

Using the scale, indicate how these statements reflect your actions and feelings. Fill in the applicable number to the left of the question.

| | 5= Very Often | 4= Often | 3= Sometimes | 2= Occasionally | 1= Rarely | 0= Never |
|-----|---------------|----------|--------------|-----------------|-----------|----------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| 11. | | | | | | |
| 12. | | | | | | |
| 13. | | | | | | |
| 14. | | | | | | |
| 15. | | | | | | |
| 16. | | | | | | |
| 17. | | | | | | |
| 18. | | | | | | |
| 19. | | | | | | |
| 20. | | | | | | |

Scoring

Write the number you wrote for each question on the corresponding line below. Total each column.

| BURNOUT | | COMPASSION FATIGUE | |
|----------------------|-------|----------------------|-------|
| _____ | 1. | _____ | 2. |
| _____ | 3. | _____ | 4. |
| _____ | 5. | _____ | 6. |
| _____ | 7. | _____ | 8. |
| _____ | 9. | _____ | 10. |
| _____ | 11. | _____ | 12. |
| _____ | 13. | _____ | 14. |
| _____ | 15. | _____ | 16. |
| _____ | 17. | _____ | 18. |
| _____ | 19. | _____ | 20. |
| <input type="text"/> | Total | <input type="text"/> | Total |

See flip side for interpretation of results.

Interpretation of Results

While no universally applicable cut-off score can be used under all circumstances, in most cases, a higher score in each column indicates a higher level of potential distress.

A general guide would be:

| | |
|-------|-----------------------|
| 0-15 | = Low Risk |
| 16-27 | = Moderate Risk |
| 28-40 | = High Risk |
| 41-50 | = Extremely High Risk |

Definitions

Caregivers in the helping profession face a variety of exhausting and stressful situations. Caregivers who are exposed to repeated or intense stress in their jobs are vulnerable to long term stress reactions themselves. These situations may lead to one or several of the following conditions:

Burnout

Burnout is a state associated with constant stress concerned with one's vocation. Things have become "too much" all the time and one's energy and resources are depleted. Burnout often includes a grief response - grief that one isn't as effective as they want to be.

Compassion Fatigue

Compassion fatigue symptoms come from tension and preoccupation with clients' needs. Because one must utilize empathy and emotional energy to listen, connect and guide someone who is under duress, physical, emotional and intellectual exhaustion can result. This can be described as the cost of caring too much and too often.

Contributing Factors and Attitudes

The following factors and attitudes increase the likelihood that one will experience burnout or compassion fatigue.

- Increased exposure to clients with trauma.
- Lack of specialized training for the demands in one's job.
- Struggling with boundaries and knowing the limits of one's role.
- Professional isolation or lack of supervision.
- Increases in other life stresses (family, relationships, health, finances, etc.)
- *"If I care enough and work hard enough, everything will be OK."*
- *"I am the only one who cares enough or who can help this person."*

FACILITATOR'S GUIDE

Facilitator's Role

As the facilitator of the Wellness Assessment tool, your goal is to create a safe environment that stimulates healthy discussion around employee well-being.

The Process

1. Facilitator sets the stage by outlining the purpose of the meeting(s).
2. Each person fills out an assessment tool (approximately 10 minutes).
3. Facilitated discussion based on assessment tool results (1+ hours).

The length of this process will vary depending on your organization or group. You may also want to consider follow-up sessions.

Note: Individuals should have permission to not share personal results, but still be part of the discussion.

Interpreting Results of Assessment Tool

While no universally applicable cut-off score can be used under all circumstances, in most cases, a higher score indicates a higher level of potential distress. A general guide would be:

0-15 = Low Risk 16-27 = Moderate Risk 28-40 = High Risk 41-50 = Extremely High Risk

FACILITATING DISCUSSION

Phase 1 - General Observations

Once people have filled out the assessment on their own, open a conversation about some of their key observations in general terms. For example:

- "Which of your responses to the assessment questions stands out to you as most concerning?"*
- "What questions had you not previously considered prior to using this assessment tool?"*

If you are facilitating the discussion with a larger group, consider breaking people up into smaller groups.

Phase 2 - Identifying Significant Issues and Themes

Now lead the group through their response to each of the questions. When significant themes and/or common issues arise, spend additional time exploring them. Individuals who work in the same organization often have similar experiences - identify similar themes during this phase. Common concerns will typically emerge that will form the bases of the final discussion. Try to limit the discussion around solutions to the issues until the next phase.

Phase 3 - Identifying Solutions to Concerns

Spend time identifying possible ways to decrease the risks of burnout and compassion fatigue at an organizational level. If there are things the organization can do differently, focus on developing specific plans and strategies that are realistic and doable.

FACILITATION CONSIDERATIONS

- Who is the best person to lead the facilitated discussion? What is their role within the organization, and what are the potential dynamics to be aware of related to this?
- Consider group size. The larger the group, the more time you will likely need. However, larger groups allow more voices to be heard.
- Consider group make-up. What are the positives and negatives of having people from various departments in one group versus more focused departmental groups?
- Set guidelines for discussion and interactions - how will you speak with each other when you disagree? How will you listen to each other?

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