



# Facilitator's Manual

To be used with the Working Safe Working Smart  
online curriculum.

[www.workingsafeworkingsmart.com](http://www.workingsafeworkingsmart.com)



**Independent Living Resources, Inc.**

©2016 ILR, Inc. [www.ilrinc.com](http://www.ilrinc.com)

411 Andrews Road, Suite 140

Durham, North Carolina 27705

800-820-0001

919-384-1457

# Table of Contents

<b>Introduction to Safety</b>	<b>3</b>
A brief synopsis of the curriculum and how safety training impacts the workplace	
<b>Overall Training</b>	<b>5</b>
This section is particularly helpful for those new to facilitation. It provides the facilitator with information about different types of learning styles, teaching adults, lectures, experiential exercises, and modeling as a teaching tool. A separate section on planning groups is also reviewed.	
<b>Blended Training Option</b>	<b>9</b>
A brief explanation of why the WSWS curriculum evolved to include blended training as an option.	
<b>Impact of Blended Training for WSWS</b>	<b>10</b>
A brief review of the impact using a blended training format can have with this curriculum versus online only.	
<b>Preparing to Facilitate the Blended Sessions</b>	<b>11</b>
An outline of how to prepare for the three sessions including set up and a list of handouts for each session.	
<b>WSWS Blended Training Agendas</b>	<b>12</b>
The WSWS Blended Training participant agendas are provided for the three different sessions.	
<b>WSWS Blended Training Facilitator Agendas</b>	<b>16</b>
Facilitator agendas for each blended session.	
<b>WSWS Blended Session Evaluation</b>	<b>26</b>
An evaluation that can be used after each blended session.	

Note: If you have any questions about this curriculum or the facilitation process, contact: [Nancy.carter@ilrinc.com](mailto:Nancy.carter@ilrinc.com) or 919-384-1457

# Introduction to Safety

**Working Safe Working Smart** is a curriculum that you can use as part of your in-service training program. The design is to help staff learn how to better prepare themselves around personal safety issues. The curriculum has a structure that is based upon the following beliefs:

1. Awareness of safety issues is a primary concern for all areas of front-line human services agency operations.
2. Consistency is needed in application of safety procedures at all levels of an agency.
3. Communication on safety issues must be developed between management and staff at all levels.
4. Safety must be a part of an agency's planning process, included in staff orientation and training, physical plant development, crisis response, and post-victimization and trauma.

Administrators, supervisors, and, at times, line staffs do not acknowledge the potential impact of an agency's intervention on individuals, families, and children. This intrusion into the “normally” private lives of individuals can and often do have emotionally charged ramifications. Not uncommonly, clients interpret professional intervention as an accusation of poor self-control, or lifestyle. They at times fear the possibility of forced institutionalization and other civil or criminal actions. As a consequence of the intensity of these confrontations, individuals may lash out at the agency representative. The method for venting anger may be verbal or physical. It may include the use of weapons.

Communication and training about the range of possible client reactions to agency intervention is essential to prepare staff professionals, paraprofessionals, and support staffs for the realities of their work. Over the course of many years of working with human service providers, Independent Living Resources, Inc., has observed all too clearly that communication at all levels in human service systems breaks down in dealing with risk management or safety issues. There is a common desire to avoid increasing an atmosphere of fear--and a misconception that heightened fear would be the outcome of dealing with safety and risk management issues in an open and forthright way. At other moments there is a clear lack of knowledge about events occurring in and around the office space daily.

Complicating the issue is the fact that agency and individual philosophies on risk management or safety are remarkably divergent. The range embraces, on the one hand, complete support for any measure that might assist or protect the safety of staff, to a belief, on the other hand, that there simply are no reasons for concern about safety--it is a non-issue.

To foster safety and enhance effectiveness, it is imperative that front-line staffs who engage with confrontational clients have some “real” sense of control over their situation.

This sense of control - grounded in the knowledge that appropriate support systems are in place for client and staff alike - starts with a safety program such as the one presented here.

Training and staff development are most effective in dealing with emerging issues, such as management of transmittable diseases, handling clients involved with drugs or substances, the hostile or violent neighborhood or project area, and cultural issues for groups or geographic areas. This program provides information on risk management/safety concerns including:

- Recognition of unsafe situations before entering a home, neighborhood, or interviewing a client in the office (early warning)
- Development of crisis intervention skills (managing an unsafe situation)
- Understanding what will and should occur after an assault or life threatening incident takes place (follow-up)

All of this will assist every level of an agency in the development of a healthier work environment. The information is practical and useful. Staff will see immediate gains and develop the capability to implement many of the concepts swiftly upon returning to the workplace.

# Overall Training

Training is an integral part of the development of a program on safety issues. Whether it is the newly hired staff, or “old timer,” efforts need to be put forth that ensure consistency in program approaches. This can only occur by providing the appropriate information about safety. One of the best methods of providing this is through planned training and staff development efforts. Enhancing development efforts occur by looking at some of the underlying theories of how adults learn.

## Experiential Learning

As you probably already know, teaching adults is different from teaching children. Many of the differences are directly related to the increased experience, maturity and knowledge of adulthood. These are distinct advantages for training.

Research in educational psychology reveals that adults exhibit more individual differences than do children. This finding is consistent with common sense. After all, adults have had longer to be affected and changed by the variables that touch us all; genetic differences, social and interpersonal experiences, and cultural events. You may also infer from this, however, that a group of adult learners will come to sessions with wide variations of knowledge, experiences, biases, and attitudes.

Staff training will deal with groups of social workers, childcare staffs, foster parents, clinical staffs, etc., who vary in age, academic preparation, and years of experiences. One staff person may be newly graduated from college with very limited experience. Another may have 25 years of experience in the field but with limited education.

Developmentally, these two people focus on very different issues. Intellectually, they may function on very different levels. Emotionally, they will surely have different needs and exhibit different maturity levels.

## Teaching Adults

Most adults maintain or enhance their level of intellectual functioning, as they grow older. The most critical variable that seems to determine whether intelligence continues to increase is whether people are intellectually challenged. Any training session offered should be presented in a way that challenges the learner.

A distinguished feature of adult intelligence is its practical nature. Adults typically prefer to focus their intellectual energies on solving real problems. Further, adults tend to be good at problem solving, as they are generally very good at bringing together their knowledge and experience. Teachers will want the use of practical skills for problem solving to be the major focus of the educational experience for adult students.

## Modeling

There is one important way in which adult learners are very much like children in the learning situation. That is, they remember what you do much more than they remember

what you say. Your most golden thoughts on how to enhance a person's self-esteem become lost if you belittle even one person in the training session. Your behavior, as the teacher or trainer, must support the participants as well as the learning goals of the session. Otherwise, you have diluted the content of the session, weakened your position and what you hoped the participants would take back with them.

Within the context of safety training the idea of modeling becomes extremely important. This is a subject area that has had little discussion in the past. Individuals need permission to discuss this issue and that it is okay to present their fears, anxieties, and inadequacies, in handling all situations presented during the workday. Part of the training leader's responsibilities, are to present that there are no "right" or "wrong" answers. Rather, the desire is for everyone to present their opinions and then to stretch their thinking to a point where they could possibly incorporate more safe coping strategies.

When adults are being taught, the trainer's behavior must be congruent with what the program wants modeled for the individual or group. If the behavior includes inflammatory or derogatory messages then it becomes biased. Thus, the choice of who will provide orientation and training to staff is a critical factor. A safety trainer must believe in the practicality of this program and its utility for all who participate.

## Lectures

We present lectures as a concept within the context of participatory exercises. By design, lectures present information that should open the participants to new ideas. They serve as the bridge between printed information and the experiential learning in the sessions. The most important point about lectures is the length.

Lectures should be intentionally brief, no more than a few minutes at a clip. Interspersed should be, use of flipcharts, media materials, and/or whiteboard diagramming. Most people remember visual information better than they remember what they hear.

Less experienced trainers of adults often make the mistakes of following older models of teaching which are based on teaching children and following didactic or lecture principles. Whenever possible, training staff or contractors used to facilitate this program, need to have some understanding of adult learning theory.

Again, within the context of this program, we must explore what the participants' life experiences are in relation to assault or aggression. If people can connect the principles of this program with past life experiences they will be more likely to incorporate this new knowledge.

## Experiential Exercises

Structured experiential exercises should provoke thinking or provide an opportunity to practice skills. The activity engages the learner and involves a group discussion or analysis of what happened during the activity. The person learns by doing... and reflecting.

Experiential exercises have the flexibility to be used in groups, with individuals, or both. In an experiential exercise, the trainer's role is to facilitate, not to necessarily give out information or do the activity. You may guide and influence the participants but the individual or group needs autonomy in completing the exercise. Examples for the adult might be to give the group or individual a practical everyday problem and ask them to generate a solution.

One important aspect of experiential learning is that the trainers have a good sense of what it feels like to do the exercise. Adults who are teaching individuals or groups must undertake the exercises themselves before asking others too. In addition, the prior experience will help the trainer have a better understanding of the necessary preparation, anticipate barriers or roadblocks, and have a clearer sense of timing for the activity.

Within the context of this program, the experiential learning is vital, and takes place with many "real" life vignettes. These vignettes are to assist participants in exploring their own beliefs about situations and what might occur, what was occurring, or what had occurred. The next step is to discuss how we plan for all the aforementioned potential occurrences. Each vignette was developed from actual, real experiences that Independent Living Resources, Inc., staff have had.

## **Planning Facilitated Groups**

### **1. Identifying Participants**

This curriculum is for use with staffs that have direct service responsibilities. This includes social workers, caseworkers, clinicians, income maintenance staff, supervisors, administrators, general human service workers, and any one else who has direct contact with clients both in the office and field setting.

### **2. Homogeneous Groupings**

The recommended approach for training is that participants be put in homogeneous groupings. This recommendation is made with a realization that the number and location of available staff play into the development of a training group. Whenever possible if the groups are made up of staff whose jobs are similar the program will provide stronger internal supports. In addition, a more thorough coverage of the issues affecting that particular group will become the mainstay of the training.

This is not to say that "mixed" groups cannot be a positive experience. The opposite is true. Mixed personnel can give each participant a more thorough understanding of all the areas outside their own work area "unit" and thus, a more supportive and collegial atmosphere develops. Yet, as a rule, when developing groups for training, the planner should take care when mixing certain professionals or professional, paraprofessional and support staffs.

### **3. Administrative and Supervisory Personnel**

All administrators and supervisors need exposure to this program. First, we recommend that there be a separate "special" session held for administrators or management team. Second, supervisors need to be included in the sessions in which their staffs are trained. All supervisors in the agency **must** go through this safety program to effectively reinforce staff efforts.

The message for all personnel must be that it is “two-way” communication that makes safety-programming work. This communication effort centers on staff being given permission to ask for help, and coincidentally learning to ask for assistance when a situation presents questionable factors.

#### **4. Limit Number of Participants**

The blended sessions promote group interaction and discussion. An ideal group size to maximize the learning is from 18-24 participants. A group this size is large enough to divide into smaller discussion groups but not too large as to deter discussion and interaction within the larger group.

All time frames listed in the Agendas are coordinated with the limits mentioned above; namely 18-24 participants. The running of the program could occur with lower numbers. When this takes place the time frames for completing exercises will generally be shorter. A rule is that one person adds (or subtracts) one minute for each exercise. This is relatively insignificant when talking about one or two individuals. But when adding or subtracting 10 participants for an activity and four activities in a session, you now have added, or subtracted, approximately 40 minutes. Scheduling time frames takes skill and experience. Using the above guideline for estimating how long the program will run can save valuable time.

#### **5. Selection and Setting up of Training Site**

Space is as important as the size of the group. Nothing can ruin a well-prepared training session quicker than an overcrowded, uncomfortable training room. Regardless of the length of the session, space is important.

The room should be large enough to comfortably seat participants around the outside of tables set up in a “U” shape. The tables make it easier for participants to make notes. This “U” shape also facilitates group discussion and interaction.

In addition, the room needs to be large enough to allow for breakout groups to be formed away from the central or “U” setup area. The breakout groups for participants need to have 4-6 chairs placed in a circle in different areas of the room. The number of circles needed would be dependent upon the total participants in the session. The overall room space will have to accommodate 4-6 circles of chairs. With this arrangement, participants can move very easily from the “U” setting to the small groups and back without rearranging furniture or the room.

By keeping all small groups in the room, it is easier to monitor the activities and plan so that all groups finish an exercise at the same time. Other useful or “ideal” hints are to setup the trainer at the open end of the “U” flanked by two flip chart stands. One flip chart stand could contain the prepared pad (if needed) and the other a blank pad for recording group responses. Place a small table within the “U” for the presenter's notes, projection equipment (if not otherwise mounted), and this Manual.

It is also recommended that “name tents”, 5x8 index cards (folded in half) be given to each participant. Individually, each would write their name, work unit, position, and if needed, field office location. Place name tents in front of each person to create a readily identifiable nameplate. A supply of magic markers and a roll of masking tape need to be available.



# Blended Training Option

Blended learning is typically defined as an approach that combines effectiveness and socialization opportunities of the traditional/classroom learning with the technologically enhanced active learning possibilities of the online environment (Mahajan & Chattervedi, 2013). It is potentially a powerful solution to meet child welfare agencies worker safety training needs. Key benefits of blended learning include the opportunity of leveraging both the face-to-face classroom and online modules to create a continuous learning experience (Lee, 2010). Another benefit of blended learning is it increases opportunity for reflection, “allowing learners to dialogue, debate, and negotiate concepts in multiple learning environments supports the development of a community of inquiry required for higher levels of learning” (Lotrecchiano et al., 2013, p. 1728).

**Working Safe Working Smart** was first created as a purely classroom, face-to-face training program. The curriculum was researched through a National Institute for Occupational Safety and Health grant for effectiveness. The research demonstrated that when agencies promoted personal workplace safety as an essential part of their training program, staffs increased their knowledge and awareness of potentially dangerous situations both in the field and office. Additionally, the training allowed conversations leading to agency wide policies and practices in an effort to prevent dangerous situations in the first place.

While human service staffs workloads and other demands on their time increased, their need for information and training also increased. As technology improved in the human services field, online curriculums were developed to help staffs use time more efficiently. Several states using the **Working Safe Working Smart** curriculum requested an online version. The online and classroom versions are still being used by many agencies around the country today. Overtime, agencies began to request a combination of both. It seemed a blended concept could provide the transference of information required for increased knowledge and awareness while experiential exercises like group discussions had tremendous value for social learning, supporting staff and improvements to agency safety policies.

In 2015, ILR developed the **Working Safe Working Smart** blended training option with the assistance of four public social service agencies. A summary of the results of that study are in the next section; however it is safe to say, the blended option provided value to participants utilizing a facilitator skilled in experiential learning. (For more information on experiential learning, refer to the section on *Overall Training*).

---

Lee, J. (2010). Design of blended training for transfer into workplace. *British Journal of Educational Technology*, 41(2), 181-198.

Lotrecchiano, G., McDonald, P., Lyons, L., Long, T., & Zajicek-Farber, M. (2013). Blended learning: Strengths, challenges, and lessons learned in an inter-professional training program.

Mahajan, T., & Chaturvedi, S. (2013). Impact study of blended learning on functional effectiveness factor of managerial effectiveness. *Journal of Management Research*, 13(4), 209-218.

# Impact of Blended Training for WSWS

The evaluation of the Blended **Working Safe Working Smart** Curriculum continued to demonstrate the effectiveness of the online curriculum as a stand alone training method and provided a slight increase in learning for those completing all blended sessions.

Four county Departments of Social Services were involved in the study: Two larger urban counties and two smaller, rural counties. The Treatment group (one large and one small county) received the face-to-face blended sessions. The Control group (one large and one small county) received the online curriculum only. The Control group counties were permitted to facilitate a blended session after the study was completed.

The chart below illustrates the percentage increase in learning for counties and retention rates. The large treatment county had such a low retention rate that their numbers were not significant therefore learning is framed county by county instead of in the aggregate.

	% of learners who improved score/ score range pre to post-test (avg. improvement in %)	% of learners whose score remained same (avg score on both tests)	% of learners whose completed the study as designed for their group
Control/Large	<b>70%</b> /56-77 (+21)	<b>10%</b> (76.5)	<b>67%</b>
Control/Small	<b>60%</b> /70.1-78.6 (+8.5)	<b>24%</b> (68.5)	<b>80%</b>
Treatment/Large*	<b>40%</b> /70-78 (+8)	<b>40%</b> (80)	<b>16%</b>
Treatment/Small	<b>82%</b> /71.4-83.6 (+12.2)	<b>0</b>	<b>73%</b>

\*This group retained 16% of participants through the course of the study thus numbers are not substantially significant.

If an agency chooses to use the Blended Training option for the **Working Safe Working Smart** curriculum, the following study recommendations can help maximum impact:

1. Administrative support and/or mandatory attendance for the classroom sessions. Any efforts to minimize competing demands on staff will help.
2. If possible, have classroom trainings away from the office. The daily demands of staffs pull workers from the training room and create an in/out environment, lacking seamless conversation and consensus building among participants.
3. Use a skilled facilitator with experience in interactive exercises and participant engagement. Workers need the opportunity to verbalize safety concerns and effective prevention strategies. Engagement helps retain participation throughout the sessions.
4. Use the blended training agendas found in this manual to help create an environment of sharing, collaboration, and innovative problem-solving among colleagues. The agendas were revised following the study to enhance the utility of a blended format.
5. If facilitating three separate sessions in not feasible, agencies could still benefit from having at least one long session to foster discussion and sanction the discussion of safety in the workplace. Treatment group participants provided comments delineating the value of discussions on safety and the desire for more time to have them throughout the agency.

# Preparing for the Blended Facilitated Sessions

## For all three sessions:

1. Review both the participant and facilitator agenda in advance. This will allow the facilitator to understand how both agendas intersect and the flow of activities presented.
2. Have the room pre-set in a U-Shape. If needed, have name tents available for participants to write their name on both sides and place at their seat. (*See page 8*)
3. Have a projector, computer, speakers, and Internet available to project the online curriculum as needed onto a screen. Place the equipment at the open end of the U-shape for viewing (if not pre-mounted).
4. Have flipcharts/markers available to jot down participants ideas and thoughts, as warranted. This will show you have heard them and their contributions are valuable.
5. Have handouts (as listed below) available for each participant expected to attend.
6. Handouts marked with an \* are mandatory and/or highly recommended. All other handouts are optional can be reviewed as time permits.
7. Have all three blended sessions scheduled so participants can plan accordingly.
8. Administer the evaluation after each facilitated session. Use the feedback from the evaluations to help improve future sessions.

## Session I – Module 1: Handouts

- \*General Prevention Guidelines
- \*Non-Physical Intervention Techniques

## Session II – Modules 2 & 3: Handouts

- \*Personal Risk Scale
- Gangs, Gang Behavior, and Symbols
- Emergency Management Communications
- Personal Defense Weapons
- \*Field Safety for Staff
- Security Guards

## Session III – Modules 4 & 5: Handouts

- Selective Strategies – Selective Ignoring of Client Statements
- Selective Strategies – Disarming Anger Through Contract or Agreement
- Selective Strategies – Broken Record
- Working with the Mental Illness
- Interviewing Strategies – Overall General Techniques
- Communication and Staff Support System – CASS
- Incident Reporting Forms
- Article - Memories of Maryland Tragedy

# WSWS Blended Training Agendas

**Note:** Each session should last 90 – 120 minutes

- All participants should have already completed the online modules for each session BEFORE the session begins. It may be important to send a reminder email to all participants a week before the session. This reminder should include: Remember to complete the assigned module in advance of the session and the date, time, and location of the Blended Training session.
- Since participants will most likely know each other to some degree, time for introductions will be limited and only extensively during the first session. For sessions, two and three, ask participants to only state their name if new participants are in the room.
- During the first session only – create group rules to create a safe environment for open discussion of potentially unsafe situations.

## Session I

### Module 1 – “Introduction to Personal and Workplace Safety”

- Introductions, Expectations & Objectives
- Preliminary Questions: Review and discuss
- General Prevention
- Discuss differences between Levels of/and using Authority

## Session II

### Modules 2 “Field Safety” and 3 “Office Safety”

- Field Scenarios Using the Risk Scale
- Offices Scenes Using the Risk Scale
- Using Codes & Developing New Strategies for Agency
- Discuss New Strategies for the Agency?

## Session III

### Modules 4 – “Interviewing & Behaviors” and 5 “Post-Incident Trauma”

- Apply Specific Factors that Influence Behavior, Handling Difficult Behaviors, and Interview Strategies to the “Potential for Violence” Scenarios
- Overview of Crisis and Trauma
- Communication and Staff Support Review and identify the aspects used by the agency

**Participant agendas for each session are available for reproduction on the next three pages.**

# WSWS Blended Agenda Session I

## Module 1 – “Introduction to Personal and Workplace Safety”

### Introductions, Expectations & Objectives

The Working Safe Working Smart is designed is to help staffs learn how to better prepare themselves concerning personal safety issues

The structure is based on the following beliefs:

- Awareness of safety issues is a primary concern for all areas of operations
- Need consistency in application of safety procedures at all levels
- Communication must be developed between all levels
- Safety must be a part of an agency's planning process

### Working Safe Working Smart Curriculum objectives;

- Recognition of unsafe situations before entering a home, neighborhood, or interviewing a client in the office (early warning)
- Development of crisis intervention skills (managing unsafe situations)
- Understanding what will and should occur after an assault or life-threatening incident takes place (effective follow-up)

*Combined To CREATE A HEALTHIER WORK ENVIRONMENT*

### Preliminary Questions: Review and discuss

### General Prevention & Intervention Techniques

Handouts **General Prevention**

**Non-Physical Intervention Techniques**

### Discuss differences between Levels and Use of Authority

“Authority's Role in Assault”

1. Clients “develop a negative rhythm (steady escalation of anger).”
2. Clients “develop a perceived loss of power in the interpersonal interaction.”

“The Levels of Authority”

1. Control
2. Command
3. Official

### Evaluation

#### WSWS Blended Session II: Modules 2 & 3

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

LOCATION: \_\_\_\_\_

#### WSWS Blended Session III: Modules 4 & 5

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

LOCATION: \_\_\_\_\_

# WSWS Blended Agenda Session II

## Modules 2 “Field Safety” and 3 “Office Safety”

### Personal Risk Scale

The Goals of the Personal Risk Scale are:

1. Protection of Clients
2. Protection of Staff
3. Development of team working relationships

### Field Situations Using the Risk Scale – Small Groups

1. Small Group Questions
  - A. Did everyone agree on a risk rating?
  - B. In what areas did you find disagreement or more discussion was needed to come to a consensus? Why?
  - C. How could using the Risk Scale at this agency be useful?
  - D. How might you adapt it to be helpful for this agency?
2. Handout: “Field Safety for Staff”.
  - A. One of the field safety strategies you feel you *use well* and,
  - B. One of the field safety strategies you would *like to improve*.

### Using Codes & Developing New Strategies for Agency – Large Group

#### Offices Scenes Using Codes/Strategies – Small Groups

Small Group questions:

- A. Is a Code or Safety Strategy best in this scenario?
- B. What Agency Code or Safety Strategy would you use to prevent a potentially violent situation? If one does not exist, can you use one from the curriculum or develop your own.
- C. Discuss in the group: Has something like this scenario ever happened to you? If so, how did you handle it? Did you consider this a safety issue (potentially dangerous) at the time?
- D. How might specific Codes or Safety Strategies to be helpful for this agency?

### Discuss New Strategies for the Agency – Large Group Discussion

### Evaluation

### WSWS Blended Session II: Modules 4 & 5

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

LOCATION: \_\_\_\_\_

# WSWS Blended Agenda Session III

## Modules 4 – “Interviewing & Behaviors” and 5 “Post-Incident Trauma” Apply Specific Factors that Influence Behavior, Handling Difficult Behaviors and Interview Strategies, to the “Potential for Violence” Scenarios – Small Groups

1. Rank each scenario (1-5) related to the potential of violence towards the interviewer. (1 – minimum, 5 maximum) Ranking must be a group consensus.
2. Factors influencing behaviors
  - A. Learned Behavior: Society & Culture
  - B. Adaptive Behavior: Perception & Experience
  - C. Minority Groups
  - D. Behavioral Defenses (Fight or Flight)
  - E. Active Mental Illness
3. Confronting Difficult Behaviors (Seven Purposes of Confrontation)
  - A. To let the person know you value them and how the exhibited behaviors affect others.
  - B. To maintain or restore effective communication with client.
  - C. To gain information needed to complete the task at hand.
  - D. To let the person know that you are aware the information/behavior is inappropriate or inaccurate.
  - E. To let the person know the behavior is disruptive.
  - F. To alert the person to possible consequences of the behavior.
  - G. To terminate contact with an individual.
4. Interviewing Strategies:
  - A. “Selective Ignoring of Client Statements”
  - B. “Disarming Anger through Contract or Agreement”
  - C. “Broken Record”
  - D. Re-Framing
  - E. Joining the Resistance
  - F. Role Replacement

### Overview of Crisis and Trauma

- Catastrophe – An extraordinary event (or series of events) that is sudden, overwhelming, and often dangerous.
- Trauma – An emotional state of discomfort and stress resulting from memories of an extraordinary catastrophic experience, which shattered survivor’s sense of invulnerability to harm.
- Crisis – The inner state of a person who is reacting to stress when usual ways of handling it do not work anymore.

### Communication and Staff Support

“If a co-worker was assaulted on the job what do you think the agency and other staff need to do to deal with the incident?”

### Suggestions and Recommendations

#### Wrap up & Evaluation

# WSWS Blended Training Facilitator Agenda Session I

## Module 1 – “Introduction to Personal and Workplace Safety”

### 30 minutes Introductions, Expectations & Objectives

1. Introduce yourself and the following statement (*written on a flipchart or whiteboard*):  
**Working Safe Working Smart** is designed is to help staffs learn how to better prepare themselves concerning personal safety issues and the structure is based on the following beliefs:
  - Awareness of safety issues is a primary concern for all areas of operations
  - Consistency is needed in application of safety procedures at all levels
  - Communication must be developed between all levels
  - Safety must be a part of an agency’s planning process
2. Explain that the class will review the highlights of Module 1 within a safe environment and have an open discussion on safety issues within the agency. All blended sessions are intended to be interactive and create discussion that can help lead this agency to more safe environment.
3. Allow participants to introduce themselves and respond to the question: Which of the belief statements do you feel is most important?  
*Make a tally mark next to each statement as chosen by the participants*
4. Affirm that all four statements will be thoroughly addressed in this curriculum and discussed in the three sessions following Modules 1, 3 and 5.
5. Review the following objectives;
  - Recognition of unsafe situations before entering a home, neighborhood, or interviewing a client in the office (early warning)
  - Development of crisis intervention skills (managing unsafe situations)
  - Understanding what will and should occur after an assault or life-threatening incident takes place (effective follow-up)*Combined To CREATE A HEALTHIER WORK ENVIRONMENT*
6. Ask if there are any questions about the objectives, using the online curriculum or the classroom sessions (dates/times/locations).

### 20 minutes Preliminary Questions: Review and discuss

*By discussing these questions, the facilitator is trying to create a safe place to discuss potentially unsafe topics.*

1. Project slides the Preliminary Questions and briefly discuss each one.
2. The feedback for each question presented in the online curriculum may help to generate discussion or retelling of a similar incident. Keep



discussions moving from question to question not spending too much time on each question.

3. Some questions will generate more intense emotions, especially if staffs feel like they could have been the victim in the incident. Move the discussion along and allow for the range of issues to be explored. Use the online feedback if necessary to keep discussion alive.
4. "Culture" will always come up as an issue to perceived danger. For purposes of this training, Culture is defined as "where people live" and Ethnicity is "a person's tribe of origin".

**25 minutes    General Prevention & Intervention Techniques**

1. Pass out the handouts "**General Prevention**" and "**Non-Physical Intervention Techniques**"
2. Emphasize that the goal of the curriculum is prevention and it is everyone's job to keep all staffs safe.
3. Break the larger group in to small 3 person groups.
4. Ask each group to review the handout and mark those items on each list of "those things they ALL presently do during work to make them feel safer."
5. Each group will then report out on the "TOP 2" most important items from each list.
6. Challenge the participants to try implementing a new item or technique.
7. Invite the participants to post these Quick Sheets in their office or some other readily accessible location. (Can it be posted in the break room?)

**15 minutes    Discuss differences between Levels of/and using Authority**

1. Project the slide "Authority's Role in Assault"
2. Ask the group to give some examples of the first reason: "They develop a negative rhythm (steady escalation of anger)."
  - A. What does this look like?
  - B. How can you tell its happening?
3. Ask the group to give some examples of the second reason: "They develop a perceived loss of power in the interpersonal interaction."
  - A. What does this look like?
  - B. How can you tell its happening?
4. Project the slide "The Levels of Authority"
5. Ask participants to give examples of each form of authority:
  - A. Control
  - B. Command
  - C. Official
6. If necessary, click to those specific slides to help participants clarify the different forms of authority.

**Pass out the Evaluation and collect. Thank the group for their participation and remind them of the next session which will review Modules 2 and 3.**

## WSWS Blended Training Facilitator Agenda Session II

### Modules 2 “Field Safety” and 3 “Office Safety”

#### 15 minutes **Personal Risk Scale**

1. Project the slide “Personal Risk Scale” (*written on the top-right hand side of the screen*). This slide outlines four aspects of the Personal Risk Scale. Recite those aspects aloud.
2. Advance to the next screen “Three Goals of the Personal Risk Scale.” State the three goals aloud. (*Also on Participant’s Agenda*)
3. Pass out the handout: “**Personal Risk Scale.**”
4. Review the purpose of each section (A – E).
5. Ask if this scale makes sense or if there are any questions.

#### 45 minutes **Field Scenarios Using the Risk Scale**

1. Break the larger group into small groups of 4-6 members each.
2. Ask the groups to use the “**Personal Risk Scale**” and apply Sections A-D only, as a group, to each of the seven field situations presented in Module 2. They must try to reach a consensus. (*Note: You can either project or have the situations briefly listed on a flipchart/handout. Since all participants finished the curriculum, they are already somewhat familiar with the situations.*)
3. Ask each group to respond to the following questions (*also on their agendas*):
  - A. Did everyone agree on a risk rating?
  - B. In what areas did you find disagreement or more discussion was needed to come to a consensus? Why?
  - C. How could using the Risk Scale at this agency be useful?
  - D. How might you adapt it to be helpful for this agency?
4. When the groups are done, have a volunteer from each group report on the *overall experience* of the group during the exercise (was it difficult, easy, agreed on everything, helpful, etc.) and list on flipchart the response to D; specific adaptations to the **Personal Risk Scale**.
5. Finally ask all the groups, “Did lack of information impact the risk rating?” (*If not already discussed in the group reports.*) Point out that it is rare to have all the information you need to make an initial risk rating. Section E allows for re-evaluation of the risk, post-assignment.
6. While still in groups, pass out the handout “**Field Safety for Staff**”.
7. Ask each group member to identify:
  - A. One of the field safety strategies they feel they *use well* and,
  - B. One of the field safety strategies in which they would *like to improve*.
8. Share the identified strategies with their group members.
9. Everyone can return to their original seat.

**10 minutes (Optional)      Pass out the optional handouts as a reference:**

- Gangs, Gang Behavior, and Symbols
- Emergency Management Communications
- Personal Defense Weapons
- Security Guards

*Short break*

**5 minutes      Using Codes & Developing New Strategies for Agency**

1. As a large group discussion, ask the question:  
    “What communication codes used in this agency are considered informal or not used uniformly across the entire agency?”  
*Examples of office communication might include:* putting food on the counter means everyone can help themselves, closed doors by some staff mean do not disturb while for others it may mean please knock, asking “do you want me to join you?” may mean a client or worker is upset or another way of asking “are you ok?”, etc.
2. Then ask the group to consider the question,  
    “What safety codes or safety strategies exist in this agency that can be applied to the office scenes in the WSWs curriculum?”

**45 minutes      Offices Scenes Using Codes/Strategies**

1. Break into small groups of 4-6 members each. Try not to use the exact same groups as earlier... mix them up a bit.
2. Tell the groups that they will use what they learned about **Codes and Office Safety Strategies** for each office scenario.
3. Groups should use a code or safety strategy utilized by the agency, found in the curriculum, or develop a unique strategy for each of the Office Scenarios in Module 3. (*Note: You can either project or have the scenarios listed on a flipchart. Since all participants finished the curriculum, they are already somewhat familiar with the scenarios. There are short video clips you can show them one at a time and give groups a few minutes on each to respond to the questions below. Do not click submit to project the Feedback slides for each scenario. You can advance the slides by clicking the right side arrow.*)
4. Ask each group to respond to the following questions (*also on their agendas*):
  - A. Is a Code or Safety Strategy best in this scenario?
  - B. What Agency Code or Safety Strategy would you use to prevent a potentially violent situation? If one does not exist, use one from the curriculum or develop your own.
  - C. Discuss in the group: Has something like this scenario ever happened to you? If so, how did you handle it? Did you consider this a safety issue (potentially dangerous) at the time?
  - D. How might specific Codes or Safety Strategies to be helpful for this agency?

5. When the groups are done, have a volunteer from each group report on the overall experience of the group during the exercise (did everyone view the scenarios as potentially dangerous situations, was it easy/difficult to develop codes/safety strategies, did participants have emotional responses to the scenarios, did personal experience in similar situations guide the discussion, etc.).
6. List on flipchart the response to D; Codes and Safety Strategies that could be helpful for this agency.
7. Everyone can return to their original seats.

**10 minutes    Discuss New Strategies for the Agency**

1. Review the list generated in #5 of the previous exercise with entire group.
2. Ask: "Are there suggestions on the list that you would recommend the agency consider implementing?" (*Mark with a star*)
3. Ask: "Are there other suggestions to add?" (*Add as indicated and confirm these will also have a "star"*)
4. Close: "These suggestions will be reviewed at the close of Session III along with other recommendations."

**Pass out the Evaluation and collect.**

**Thank the group for their participation and remind them of the next session which will review Modules 4 and 5.**

## WSWS Blended Training Facilitator Agenda Session III

### Modules 4 – “Interviewing & Behaviors” and 5 “Post-Incident Trauma”

#### 60 minutes Apply Specific Factors that Influence Behavior, Handling Difficult Behaviors and Interview Strategies, to the “Potential for Violence” Scenarios – Small Groups

1. Provide the following directions:
  - A. First – tell the group “We’re going to look at some cases you reviewed in the curriculum. There are “no right or wrong answers.”
  - B. Before breaking into groups to discuss each scene, have a discussion about *decisions*.

#### *Decisions are based upon Experience and Judgment -*

Decisions on situations, clients, etc., are usually based on two areas. The first is as adults we reflect on our previous experiences with the same client or similar clients and circumstances. So, if we had dealt successfully with a loud belligerent client yesterday, or two days ago, and a similar person is in front of us today, we will probably use a similar method. The reverse would be true if it had not worked.

The second level we use to make decisions is formulated by our personal and professional judgment. The problem with the latter, in relation to violence, is our limited knowledge base. There has been little written or presented (such as this seminar) which offers guidance to the personal safety decision-making process. Judgment is often made out of necessity and at times “by the seat of our pants.” We also do not have assaults occurring on a regular basis so; our judgments come from a limited experience base.

When encountering clients, who have the potential to be dangerous, there must be an effort to gather good professional information to assist making judgments and decision-making. “Gut reaction,” is an important aspect of human relations, as is intuition and savvy, but these are not to be used as the only influences in making a decision. Good information from record reviews, case conferencing, supervision, and administrative supports all provide tools for more informed and better decisions. Understanding “clues” that indicate someone has more of a potential for being “dangerous” are critically important in the decision-making process.

2. Divide the large group into small groups of 4-6 participants.

3. Provide the “Potential for Violence” handout (page 25 of this manual) to each group. The group will choose a reporter to complete the chart for the group.
4. Next - Read each scenario and come to a *group consensus* on the number (1-5) related to the potential of violence towards the interviewer. (1 – minimum and 5 maximum)  
*Note: The curriculum offers risk feedback for each scenario if you need to help a group come to a consensus. Some words like “sullen” and “recalcitrant” in Scenario 6 are intended to foster discussion. The online feedback offers an explanation of why those words are used (adolescent vs. adult behavior).*
5. After the groups have completed ranking, review the following factors while still in small groups. Review can be through projecting slides or handouts. Just be sure the group understands the distinction between the following:
  - A. Factors influencing behaviors
    - i. Learned Behavior: Society & Culture
    - ii. Adaptive Behavior: Perception & Experience
    - iii. Minorities Groups
    - iv. Behavioral Defenses (Fight or Flight)
    - v. Active Mental Illness
  - B. Confronting Difficult Behaviors (Seven Purposes of Confrontation)
    - i. To let the person know you value them and how the exhibited behaviors affect others.
    - ii. To maintain/restore effective communication with client.
    - iii. To gain information needed to complete the task at hand.
    - iv. To let the person know that you are aware the information/behavior is inappropriate or inaccurate.
    - v. To let the person know the behavior is disruptive.
    - vi. To alert the person to possible consequences of the behavior.
    - vii. To terminate contact with an individual.
  - C. Interviewing Strategies:
    - i. “Selective Ignoring of Client Statements”
    - ii. “Disarming Anger through Contract or Agreement”
    - iii. “Broken Record”
    - iv. Re-Framing
    - v. Joining the Resistance
    - vi. Role Replacement
6. Ask the groups to go back to each scenario and:
  - A. Mark which factors might influencing each scenario
  - B. Determine which of the “Seven Purposes of Confrontation” relates to each scenario
  - C. Determine what interviewing strategy the group might use to minimize the risk of violence towards the interviewer.
7. Have a volunteer from each group report on the small groups’ experience to the larger group; (what was most challenging, what areas

generated the most discussion, was consensus relatively easy to come by, where their obstacles to consensus, did recent experiences influence the decisions, etc.)

### **Short Break**

#### **15 minutes Overview of Crisis and Trauma**

1. Tell participants to think about a crisis from the past. Do not pick a particularly devastating or troublesome crisis OR a recent event. Think about the following questions:
  - A. *How did you feel? (Emotionally)*
  - B. *What were you thinking? (Cognitively)*
  - C. *What did you do? (Physically)*
  - D. *What did people who were around you at the time do or say that was Helpful?*
  - E. *What did people who were around you at the time do or say that was Not Helpful?*

“Crisis evokes the gamut of emotions and this segment of the program sets the basis for discussing victimization and trauma and understanding the nature of catastrophic experiences.”

2. Review the terms and ask the group to provide examples of each:
  - A. Catastrophe – An extraordinary event (or series of events) that is sudden, overwhelming, and often dangerous.
  - B. Trauma – An emotional state of discomfort and stress resulting from memories of an extraordinary catastrophic experience, which shattered survivor's sense of invulnerability to harm.
  - C. Crisis – The inner state of a person who is reacting to stress when usual ways of handling it do not work anymore.
3. Ask: How does a crisis develop?

The response should include some sense of disorganization and anxiety leading to problem solving. At least initially, usual methods of problem solving do not work so anxiety increases. Available resources are tapped and increase anxiety. Recovery begins when something begins to reduce the anxiety. Reorganization resolves recovery.
4. Crisis is self-limiting, time-limited, and on average goes away in four to six weeks. (Death/bereavement is the exception.)
5. Workplace assault creates a crisis at the catastrophic level. The resulting trauma impacts recovery. How trauma addresses impacts the health of the recovery.
6. The next exercise is intended to engage staff in a discussion of how communication and staff support impact trauma and prevention.

#### **30 minutes Communication and Staff Support Review and identify the aspects used by the agency**

1. Ask the following question: (taken from the Preliminary Questions in Module 1)

“If a co-worker was assaulted on the job what do you think the agency and other staff need to do to deal with the incident?”

2. Write the groups' responses on a blank flipchart.
3. Ask how these suggestions might actually be put into action?
4. Ask if anyone knows how the agency would currently deal with an incident; a worker who is being threatened or stalked or if a worker suddenly dies (illness, accident, or assault)?
5. The CASS or **Communication and Staff Support System** lays out a process to help agencies support staff and recovery from an incident.
6. Ask if anyone can speak to the suggestions posed in the document? (*If no discussion evolves, continue to the next part.*)

### **Suggestions and Recommendations**

7. Bring out the list created in Session II. “Do you remember this list from Session II?”
8. Restate the suggestions that were “starred.” We’re going to see if we can add to this list.
9. As a large group process responses to the following questions as if the agency had just experienced an assault/injury to a worker.
  - How has the event affected the agency?
  - What can we do to assist victims?
  - Where should we be focused?
  - Do we have to wait?
  - What do we do when an incident occurs?
  - Whom do we talk to?
  - What do we look for?
  - How do we minimize trauma to the injured parties?
  - What supports can be offered to assist all staff in the recovery process?
  - What can “I do at my level?”
  - What policies and post-incident planning does the agency have in place? Does everyone know about them? Do others need to be considered?

### **5 minutes    Wrap up**

State – “During the course of this curriculum we have generated a list of some things we would like our agency to address to help create healthy work environment.”

1. What should the next step be? **OR** Should there be a next step?
2. If so, how can we make sure it happens?
3. How has this training changed your behavior, perception, and/or response to an incident?

### **Evaluation**

**Thank everyone for their participation in the sessions.**



## Potential for Violence

Scenarios	Rank (insert a #)	Factors	Confrontation (insert a #)	Strategy
1. Mary Jones is seated at an interview table. She says, "I'm going to blow my top, and the whole situation has me very upset."				
2. Tad Smith tells the social worker he has been looking for help and has made frequent calls to family and friends. He also has made numerous appointments to see a psychiatrist but has broken most of them.				
3. Tom and Cathy Reed are angry and confused during the interview. Cathy proceeds to tell you that Tom has purchased a gun, has been "drinking like a nut" and other wild things.				
4. Kathy Baines is referred to you and the referral states "She is speaking of suicide and has thrown out all the pills in the medicine cabinet."				
5. Rich Miller cannot sit still in his chair. In fact, he keeps getting up, pacing some, sitting down again, and repeating this over and over.				
6. Arnie Jacobs is sullen and recalcitrant.				
7. Bob Jones and an eligibility worker are discussing his eligibility for a particular income maintenance program. The eligibility worker is giving him a list of additional items he will need to verify his eligibility.				
8. Mr. and Mrs. Patterson are being informed by a social worker that they are subjects of a report of child abuse received by the agency earlier that day.				
9. An eligibility worker informs Mr. Johnson that he is ineligible for public assistance.				

# WSWS Blended Session Evaluation

Facilitated Session # \_\_\_\_\_

Date: \_\_\_\_\_

**Please answer the questions in response to this facilitated session.**

Please circle the number that best expresses your reaction to each of the following items.

	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
1. Quality of the material presented.	1	2	3	4	5
2. Coverage of material presented.	1	2	3	4	5
3. Usefulness of the materials(s) presented.	1	2	3	4	5
4. Overall, I consider this session:	1	2	3	4	5

9. Describe the strongest feature of the seminar.

10. Describe the weakest feature of the seminar.

11. Based on what I learned up to this point, I expect some of my practices and routines will change. (Circle one) Yes No

12. What changes would you suggest?