

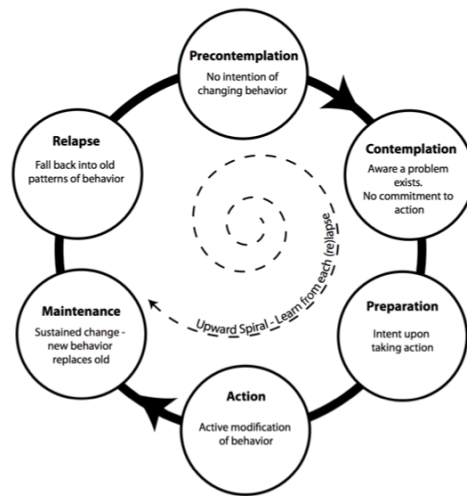
Caring Safely Module 11-2

Content Development:
Putting it all together for your audience

In This Module

- Based on time and stage of change audience is in.
- Which type of content to provide for different stages.
- Preparing Content
- Speaking Preparation Form
- Example Outline
- Example Format
- Adapting Formats
- Assignment #2

The Stages of Change Model



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Stages and Content

Stage	Technique
Pre-Contemplation – Building Awareness	Teach concepts of compassion fatigue Normalize compassion fatigue
Contemplation – Building Awareness and Internal Motivation for Change	Personalize – Signs and Symptoms Assessment - ProQOL
Preparation - Framework for change	Compassion Fatigue Trajectory Compassion Fatigue Resiliency Factors/Skills
Action – Teaching Strategies	Choosing from any of the compassion fatigue resiliency factors and teach ways to practice. Watching for excitement to turn into resistance
Maintenance – Deepening self-awareness and growth	Monitoring change (ProQOL) or signs and symptoms Adding CF Resiliency. Reducing CF Risk Factors.
Relapse – Reignite internal motivation for change	Normalize relapse to prevent shame Review original reasons for wanting to address CF Support in resuming earliest strategies

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Preparing Content

- How much time do you have (one hour/half-day/full-day)
- What is the population?
- What stage are they at?
- How much do they know about compassion fatigue?
- Is it addressed in workplace? If so, how?
- What are their risk factors for CF?

Always give information for earliest stage of change and move forward from there.

Pre-Work is going to make your presentation much more enjoyable for everyone!

Speaking Preparation Form

Name of Organization:

Population/Audience: field, years of service (range), prior training on CF, any workplace initiative to address compassion fatigue, how many attending, what are some stressors in their field/org.

Length of presentation:

What will the audience be told about the presentation:

Is your presentation part of a day of presentations or the only one? If others are also presenting, who are they and what will they be discussing? Can you contact them to share outlines to see if overlapping?

Logistics: Can you send slides/handouts in advance so they have them, technology, audio.

Assignment #2

Name of Organization: Helping Professionals Incorporated

Population/Audience: 25 people in your field. 1-20 years of service. No prior CF training. No workplace initiatives to address CF but Yoga teacher comes in once per week over lunch hour – paid service. Their risk factors are regular exposure to trauma and heavy workloads due to insufficient staffing.

Length of presentation: 90 Minutes

What will the audience be told about the presentation: Someone will be talking to them about compassion fatigue in (your field).

Is your presentation part of a day of presentations or the only one? No one else is presenting that day.

Logistics: You can send in slides/handouts in advance. You will have access to power point and mic.

Preparing Content

- How much time do you have (one hour/half-day/full-day) **90 Minutes**
- What is the population? **Your field, no prior training, range of service years.**
- What stage are they at? **Assume from pre-contemplation to action due to range of years in service.**
- How much do they know about compassion fatigue? **Assume it ranges from "nothing" to "a bit" with a few "I've taken trainings on it".**
- Is it addressed in workplace? If so, how? **Not addressed specifically, but workplace supports healthy initiatives such as yoga and has asked for you to speak about it.**
- What are their risk factors for CF? **Workplace Risk Factors: high trauma exposure and heavy workloads due to insufficient staffing. Personal Risk Factors: Unknown. But know helpers tend to put their needs aside for other and that when compassion fatigue is high they tend to dig in and work even harder.**

Preparing Content

For 90 minute presentations for people with full range of awareness and stages of change:

Primary focus is on building awareness, teaching them how to recognize the impact of CF on themselves and giving introductory strategies for change with information on additional resources for them to follow up with if they are interested.

Think Modules 1 and 2 of Caring Safely with one to four strategies they can begin using immediately.

Common Error: Trying to fit a whole day of information/strategies into a 90 minute presentation.

Example Outline

The definitions and examples of compassion fatigue or your story of compassion fatigue with the definitions included.

The Compassion Fatigue Trajectory and the ProQOL (may not have time to do assessment during presentation, but if they are interested they can do it later. Or maybe they can do it in advance).

Strategies: Limit Trauma Input, reflecting on compassion satisfaction, deep breathing/sensory grounding for preventing vicarious trauma.

Example Format

Begin with large group question to assess level of knowledge of CF.

Begin with your story/definitions of compassion fatigue, compassion satisfaction, vicarious trauma and burnout and the CF Trajectory.

I always add the Limit Your Trauma Input strategy right after describing vicarious trauma.

I sometimes stop after describing the zealot phase and get them to pick a partner and each share what their zealot phase was like (for 2 minutes each).

Give time for ProQOL if you went too fast through definitions (it takes approx. 10 mins to complete).

Example Format Con't

Signs and Symptoms: Review the signs and symptoms to help personalize the experience. You may have them on a handout for them to check off.

Strategy: You've already given Limit Trauma Input. Now you can add another strategy such as defining conscious vs. unconscious empathy as it leads to VT and deep breathing/ sensory grounding to manage VT. This could be a large group activity where you model it and have them practice it with you.

Strategy: End with a positive. Turn to a partner and share an experience of compassion satisfaction (for 2 minutes each).

Ongoing Support: Provide additional resources they can follow up with.

Adapting Formats

The 90 Minute is my core outline and I either add to it or take things out based on time.

A 15 minute talk – just the basics definitions of compassion fatigue, compassion satisfaction, vicarious trauma and burnout is with emphasis on expectancy in helping fields without protective strategies. Give ProQOL and resources for them to follow up with.

If it's 60 minutes I may not do the trajectory and may only do three strategies. Give ProQOL and resources.

If it's a half-day or a full-day I will add more concepts, maybe add more dyad or group activities to discuss the concepts. I'll include the trajectory. I also add the 30 minute documentary "Overexposed" to full-day workshops.

My rule of thumb: **At least half the time allotted should be teaching strategies.**

My Workshop Outlines

Slide One:

Content
Handout

Slide Two:

Content
Handout
Activity

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Assignment #2

Build off your work from Module 11-1.

Create your outline (definitions/examples or personal story)

Think of activities/handouts to incorporate

Create your slides.

Include your references.

Email to me: Charlene@charlenerichardrsw.com

Not concrete – Module 11-3 will discuss ongoing adaptations and how to prepare for specific topics/populations.

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