Going Beyond Self-Care: Re-Focusing on Worker Well-Being to Combat Turnover

Wednesday, October 5, 2022

— In partnership with —

NORTHWOODS®
WHO WE ARE

WE REPRESENT
state and local health and human services agencies through their top-level leadership

WE SEEK TO
influence modern policies and practices, help our members build capacity for their teams, and connect them to other human-serving organizations and policymakers

We build well-being from the ground up.
To Deliver Value to Our Members
We Aim to:

**Influence** modern policies and practices that support the health and well-being of all children and families and that lead to stronger communities

**Build** more capacity through access to our professional education and development conferences, technical expertise, publications, and our Organizational Effectiveness practice

**Connect** members to national policymakers and human-serving organizations across a wide circle of stakeholders in the health and human services sector, as well as key partners in education, housing, employment, and others
Join Us at Our Next Conference

AAHHS 2022 Annual Education Conference
October 9-12 | Columbus, OH
Sheraton Columbus Hotel at Capitol Square

NSDTA Annual Education Conference
OCTOBER 16-19, 2022
DoubleTree by Hilton Spokane City Center | Spokane, WA

ISM 2022 ANNUAL CONFERENCE & EXPO
OCTOBER 23-26
Gaylord National Resort & Convention Center
National Harbor, MD
GOING BEYOND SELF-CARE: RE-FOCUSING ON WORKER WELL-BEING TO COMBAT TURNOVER
What it is NOT:

- Free from accountability
- A place where people always feel comfortable

What it is:

- A shared belief that comes from shared experiences
- A place where mistakes are treated as opportunities to learn—not a time to blame and punish
- Anyone can...
  - ... Ask questions without looking stupid.
  - ... Ask for feedback without looking incompetent
  - ... Be critical without appearing negative
  - ... Suggest improvements without being appearing disruptive

Psychological Safety
The path to psychological safety...

**INCLUSION SAFETY**
- Membership
- Valued
- Treated fairly

**LEARNER SAFETY**
- Ask questions
- Learn from mistakes
- Grow and Change

**CHALLENGER SAFETY**
- Candid
- Challenges ideas and norms
- Speaks up with concerns

**COLLABORATOR SAFETY**
- Engage respectfully
- Equal voice
- Constructive Debate

Clark (2020)
Six Habits for Mindful Organizing and Psychological Safety

- Spend time identifying what could go wrong
- Talk about mistakes and ways to learn from them
- Test change in everyday work activities
- Develop an understanding of who knows what and communicate
- Appreciate colleagues and their unique skills
- Make candor and respect a precondition

Some early data tells us...

**PSYCHOLOGICAL SAFETY**
The shared belief team members are accepted, respected, supported, and able disclose a concern or mistake

(Leake et al., 2017; NPCS data, 2021; Vogus et al., 2016)

**MINDFUL ORGANIZING**
Measures teamwork and team resilience – how teams monitor, plan, innovate, learn, and support one another

(NPCS data, 2021; Vogus et al., 2016)

(EPstein et al., 2020; NPCS data, 2021)
Safety Science to Inform a Safety Culture

An organizational culture that:

- Acknowledges the high-risk nature of an organization's activities and the determination to achieve consistently safe operations.
- Promotes a blame-free environment where individuals are able to report errors or near misses without fear of reprimand or punishment.
- Encourages collaboration across ranks and disciplines to seek solutions to problems.
- Commits resources to safety concerns.

Agency for Healthcare Research and Quality (2019)
Life Changing Events

With collective conscience and impact to families and professionals
Family-Centered
Critical Incident Reviews start with broad understanding of the family’s needs as well as the incident itself. Unmet needs are captured as Improvement Opportunities.

Workforce-Informed
Improvement Opportunities are explored via direct conversation with the professionals who knew the family. Candid, respectful, supportive dialogue honors the hard, complex, interdependent, and highly-pressured work child welfare professionals engage in daily. Their challenges are not theirs alone to fix. We can build smarter systems and foster a willingness to learn at-all-levels.

Systems-Focused
Systems are not static, immovable objects. Systems are ecosystems. We can build up, take down, and try again. As we learn about systemic barriers and challenges in critical incident review, the goal is to thread stories together over time and find high impact ways to improve outcomes for families and the professionals who serve them.
### 3. SSIT SCORESHEET

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<th>Case ID:</th>
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#### Family Domain

| 1. Family Confiscity (Caregiver) | 0 | 1 | 2 | 3 |
| 2. Developmental (Caregiver)    | 0 | 1 | 2 | 3 |
| 3. Mental Health (Caregiver)    | 0 | 1 | 2 | 3 |
| 4. Substance Use (Caregiver)    | 0 | 1 | 2 | 3 |
| 5. Economic Stability (Caregiver) | 0 | 1 | 2 | 3 |
| 6. Parenting Behaviors (Caregiver) | 0 | 1 | 2 | 3 |
| 7. Medical/Physical (Child)     | 0 | 1 | 2 | 3 |
| 8. Developmental/Intellectual (Child) | 0 | 1 | 2 | 3 |
| 9. Mental Health of (Child)     | 0 | 1 | 2 | 3 |

#### Professional Domain

| 10. Cognitive Bias                       | 0 | 1 | 2 | 3 |
| 11. Stress                              | 0 | 1 | 2 | 3 |
| 12. Fatigue                             | 0 | 1 | 2 | 3 |
| 13. Knowledge Base                      | 0 | 1 | 2 | 3 |
| 14. Documentation                       | 0 | 1 | 2 | 3 |
| 15. Information Integration             | 0 | 1 | 2 | 3 |

#### Team Domain

| 16. Teamwork/Coordination               | 0 | 1 | 2 | 3 |
| 17. Supervisory Support                 | 0 | 1 | 2 | 3 |
| 18. Supervisory Knowledge Transfer      | 0 | 1 | 2 | 3 | Required if rating is 2 or 3 |
## Safe Systems Improvement Tool:

### Child/Family Domain
- **Family Conflict**
  - Substance Use
  - Child Medical/Physical
- **Developmental**
  - Economic Stability
  - Child Developmental/Intellectual
- **Mental Health**
  - Parenting Behavior
  - Child Mental Health

### Professional Domain
- **Cognitive Bias**
  - Teamwork/Coordination
  - Demand-Resource Mismatch
- **Stress**
  - Supervisory Support
  - Equipment/Technology/Tools
- **Fatigue**
  - Supervisory Knowledge Transfer
  - Policies/Rules/Statutes
- **Knowledge Base**
  - Production Pressure
  - Training
- **Documentation**
  - Service Array
  - Practice Drift

### Environment Domain

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**Abbreviated Rating Summary for Professional, Team, and Environment Domains**

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|                     |            |---|---|---|---|-------------------------------|
| 11. Cognitive Bias |            |   |   |   |   |                               |
| 12. Stress |            |   |   |   |   |                               |

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RECOGNITION
Providing RECOGNITION of others' lived experiences
While we are all experiencing the COVID-19 crisis “together,” none of our experiences will be the same. We want to highlight the different experiences among agency employees as well as the intersection of COVID-19 with Equity, Diversity and Inclusion.

GUIDANCE
Giving GUIDANCE around physical and psychological safety
Tools and resources to support employees and their families to be physically and emotionally healthy are essential right now.

APPRECIATION
Demonstrating APPRECIATION for the risk and challenges we face.
While we have found ourselves in a place that’s a little scary and unknown, there are still positive and inspiring acts taking place all around us. We think it would be helpful to pull some positivity out from all the uncertainty.

CONNECTION
Generating (Virtual) CONNECTION within our distance and differences.
Now more than ever, we can appreciate just how small the world truly is, and the importance of coming together to protect and support one another.

ENRICHMENT
Offering professional ENRICHMENT opportunities
If you would like to enhance your professional growth during this time, we want to support you in that goal. Focusing on achievement within our roles gives us all purpose and a valuable sense of normalcy.
1. The needs of our children and families have changed
2. We are struggling to recruit and retain our staff
3. Our field is changing
4. Many of our team members are not well
5. This work is too important for us not to change the way we work
Cohort 1
April 2022 – March 2023

Allen
Champaign
Clark
Clinton
Franklin
Jackson
Lake
Lorain
Madison
Medina
Montgomery
Perry
South Central
Warren
Wood
Learning Community Approach

1. Organization Assessment
   - April/May – Complete Assessment

2. Process Results
   - May/June – Process Results

3. Test Change
   - July – Identify areas for improvement and interventions to test
BARRIERS?
SUCCESSES?
QUESTIONS?