

# SELF CARE FOR SERVICE PROVIDERS IN CHILD CARE & PROTECTION

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## Why this course ?

Work of child care and protection:

- places a heavy responsibility on the service providers
- entails playing special roles such as those of care giving, mentoring and role modeling.



## Why this course ?

- is emotionally engaging which may increase the emotional vulnerability of the service providers
- makes them vulnerable to develop stress, burnout and compassion fatigue



# General objectives

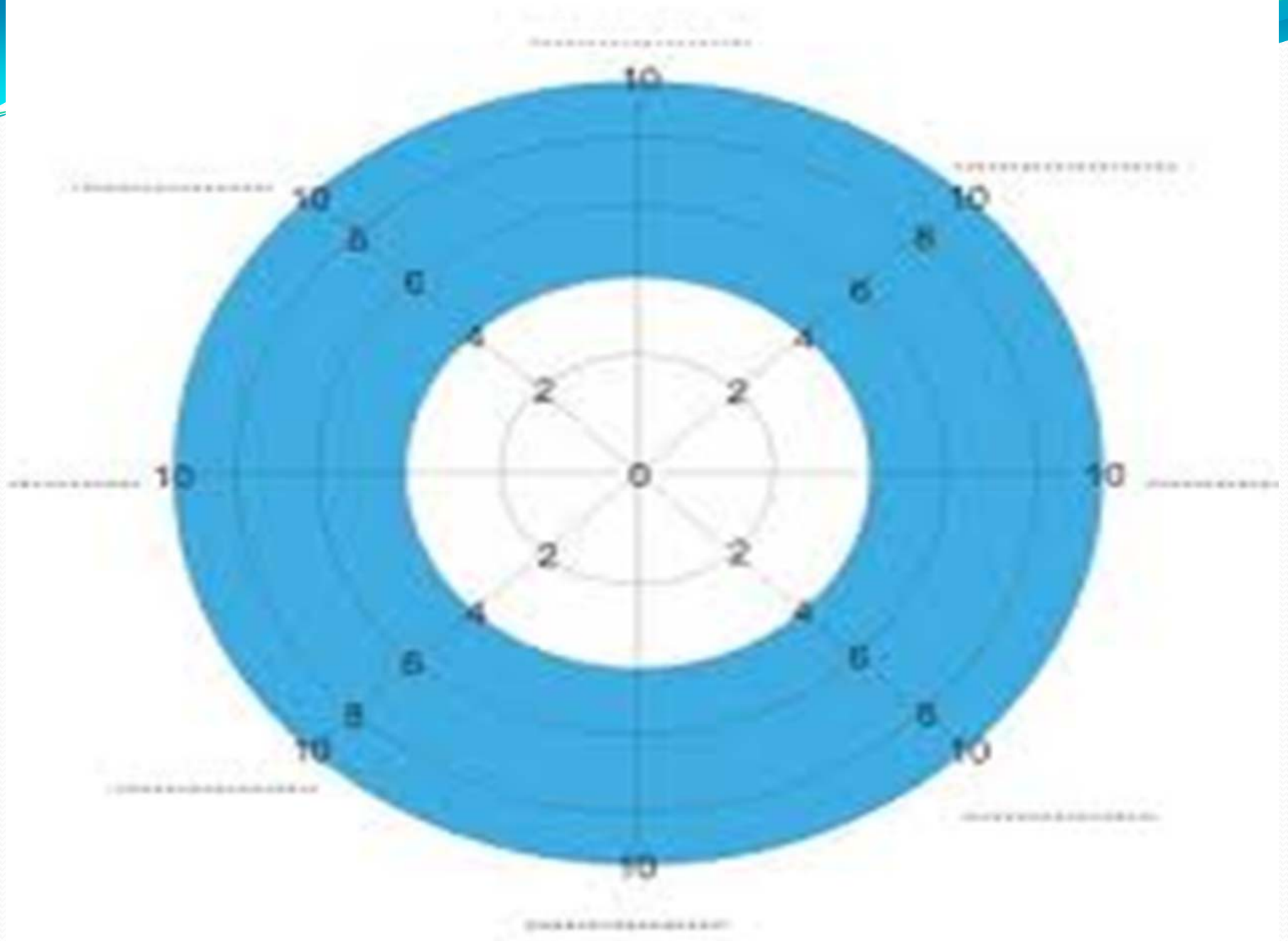
- a) Appreciate the importance of service provider wellbeing
- b) demonstrate increased self awareness as service providers in child care and protection
- c) apply variety of self-care and self improvement strategies
- d) demonstrate a positive attitude and work ethic in working with children in need of care and protection

# Meaning of Self care/ Management

- Ability to **care for oneself** and the performance of activities necessary to **achieve, maintain, or promote optimal health**
- **Holistically-** physical, emotional , social, intellectual, sexual, and spiritual dimensions

# Activity -Draw a wheel of life

- Draw a wheel
- Label the different components of your life
- Rate the current status of each in terms of how much investment you are currently putting in each
- Use a scale of 1-(lowest) to 5(highest)
- Reflect on your wheel



# Nature of clients in child care and protection

- Physically vulnerable with some coming from backgrounds of physical neglect and deprived of basic needs such as food, shelter health education
- Emotionally vulnerable coming from backgrounds of emotional neglect



# Nature of clients in child care and protection

- Socially vulnerable with poor interpersonal and social skills.
- Poor attachment styles- some of whom may display insecure attachment styles
- Behaviorally vulnerable - some may be defiant
- Some may be overly demanding of attention and love

# Roles of practitioners in child care and protection

- **Care giving**
- **Providing psychosocial support**
- **Guidance**
- **Mentorship**
- **Modeling**

# Work place Stress-

## Factors leading to workplace stress

- High turnover of personnel,
- Challenging workloads and time constraints,
- Lack of professional recognition
- Constrained resources



## Factors leading to workplace stress

- Professional isolation.
- The demands of working with young children and their families can be physical, intellectual and emotional
- Work that requires flexibility, compassion and constant energy.



# What is stress

- Stress is a reaction to stimulus that disturbs our physical or mental equilibrium



# Burnout

- Burnout is state of **physical, emotional or mental exhaustion** combined with doubts about one's competence and the value of their work. When stress adds up it becomes burnout. Characterized by simple rigidity, in which “the person becomes ‘closed’ to any input,” to an increased resignation, irritability, and quickness to anger.



# Indicators of burnout

- Feel detached or disengaged from the children they serve
- Are negative about any suggestions on how to improve their work
- Believe nothing can make things work
- Have no interest or enthusiasm for their work
- Seem frustrated because of their work
- Seem physically exhausted and tired all the time
- Feel overloaded and overworked
- Feel they are not making it
- Feel trapped or a sense of helplessness
- Distance themselves from their job

# Compassion Fatigue

- The overall experience of **emotional and physical fatigue** that social service professionals experience due to chronic use of **empathy** when treating patients who are **suffering in some way**”






# Vicarious trauma

- Vicarious trauma (also known by the closely related term “secondary traumatic stress”) results from a social worker’s direct exposure to victims of **trauma.**




# Vicarious trauma

- Characterized by a state of tension and preoccupation with the stories/trauma experiences described by clients
- May manifest themselves in symptoms such as flashbacks, nightmares and obsessive thoughts or numbness



## Risk factors for burnout ,compassion fatigue and vicarious trauma


- Increased time spent with traumatized clients
- Age and experience
- Past experience of trauma
- Lacking an understanding of multicultural differences

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- Some personality types – e.g. perfectionists, super achieving
  - Dysfunctional workplace dynamics
  - Mismatch in values- between self and workplace
  - Lack of social support
  - Work-life imbalance- workaholics



## **Ways to reduce risk of burn-out, compassion fatigue and vicarious trauma**

- Increase knowledge and awareness on the three
- Engage in self care techniques e.g. Reflections, Journaling , Johari window exercises
- Participate in social exchange activities such as community outreach and education.
- Stay connected to one's identity e.g keeping family photos, family visits

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- Develop a positive attitude towards life such as by having a sense of humour, self confidence, being optimistic and learning to be grateful (gratitude wall)
  - Seek support from loved ones
  - Strive to strike a balance between work and private life.
  - Seek effective supervision

# Role modelling as a key responsibility of practitioners in C&P

Albert Bandura(1965)

We learn by watching and imitating

- Attention/watch/see
- Retention/remember
- Reproduction/imitate
- Motivation/reinforced



## How can we be effective models?


- Modelling through the Words
- Modelling through the actions
- Focus on Modelling the Positive
- Build Strong Relationships with the Child
- Be Forgiving on Mistakes







## Self-care activities can include:

- Receiving support from mentors or a peer group
- Engaging in variety of relaxation activities
- Undertaking personal endeavours that are non-professional activities
- Generally balancing one's personal wellness with one's professional life.

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- Adopting a positive attitude to life and work;
  - Setting realistic goals for personal and professional life;
  - Finding practical ways to release tension

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- Eating nutritious foods and limit intake of fats and sugars
  - Finding positive ways to prevent stress that can be incorporated into daily life such as regular exercise

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- Use of relaxation techniques such as deep belly breathing techniques, massage, meditation;
  - Regularly check your progress towards stress prevention and reduction
  - Seeking support when needed from family, friends and health care professionals.

# Importance of self-image & self esteem in child care and protection practitioners

- Remember our roles
- Note We can only give what we have
- It is important to have a positive self image and a high self esteem

## Small exercise

- List down 5 positive things about yourself

# Importance of self-image & self esteem in child care and protection practitioners

- **Meaning of self image** -the way a person feels about his or her self –it includes what we think about our personality, achievements and value to society etc
- It can be positive or negative
- Think about this- *when you look at yourself in the mirror, what do you see?*

*Take time to reflect on your response*

# Importance of self-image & self esteem in child care and protection practitioners

- **Self-esteem** has to do with the self-worth or **the value one attaches to him/herself**. It involves what the individual feels about his or her personal attributes such as physical, social economical and psychological.

*Task: On a scale of 1 (lowest value )to 10(highest value) what score would you give yourself in terms of your self worth(in terms of how you feel about yourself )? Take time to reflect on your score*

# How is self image and esteem developed?

- Early life experiences positive or negative
- Experiences and feedback from significant others
- Past experiences of success and/or failure
- General attitude towards life- how do we interpret events in our environment including failure
- Our personality types- All GOOD/ALL BAD
- Unrealistic life expectations- I must be perfect





## **Building our self image and self esteem**

- Increase your self awareness
- Do a personal SWOT analysis
- Identify your positives/strengths/assets/what you are good at



## **Building our self image and self esteem**

- Identify your vulnerabilities/weak areas/  
what brings you down
- Work on weak areas
- Tap on your strengths/
- Look for opportunities for exploiting your  
strengths to build a success profile
- Get feedback from significant others on  
your strengths



## **Building our self image and self esteem**

### **Activity 1**

- Imagine your portrait, on the wall.  
Describe it as fully as possible
- Include strengths , vulnerabilities,  
achievement , regrets and aspirations

### **Activity 2**



## **Building our self image and self esteem**

Write your name on a foolscap

Let everyone write one positive quality about you on your paper.

Or let each person loudly say a positive quality about the person sitting next to them

# Attitude

- A settled way of thinking about something, someone, events usually reflected in behaviour or
- Predisposition or a tendency to behave towards someone or something in a particular way
- May be negative or positive
- Determines how we
  - Feel ,Act,Relate



Determines whether we

- Accept/invite/welcome/entertain
- Label/Reject/ deny service/  
discriminate
- Are motivated/energized/passionate

# Where do our attitudes come from?

- Our socialization
- Cumulative life experiences
- Our perceptions of events/ the meaning we make of events
- **Note** We tend to select information from our environment that supports our attitudes to people, events, objects



## **Activity**

Give a word e.g street child

Let trainees write down 3 things that  
come to mind

Discuss their responses

Please note there are no right or wrong  
answers





# Attitude

## Activity

- What is your attitude towards
- Children in general?
- Children in conflict with the law?
- Children in need of care and protection

NB. Our attitudes will determine our work with children



# Values

- One's judgement of what is important in life
- What one holds in high regard
- Tend to have a major influence on our behaviour and attitude
- Can be based on material or non material things
- List three of your topmost values

# Sources of values

- Our socialization-family, school, religion etc
- Our life experiences
- Cultures



## Emotional Intelligence (EQ or EI)

- **Ability** to recognize, understand and manage our own emotions and recognize, understand the emotions of others and use the knowledge to enhance relationships.
- Key for those working with children in need of C&P



**-END-**