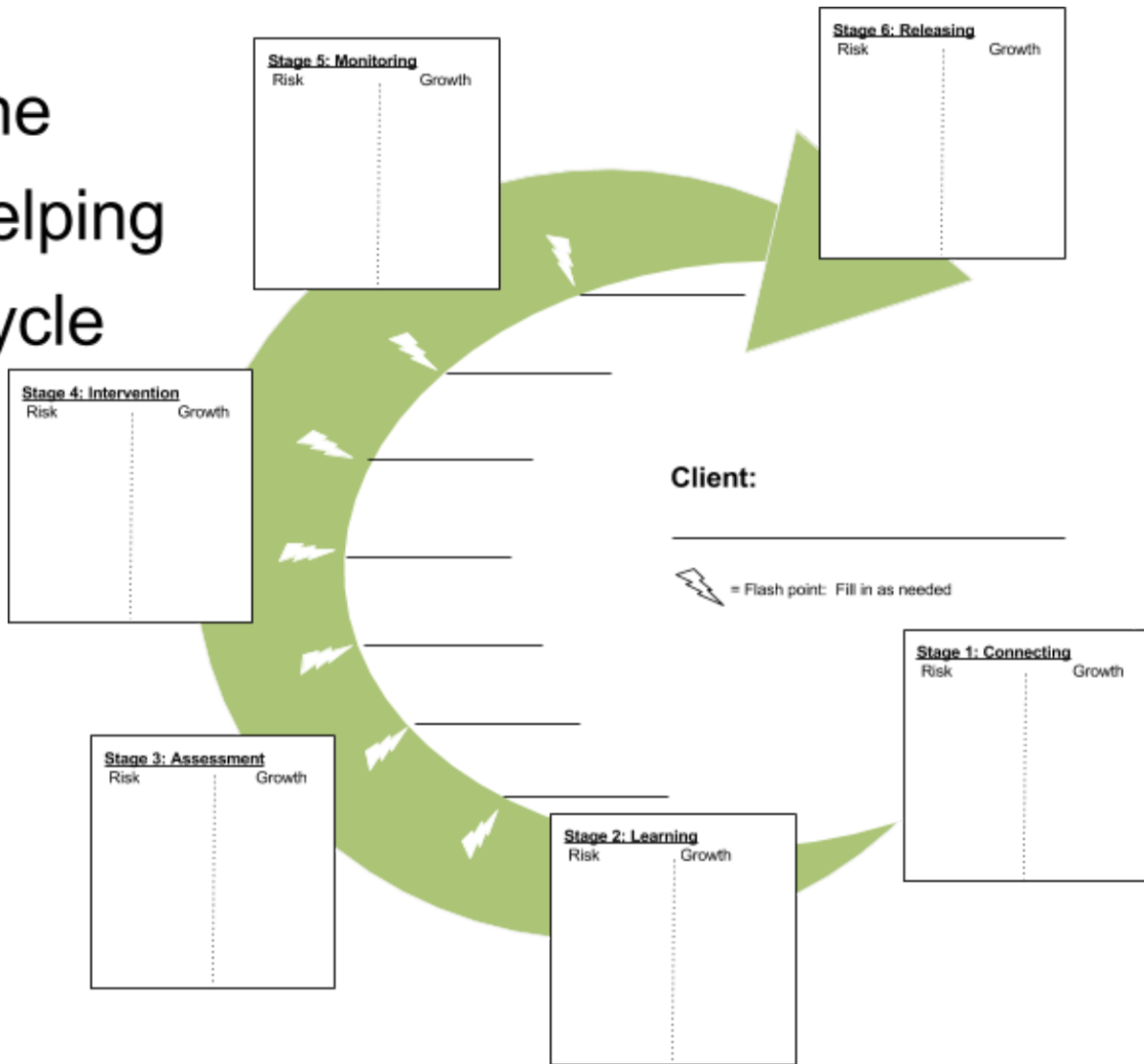
Your name: _____


This workshop covers strategies you can use to advocate for health and wellness in your workplace. The worksheets and tools in this workshop were developed based on data from our 2015 survey of non-profit, agency sector human-services organizations. We hope that, by using these results, the tools we provide will reflect the realities of your workplace. We would like to thank the cooperation of the following agency associations in this important work.

~ Healthy Workplaces for Helping Professions <http://hwhp.ca>



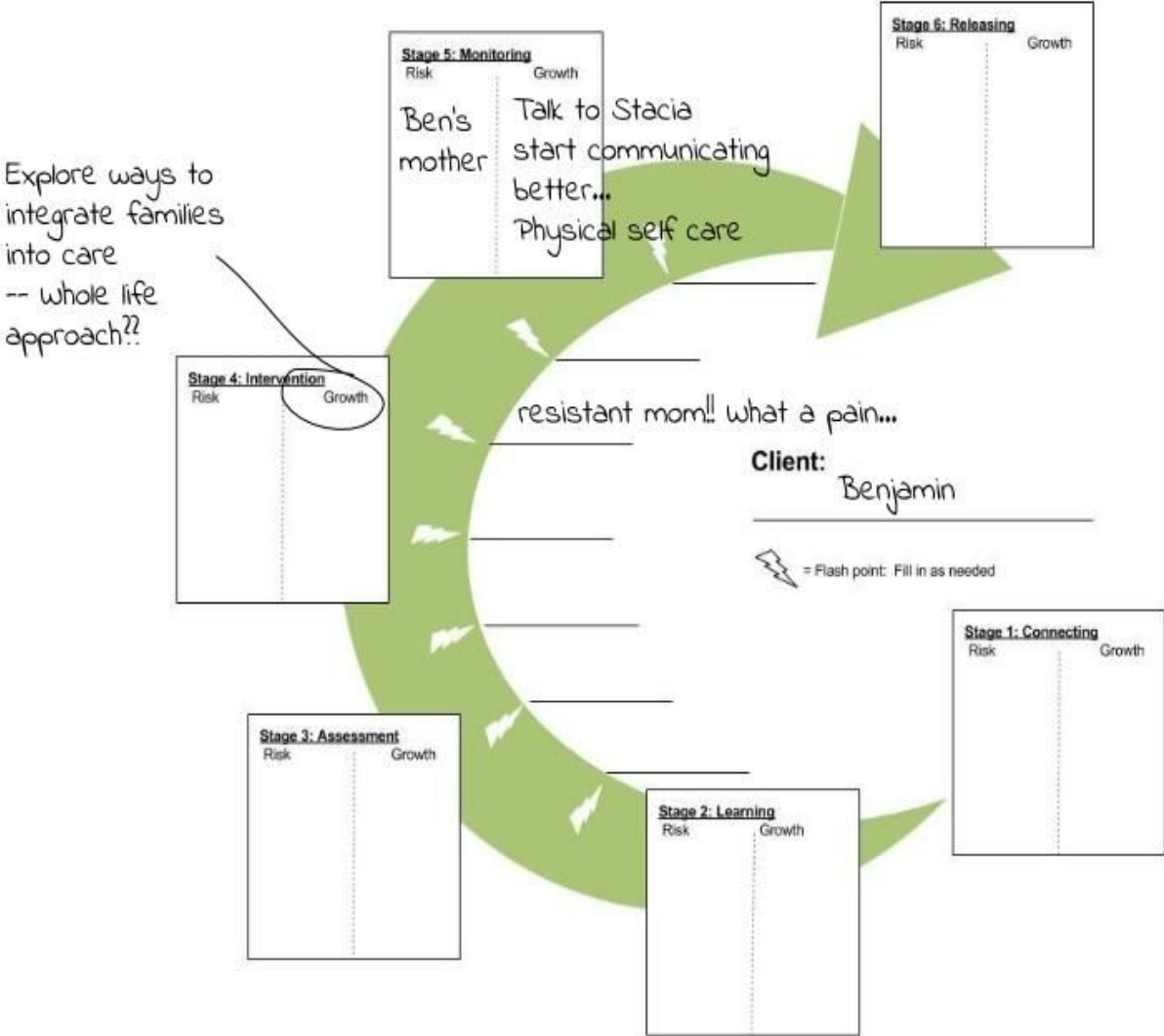
The Helping Cycle



 **Flash points:** Identify specific times (personal, historical) when you can anticipate stressful pressures. What do you need to watch out and be ready for?

Hazards/risks	Personal Growth Factors	Agency Growth Factors
<ul style="list-style-type: none"> ● Potential lack of reward ● Lack of discussion of key/issues ● Lack of sufficient staff ● Possible work/life conflict ● Possible values conflict ● Lack of decision-making capability ● Potential put-downs, bullying, gossip ● Task outside of my agency role 	<ul style="list-style-type: none"> ● Rely on professional education and training ● Use personal strategies to balance work/life ● Use physical self care ● Use mental self care ● Use support from friends and community ● Use support from co-workers ● Use journaling or reflection 	<ul style="list-style-type: none"> ● Exert control over my job ● Schedule obligations where possible ● Use agency self-care options ● Use employee assistance programs ● Enlist supervisory support and reflection ● Increase communication ● Use agency health and safety committee ● Report excessive hazards ● Tap into supportive culture ● Get specialized training

Example: Kelly's Helping Cycle



Health Site Risk Assessment for Daily Wellness

Name: _____

Date: _____

Today's Event (one assessment per event): *What new case or event do I face today that pose potential wellness risks?*

Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Client	Known to me	Known.....Unknown		
	Adequate records	Have.....Don't have		
Support	Team	Known.....Unknown		
	Communication	Strong.....Weak		
	External	Known.....Strangers		
Time	Adequate time	Lots.....Pressed		
Process	Clear	Known.....Unknown		
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total:	
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Capabilities	I have training	TonsLacking		
	My style	My zone.....Not my zone		
	Learning	Potential.....No potential		
Rewards	Potential	High.....Low		
	Learning	Potential.....Low		
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total:	

Below: Expected outcomes and reflection

Example: Kelly's Daily Risk Assessment

Health Site Risk Assessment for Daily Wellness

Name:	Kelly	Date:	April 12, 2016
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Today's Event (one assessment per event)

What new case or event do I face today that pose potential wellness risks?
 visit with Ben and his mom

Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Client	Known to me	Known.....Unknown	1	
	Adequate records	Have.....Don't have	1	
Support	Team-Family	Known.....Unknown	3	work better with family (mom)
	Communication	Strong.....Weak	3	Talk to Stacia and fellow workers
	External	Known.....Strangers	1	
Time	Adequate time	Lots.....Pressed	2	Plan better, visit easier clients alternately with Ben and his mom
Process	Clear	Known.....Unknown	2	
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total: 44	
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Capabilities	I have training	TonsLacking	2	Learn more about the holistic approach towards disabled persons
	My style	My zone.....Not my zone	3	Out of my comfort zone...
	Learning	Potential.....No potential	2	Find ways to communicate better with client's family
Rewards	Potential	High.....Low	2	
	Learning	Potential.....Low	2	
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total: 41	



Guidelines for Writing a *Wellness Leader* Story

A good “*wellness leader*” story is about a discovery or realization you had in your work that illustrates how you stay healthy--dealing with stress--in your work. It is a story you can share with others as a helpful example. Often a “bad day” story is a good place to start. Imagine the *next day*...

Not all kinds of stories are appropriate for telling your personal realization.

Great subjects:

- “Ah-hah” I get it, finally, after banging my head against the wall.
- “Problem solved.” I couldn’t see how I could do it, but then I found the determination in myself.
- “Eureka!” I figured out how to do my job.
- “This was my transformation.” I changed my attitude or outlook and my whole job got easier.

Not so good subjects:

- “I hate my job.” Rants about working in a dysfunctional environment or with dysfunctional clients, bosses, or coworkers.
- “I make a difference.” Stories about successful interventions or practice.
- “Things got better.” Stories about resolutions that were not the direct result of the participant’s effort at understanding.
- “It all started when I was 10...” Life stories of career changes and choices.
- “She finally started to fit in.” Stories about other people.

Ever had a really bad day? Think about your work and a time when you were feeling frustrated because the demands of the job seemed beyond you. Then think about how you resolved the problem, found your personal capability, and came to the conclusion that you belonged in that job. This is your “I get this job” moment. Such a story may begin with a rant, and it may end with a sense of making a difference, but it is much more about you and how you realized that you fit in.

You should be prepared to share this kind of story with others, and to gently nudge them into the groove of their personal success. Remember, “A candle loses nothing by lighting another candle.”

My Story Ideas:

Reflective Journal Writing for Social Worker Well-Being

WORDS | LYNDA MONK, MSW, RSW, CPCC

During my first ten years as a social worker, I worked in high stress and often high trauma roles: an intake and after hours child welfare social worker, a crisis response counsellor with at-risk youth, and a medical social worker within the emergency department and intensive care unit of a hospital. I did my best to consistently practice self-care as a way of managing stress and mitigating the effects of exposure to both direct and indirect trauma that were "just part of the job." I realized that it didn't matter how many bubble baths I took — I needed something more in my self-care toolkit that would serve as an effective way to process my own emotions, cultivate boundaries, reduce stress, and reframe the sometimes painful impact of witnessing the suffering of others on a near daily basis.

Over time, I began to notice that when I was journaling (a practice that I enjoyed on and off since being a teenager) — my stress levels were lower and I enjoyed my work more. When I stopped journaling, stress seemed to creep up and I often felt overwhelmed by the multiple and often competing demands of life, work, and my studies. I started to get curious about this and began to ask myself, "Is journal writing actually a significant part of my self-care? Is it a tool for my emotional and psychological health as a social worker?" With these questions in mind, I started reading books about the healing power of journal writing and soon noticed there was evidence to support what I was inherently experiencing which was that regular journal writing can help to reduce stress, heal trauma, and enhance well-being.

There is a great deal of research across various fields of study including psychology, education, and healthcare that supports the effectiveness of journaling and expressive writing for healing and well-being, for example:

James Pennebaker, PhD, (2004) a research psychologist and author of *Writing to Heal: A Guided Journal for Recovering from Trauma & Emotional Upheaval* conducted a study in the 1980s with people who were dealing with trauma and emotional upheavals. His research showed that individuals who wrote about their traumas needed less medical attention in the following months than they had previously. His work clearly demonstrated a link between writing and health.

Stephen Lepore and Joshua Smyth edited an entire collection of research within their book *The Writing Cure: How Expressive Writing Promotes Health and Emotional Well-Being* (2002) where they show evidence that expressive journal writing can offer relief from stress and heal the damage that can be done from highly stressful experiences. For example, there is compelling evidence that stressful life events undermine cognitive processes and that expressive writing can restore these processes.

Louise DeSalvo, researcher and author of *Writing as a Way of Healing: How Telling Our Stories Transforms Our Lives* (1999), teaches us that we need to write

in certain ways in order for writing to be a restorative and healing tool. Healing narratives are those that involve writing about not what you already know, but rather writing about something that puzzles, confuses, troubles, or pains us. This is what allows for learning, growth, and healing. We can engage in the act of creation that energizes and enlarges us. Writing. A gift that comes to us. A gift we give ourselves.

As social workers, we are often the story keepers of our client's painful stories (we not only hear difficult stories but we must also keep confidential the details of the stories we hear outside the realm of professional consultation and so forth). We listen with empathy to countless stories of trauma, loss, betrayal, and violation. Of course within these stories are also incredible examples of resiliency and the strength of the human spirit. The bearing witness we do can lead to the occupational hazards of professional burnout (characterized in part by emotional exhaustion), vicarious trauma, and compassion fatigue. To prevent these hazards, social workers must have a way of processing the emotions relevant to the nature of our work which at its heart can be referred to as "emotional labour."

William Kahn, author of *Holding Fast: The Struggle to Create Resilient Caregiving Organizations*, suggests:

"They (caregivers) must unpack their emotions and experiences as one might unpack a suitcase, carefully laying out and examining its contents. They must reflect on what they feel as a matter of course; they must dispassionately examine their reactions to certain people and events." (2005)

Meaningful and consistent self-reflection is important to maintaining the necessary emotional and professional boundaries that are foundational to quality social work practice and also serve us well in all areas of our lives. Self-reflection also facilitates personal growth through fostering new insights, learning and "aha moments" that can improve our lives and inspire our gifts.

WHERE TO START WITH JOURNAL WRITING?

Whether you are an avid journal writer, someone who used to journal and got away from it, or have never written in a journal before...

"There is a Spanish proverb which says: there is no road, we make the road as we walk. I would say the same thing about journal writing: we make the path as we write."
Christina Baldwin



>>>

PERSPECTIVES SEPTEMBER 2011



Simply get a pen, a notebook (there are many styles of journals available in stationery stores, bookstores, etc.), and schedule fifteen minutes a day (or as often as possible) to go to the page to observe, know, grow, and care for yourself through journaling.

Journal writing offers you a pathway into our highest sense of truth, well-being and vitality. It helps you align with your core values, reflect on what really matters, and can support you to stay grounded and centered in the midst of it all. One of my favourite writing teachers, Natalie Goldberg, author of *Writing Down the Bones*, says: "Don't be tossed away!" In other words, when we stick with our journaling/writing — we give something to it and it gives something back to us. This has been my experience of journaling for over 25 years now — it is relational, a give and take creative process, that allows me to deepen my relationship with myself, and in turn enhance my relationships with others and the world in which I/we live.

We have to accept ourselves in order to write. Now none of us does that fully; few of us do it even halfway. Don't wait for one hundred percent acceptance of yourself before you write, or even eight percent acceptance. Just write. The process of writing is an activity that teaches us about acceptance. Natalie Goldberg

REGULAR JOURNAL WRITING CAN ENHANCE SOCIAL WORKER RESILIENCY

Various research suggests that a resilient social worker must be able to do the following:

1. Balance self-care with caring for others
2. Create and maintain emotional boundaries (attach — involve — separate)
3. Deepen self-awareness through regular self-reflection
4. Process difficult emotions
5. Reduce and/or manage stress effectively
6. Stay connected to meaning and purpose
7. Cultivate optimism, inspiration and hope — within oneself and to be a catalyst for these virtues in the people and missions we serve.

Reflective and expressive journal writing can support and help facilitate all seven areas of resiliency and well-being for social workers.

TEN CREATIVE WAYS TO USE YOUR JOURNAL AS A SOCIAL WORKER

1. Unwind and relax after a busy day — you can show up to the page with the intention of relaxing and renewing
2. Debrief your emotional reactions after challenging client situations
3. Brainstorm your goals both personally and professionally
4. Capture client stories (without identifying information) that inspire, motivate or move you
5. Deepen your reflective practice as a social worker — not just about your work but how the work impacts how you feel, think and live
6. Explore career/life decisions you might be making, discover solutions to challenges you might be having
7. Connect with what is feeling meaningful and rewarding to you within your career and beyond
8. Nourish your mind, body, heart and spirit with words, ideas, poems, images, quotations, and affirmations — the journal can be a playground for all of these things.
9. Set intention for your health, your work with a client, a meeting, or any other aspect of your daily life — tap into the power of intention setting to reach your goals
10. Honour gratitude — list 5 things you are grateful for at the end of each day

PERSPECTIVES SEPTEMBER 2011

Your journal can be a creative, soulful and nourishing space that supports you in every way. A journal will lovingly hold whatever you choose to embrace within it! I have grown to believe that how we show up on the page is how we show up in our lives. When you can allow more gratitude, joy, curiosity, energy, vitality, hope, patience, and whatever else you might want more of in your life — to have consistent residence in your journal — these same values can have a deeper presence in your life and work.

May the transformative power of reflective journal writing nourish your spirit as a social worker and help fill your emotional cup — again and again. [li](#)

References available upon request

Lynda Monk, MSW, RSW, CPCC is founder of Creative Wellness (<http://creativewellnessworks.com>), a coaching practice specializing in the use of a reflective writing for personal and professional growth.

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Example: Kelly's Story, "The Touch Point"

Use this story for discussion during staff meetings or for training.

Kelly's "bad day"

I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

Kelly's "next day"

The next day I decided not to keep it inside any more. I didn't know her very well, but I took a chance and confided in Stacia. To my surprise, Stacia said, "It looks like you're really having an issue with the mom." I had to admit she was right. Stacia couldn't talk just then, but she remembered when she got back and took the time to hear me out.

When Stacia got back we talked over my frustrations with this client and we shared some ways to deal with the anger I was feeling with the mom. But I have never forgotten that moment when Stacia stopped and just showed me that she had a willingness to help and talk. I look back on it often and I use it as a touch-point for times when I need to regroup.

From that day on I saw my work differently. I shared more. What Stacia did for me, I have done for others....

Message 1 (for co-workers)

I'll never forget the event. I realized that Stacia valued the same things I did, and she was a more valuable support to me than I had realized. From then on I changed my thinking and worked to become more reliant on my co-workers. I will always thank Stacia for that. So I think we should all have "Stacias" in our lives, to remind us that we depend on one another.

Message 2 (for supervisors)

I'm grateful, actually, that my agency allowed us to have time to talk about our cases. If the agency policy didn't encourage us to communicate, this would never have happened. Our lunch and debrief meetings are a big part of my work now.

Message 3 (for family and friends)

Talking about work to you (and Stacy) really helps. I need to do it more. I see that now.

Wellness Story Sharing Plan

Story title:

Author:

Audience/ Listeners	Key message	Location/ Media for sharing	Timing
	<ul style="list-style-type: none"> <input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <p>Notes:</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <hr/> <p>Notes:</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <hr/> <p>Notes:</p>



Example: Kelly's Wellness Story Sharing Plan

Story title: The Touch Point

Author: Kelly

Audience/ Listeners	Key message	Location/ Media for sharing	Timing
Co-workers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input checked="" type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input checked="" type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p> <p>I think we should all have "Stacias" in our lives...</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input checked="" type="checkbox"/> Occasion: <p>As needed</p> <p>Notes:</p> <p>Share my story as often as I can to boost support culture.</p>
Supervisor	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports Policy <input type="checkbox"/> Self-care <input checked="" type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p> <p>Agency policy really helps. Thanks!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input checked="" type="checkbox"/> Health & Safety meeting <input checked="" type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: To groups 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <p>Staff meetings</p> <p>Notes:</p>
Family friends	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages <p>Jot the message down here:</p> <p>Talking about work to you (and Stacy) really helps. I need to do it more. I see that now.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other: 	<ul style="list-style-type: none"> <input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion: <p>Notes:</p>



BE A WELLNESS LEADER

Workshop Facilitator:



The Path: Becoming a Wellness Leader

- **Step 1: Understand wellness basics**
- Step 2: Understand your role in the agency
- Step 3: Have a “leadership vision”
- Step 4: Use wellness tools
- Step 5: Share a “leadership story”



WELLNESS BASICS

Definition of stress

“Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.”

World Health Organization, 2003

Key concepts in stress

Hazard or “**stressor**”: Something in the work environment that has the potential to do harm to the worker’s mental health.

Risk: The possibility of harm to a worker’s mental health based on contact with, or experience of, a stress hazard.



WELLNESS BASICS

Activity 1: Stressors in Your Workplace

- **At your table, talk about the stressors in your workplace**

Thought starters:

"Too much work and too little time"

"I'm in over my head here..."

- **Write your list of hazards on the flipchart**
- **What are the most common hazards in your sector?**



WELLNESS BASICS

Example: Stressors in Kelly's Workplace

- Kelly is a home visitation worker helping a delayed child. She has been working with this little boy for six months.

- Kelly's stressors:

Lack of time, overwork

Don't understand practice formats

Don't communicate with team

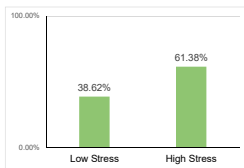
Family issues in care

Feelings of ineffectiveness



WELLNESS BASICS

What the Research Shows: Stressors in the Helping Professions in Alberta



Q: What is your daily level of unhealthy stress at work?
Base: All sectors (n=593)

Source: HWHPP Healthy Workplaces Survey, 2016

1. Unrewarded contributions (25%)
2. Lack of discussion of health and wellness issues (22%)
3. Insufficient staff to handle client needs (17%)
4. Left out of decisions affecting my job (16%)
5. Life demands compete with work demands (14%)
6. Unreliable supervision (13%)
7. Lack of team support when needed (12%)
8. Put-downs, backstabbing, racism, gossip (12%)
9. Unclear job role (12%)
10. Work load too high (11%)

Experience of work-related stressors: all, most or some of the time. All sectors.



WELLNESS BASICS

Activity 2: Write a “Bad Day Story”

- Look over your list of stressors
- Pick one stressor to use as a “typical” example
- Write your example as a “bad day” on the flip chart
Make it sound realistic: make up names, details, and feelings



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WELLNESS BASICS

Example: Kelly’s “Bad Day Story”

“I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.”



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WELLNESS BASICS

The Path: Becoming a Wellness Leader

- Step 1: Understand wellness basics
- **Step 2: Understand your role in the agency**
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- Step 4: Use wellness tools
- Step 5: Share a “leadership story”



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YOUR ROLE

Activity 3: Solutions to Stressors

- **Brainstorm possible solutions that might work in your case example**
- **Write a list of these solutions on your flip chart**
- **Discuss:** Who is responsible for these solutions?



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YOUR ROLE

Example: Solutions to Kelly's Stressors

- I talked to my co-workers and asked for help
- I explored new ways to integrate families (moms!) into care
- I divided up my workload for the day (planned better) so that I could visit both 'easy' and 'difficult' clients as a balance
- I talked to myself and reminded myself that this client's family was a problem and not to freak out



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YOUR ROLE

Discussion: Analyze the Solutions in Your Example

- **Study the solutions you see in the examples**
- **Analyze:** Which are *organizational*, which are *individual*?
- **Discuss:** Where might they overlap?



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YOUR ROLE

What the Research Shows: Solutions to Stressors in Alberta

Organizational

1. Control is given to me in my job (71%)
2. I have flexible work arrangements (70%)
3. I have opportunities and support for self-care (59%)
4. I have access to employee assistance programs (54%)
5. I experience reflective and reliable supervision (53%)

Q: Indicate which of the following factors are available in your workplace and that you think contribute to your workplace health.

Individual

1. I am professionally capable and qualified (84%)
2. I balance my life and work (82%)
3. I mediate and jog (76%)
4. I have supportive conversations with co-workers (63%)
5. I try creative ways to do my work (58%)

Q: As an individual, what do you do to maintain your health in your workplace?

Source: HWHP Healthy Workplaces Survey, 2016 hwhp.ca

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hwhp.ca

YOUR ROLE

Organizational Social Support

• Organized Groups

- Health and fitness: yoga, meditation, fitness class
- Interest-based: AA or Al-Anon, smoking cessation
- Skill-based: toastmasters, games, leadership coaching, lunch and learn
- Social: lunch book club, walking club, mom's club

• Planned Activities

- Picnic,, volleyball, happy hour, potluck

• Mentorship

- Buddy system, mentoring, coaching sessions, 1:1 training

Healthy Workplaces For Helping Professionals
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YOUR ROLE

Administrative Support

• Employee Assistance Programs

- Counselling, medical assistance, coping (divorce, domestic violence, death, depression, personal issues)

• Health and Safety Committee

- Reporting, staff meetings, education

• Health and Safety Policy

- Clear policies (hiring, training, rewards), flexible scheduling, employee involvement in decision-making, job satisfaction surveys
- Insurance, compliance with national and industry standards
- Wellness policy with employee engagement.

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YOUR ROLE

Resources for Agency Support






Non-Governmental Agencies
Guarding Minds @ Work
<http://www.guardingmindsatwork.ca>

Government Agencies
Canadian Centre for Occupational Health and Safety
https://www.ccohs.ca/oshanswers/psychosocial/wellness_program.html

Employee Assistance Programs
Family Services Employee Assistance Programs
https://www.ccohs.ca/oshanswers/psychosocial/wellness_program.html

Wellness Standards Organizations
Mental Health Commission of Canada
<http://www.mentalhealthcommission.ca/English/issues/workplace/national-standard>

Healthy Workplaces For Helping Professions
www.hwhp.ca

YOUR ROLE

The Path: Becoming a Wellness Leader

- Step 1: Understand wellness basics
- Step 2: Understand your role in the agency
- **Step 3: Have a “leadership vision”**
- Step 4: Use wellness tools
- Step 5: Share a “leadership story”

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YOUR VISION

The Dimensions of Agency Wellness

1. Supporting health in the workplace
2. Encouraging job satisfaction
3. Decreasing unhealthy stress
4. Providing job control
5. Supporting strong work relationships
6. Facilitating collaboration among all workers
7. Providing strong agency support

Level 1: Hindering	Ad hoc health and wellness	Level 2: Surviving	Health and wellness needs recognized on paper	Level 3: Maintaining	Health and wellness policies formalized, regularly evaluated and updated.	Level 4: Promoting	Learning and training programs in health and wellness offered	Level 5: Thriving	Employees championing and leading workplace health and wellness
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Wellness Capacity Maturity Model

Source: HWHP Healthy Workplaces Survey, 2016

YOUR VISION

Information: The Helping Cycle



Leadership Vision: Imagine Two Agencies

Hindering Agency	Thriving Agency
Helping Cycle set by policy	Helping Cycle developing and growing
Employee motivation drives the employee	Employee motivation drives the agency
High turnover and burnout	Employees inspired and eager
Mission is to grow profits	Mission is to grow employees
Low trust in supervisors	High trust in supervisors
Employees have little say	Employees have everything to say
Policies imposed from the top	Policies grown from the bottom up
Culture of negativity and fear	Culture as a competitive advantage
Communication suppressed	Communication used to grow trust
Stress is unhealthy	Stress is a source of growth



YOUR VISION

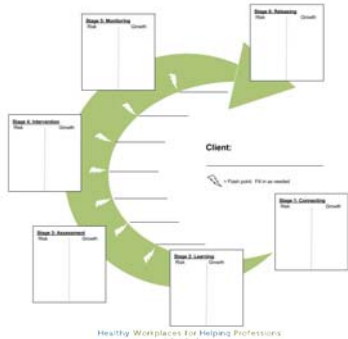
The Path: Becoming a Wellness Leader

- Step 1: Understand wellness basics
- Step 2: Understand your role in the agency
- Step 3: Have a "leadership vision"
- **Step 4: Use wellness tools**
- Step 5: Share a "leadership story"

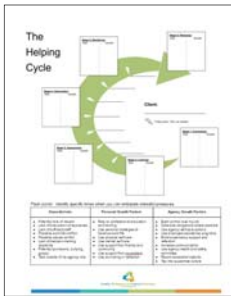


YOUR TOOLS

The Helping Cycle Assessment Tool



Staff Resource: Case Assessment



How to use this tool?

Instructions:

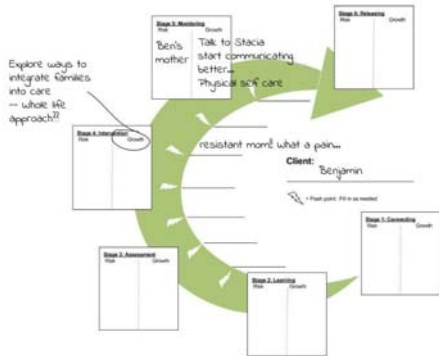
1. Where do stressors ("risks") fall in the cycle?
2. Identify ways to grow from stressor

Context:

- Staff meetings
- Training
- Record keeping
- Develop personal leadership skills

YOUR TOOLS

Example: Kelly's Case Assessment



Staff Resource: Daily Stress Assessment



How to use this tool?
Instructions:
 1. Anticipate your day
 2. Evaluate your daily “stress” score
 3. Plan your day accordingly

Context

- Staff meetings
- Training
- Record keeping
- Keep strong for others



YOUR TOOLS

Example: Kelly’s Daily Stress Assessment

Health Site Risk Assessment for Daily Wellness

Name: Kelly Date: April 24, 2016

Today's Event (one assessment per event)
 Visit with Ben and his mom

Factors	Rating System 1 = Low, 2 = High	Mitigation What I can do
Client	Medium - Unpleasant	2
Activities required	None - Not Needed	1
Exposure	Medium - Unpleasant	2
Exposure	High - Risk	3
Exposure	Medium - Unpleasant	2
Time	Low - Pleasant	1
Prepared	Medium - Unpleasant	2
Prepared	High - High risk	3
Prepared	High - High risk	3
Prepared	High - High risk	3

Factors	Rating System 1 = Low, 2 = High	Mitigation What I can do
Continues	None - Low Risk	1
Relaxation	None - No stress	1
Learning	High - High Risk	3
Health	High - High Risk	3
Learning	High - High Risk	3
Health	High - High Risk	3

YOUR TOOLS

The Path: Becoming a Wellness Leader

- Step 1: Understand wellness basics
- Step 2: Understand your role in the agency
- Step 3: Have a “leadership vision”
- Step 4: Use wellness tools
- **Step 5: Share a “leadership story”**



YOUR STORY

Leader Resource: A Story for Action

- Good stories spread quickly and inspire us to take action
- Good for culture change

“What makes great stories so powerful is their ‘stickiness’, their ability to draw attention and engage our hearts and minds”

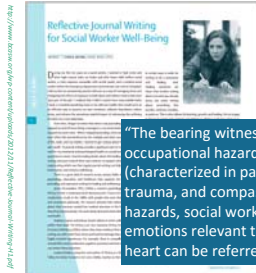
(Changemakers, 2014)



Healthy Workplaces For Helping Professions
@jorahelp.ca

YOUR STORY

Why Are Stories Useful?



“Expressive journal writing can offer relief from stress and heal the damage that can be done from highly stressful experiences.”

“The bearing witness we do [with clients] can lead to the occupational hazards of professional burnout (characterized in part by emotional exhaustion), vicarious trauma, and compassion fatigue. To prevent these hazards, social workers must have a way of processing the emotions relevant to the nature of our work which at its heart can be referred to as “emotional labour.”



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YOUR STORY

Activity 4: The Next Day... How Can You Be Part of the Solution?

- **Imagine the next day...**
What can you do to make your agency and your work better?
- **Write your ideas on your in your group**
Thought starters:
 - “I will share my experiences more...”
 - “I will bring this up in the H & S Committee...”
 - “I will share more with my family...”
- **Write your “next day” story.**
What changed from then on?



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YOUR STORY

Example: Kelly's "Next Day" Story

Kelly's "bad day" story:

I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

Kelly's "next day" story:

The next day I decided not to keep it inside any more. I didn't know her very well, but I took a chance and confided in Stacia. To my surprise, Stacia said, "It looks like you're really having an issue with the mom." I had to admit she was right. Stacia couldn't talk just then, but she remembered when she got back and took the time to hear me out.

From that day on I saw my work differently. I shared more. What Stacia did for me, I have done for others....

Adapted from: "Reflective Supervision on the Run," in Children and Families, National Head Start Association, Spring, 2003



YOUR STORY

Analyzing/Transforming Your Story

- Reflecting
- Drafting
- Analyzing and transforming
- Sharing

1. **Activity:** Look back over your bad day/ next day story
2. **Discuss:** How could this story be transformed?



YOUR STORY

Sharing Your Story

- Reflecting
- Drafting
- Analyzing and transforming
- Sharing



YOUR STORY

Workshop Evaluation



Please share your thoughts with us.



Thank you...





Healthy Workplaces for Helping Professions

I am a

CERTIFIED WELLNESS LEADER

has completed the *Be A Wellness Leader Workshop*.

“Ask me about my story.”

Date _____

Signed Thomas Barker

Thomas Barker, PhD
Project Lead

Healthy Workplaces for Helping Professionals



Wellness Workshop Evaluation Form

Thank you for participating in the **Be a Wellness Leader** workshop. We are very interested in receiving your feedback on the workshop.

Please place a checkmark in the box that most closely reflects your experience in the workshop	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
I was able to identify examples of stressors (i.e. job demands) in my work experience that had an impact on my personal wellness.					
I was able to identify actions I have taken to positively impact my personal wellness.					
Sharing my experience (story) can impact others at work.					
I have a plan in place to share my story in order to promote positive change.					
Participation in this workshop will assist me to make a positive impact on wellness in my workplace					

What did you find helpful about the workshop?

How could the workshop be modified to have greater impact on wellness at work?

Are you interested in becoming more involved in supporting workplace wellness? Please check any of the following that may interest you.

- Becoming a champion for wellness culture in your workplace and community (“A Wellness Leader”)
- Sharing your story on the HWHP website (hwhp.ca)
- Other: _____

Name (optional) _____

Phone/email (optional) _____

