

## Executive Summary

# **Time Management and Stress Management in Child Welfare Practice**

### Course Description

The Time Management and Stress Management Training provides a realistic view of the pressures of child welfare work including the stressors inherent in the work as well as the time pressures that are ever present and contributory to the stress levels of workers. The training focuses on identifying stressors and developing strategies to manage these stressors including prioritization and secondary trauma. Additionally, the training provides the opportunity to practice skill building around all of the above. The course utilizes lecturette, case studies, small group interaction, and scenarios to help participants integrate the information.

### Target Audience

This training is appropriate for new workers. New workers will be exposed to information to assist with management of time and stress in the course of child welfare work.

### Outcome Objectives

1. Identify and describe three time management tools that he /she can employ in the workplace including strategies for keeping track of deadlines; at least two barriers to effective time management; and at least two strategies for overcoming these barriers.
2. Using a case example, the trainee will be able to demonstrate an ability to prioritize tasks effectively, taking into consideration child safety, legal requirements, and court deadlines.
3. Identify positive and negative effects of stress and the four universal causes of stress, and be able to distinguish between them.
4. Identify that stress is a reaction to positive experiences as well as negative experiences, and is a part of daily life and create a daily stress reduction plan.
5. Recognize the common origins and consequences of work-related stress in the field of public child welfare; describe burnout and how stress contributes to it and recognize origins and signs of secondary trauma.
6. Identify techniques to cope with and manage stress, secondary trauma, and burnout.

### **Ways that Supervisors can support the Transfer of Learning from the classroom to the job...**

#### ***BEFORE the training***

1. Supervisors should ask the trainee to identify a list of things that make the worker feel stressed and the indicators that let the trainee know they are stressed.
2. Supervisors should ask the trainee to make a list of strategies that have worked for the trainee in the past when attempting to manage stress.

#### ***AFTER the training***

1. Supervisors should ask the trainee to name 5 stressors that are unique to child welfare work.
2. Supervisors should ask the trainee to define how tasks should be prioritized and how the worker plans to keep track of all of the deadlines in case work.