

The Supervisor's Guide to the **LifeResources** — Member Assistance Program **800.759.8122**

- Live Counselors available
24 hours/7 days a week
- Confidential services
Consultation
Information & Referrals
Supportive Counseling



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LifeResources - Member Assistance Program

POLICIES AND PROCEDURES

As Sponsored by

HEALTH TRUST, INC.

Written by Health Resources

1.0 Purpose

The purpose of this statement is to set forth how employees and their families (“Members”) who participate through their employers (the “Member Groups”) in the New Hampshire Municipal Association-Health Insurance Trust, Inc. (the “Trust”) can access assistance for a range of work/life issues from the Trust sponsored LifeResources - Member Assistance Program (the “Program”) established and operated by Health Resources. More specifically, it is the objective of Health Resources in the establishment, implementation and operation of the LifeResources - Member Assistance Program sponsored by the Trust to, at the request of a Member, to:

- 1.1 Assist Members in becoming healthier, more productive individuals.
- 1.2 Provide some assistance to Members who may suffer from personal problems such as: alcohol and drug abuse, mental and emotional illness, family and marital concerns/difficulties, legal and financial problems or other work/life issues.
- 1.3 Provide a resource for recognition that personal difficulties are not always easily resolvable and may require professional assistance and/or treatment.
- 1.4 Recognize that personal difficulties may often have an adverse impact on job performance.
- 1.5 Help and encourage the Member to have an open and positive attitude toward personal difficulties, and to provide access to resources that may address these issues.
- 1.6 Provide a resource for possible resolution of these problems without supervisors becoming directly involved in an employee’s personal affairs.
- 1.7 Provide Members concrete information as well as referrals to community resources.
- 1.8 Maintain confidentiality of all EAP records.

2.0 Eligibility

- 2.1 All employees and the families of the HealthTrust insured sections of the Member Groups are eligible for the LifeResources - Member Assistance Program.

3.0 Benefit Limitations

- 3.1 The benefits under the LifeResources - Member Assistance Program include (a) confidential, professional assessment for a range of personal/family difficulties, (b) practical, solution-focused consultation, (c) information and referral to community resources and (d) referral for face-to-face EAP assessment if clinically indicated. These services are provided primarily by means of telephone consultation.
- 3.2 When the EAP Consultant determines the Member is potentially at risk for harm to self or others, the Consultant will provide support and referrals to appropriate community resources to achieve safety and stability. Confidentiality may be broken at these times under the following conditions when a licensed clinician learns of: suicidal/homicidal intent or threat, child or elder abuse or if there is a court subpoena for Member records.
- 3.3 When the Member is referred to treatment resources, fees and health insurance reimbursement will be discussed with the Member. The responsibility for fee arrangements and reimbursement remains with the Member.

4.0 Procedures

Generally

- 4.1 The EAP is staffed by professionally qualified Consultants 24 hours a day. Members may contact the Member Assistance Program at any time.
- 4.2 Unless the Member prefers otherwise, the EAP assessment and referral will be completed at the time of the initial call.

Self Referrals

- 4.3 Self referrals are encouraged. Members may initiate contact with the LifeResources - Member Assistance Program when they have a concern that can be addressed by this Program.

Supervisor Consultation

- 4.4 Supervisors may use the program as a consultation resource when they are dealing with a challenging work issue. Consultation is limited to providing problem-solving suggestions to the supervisor and does not include the disclosure of any information about an employee that may have been obtained through employee's contact with the Member Assistance Program. Supervisors are always encouraged to use their internal resources as well, i.e., Human Resources and local policy and providers.

Confidentiality for Self or Supervisor Consultation

- 4.5 Whether or not a Member has contact with a Consultant by self referral or by supervisor consultation, information shared by a Member with a Consultant, including any referral or recommendation given to an employee or other Member by the Consultant, will be treated as confidential. Information that was obtained through an employee's or other Member's contact with the Member Assistance Program will not be disclosed without the request form and written permission of the Member. In addition, the fact that there was contact between the Member and the Consultant will not be disclosed by the Member Assistance Program whether a self referral or supervisor consultation without the written consent of the Member.

Confidentiality for Informal Supervisor Consultation

- 4.6 Informal supervisor consultation does not include disclosure of any information about an employee that may have been obtained through the Member's contact with the Member Assistance Program. To ensure Member confidentiality, a Health Resources EAP Consultant will not provide consultative services to both a Member Employer and a Member Employee regarding the same situation. Both the Member Employer and the Member Employee in this situation will be provided their own separate EAP Consultant. The Member Assistance Program will hold strict the confidentiality of both the Member Group Employer and the Member Employee as stipulated in Section 4.5 of this Policy and Procedure document.

5.0 Effect on Continued Employment

- 5.1 This Program is voluntary.
- 5.2 Participation in the Member Assistance Program will not result in special privileges and/or exemptions from the Member Group's standard personnel policies and practices or job performance requirements.
- 5.3 Health Resources EAP strongly recommends to Member Group Employers that any disciplinary action taken should be based solely on job performance issues. Health Resources EAP also strongly recommends that a Member seeking or not seeking LifeResources - Member Assistance Program services is not considered as part of any job performance issue(s).

6.0 Record Keeping

- 6.1 EAP records are the property of Health Resources and are kept at the central Health Resources EAP office where they are handled confidentially.
- 6.2 EAP records are not kept in personnel files although there may be note of referral to the EAP as part of a management action plan for modification of employee's performance
- 6.3 Statistics for reporting EAP usage to the Trust will be handled in a confidential manner using no names or identifying information of referred Members.

LifeResources - Member Assistance Program

PROGRAM OVERVIEW

LifeResources - Member Assistance Program sponsored by HealthTrust in partnership with Health Resources offers you the comprehensive work/life services that are traditionally part of an Employee Assistance Program in addition to supporting you as a supervisor. This manual provides information on how LifeResources – Member Assistance Program can help you.

HealthTrust members can be confident that LifeResources – Member Assistance Program services will be provided by counselors who are expert in their field and fully credentialed by their state licensing board. Employees and family members will receive immediate access to a counselor, 24 hours a day, for crisis or work/life situations. Counselors will provide **confidential** problem assessment for employees and managers.

All of the services of LifeResources – Member Assistance Program are provided by Health Resources which is based in Natick, Massachusetts. Health Resources understands that confidentiality is the foundation of LifeResources – Member Assistance Program. Be assured that we will partner with you in confidence to discuss any of your work/life concerns.

What is LifeResources – Member Assistance Program?

A HealthTrust benefit that gives an individual and their household members access to consultation, counseling and referral services.

What does the service consist of?

- Unlimited 24-hour, toll free telephone number (**800-759-8122**). A counselor is immediately available to talk with individuals and their household members.
- 24/7 Crisis Intervention
- Translation Services for 140 Languages/TTY
- Employee Orientation
- Supervisor Orientation
- Wellness Seminars and Trainings (see Appendix A, pp. 2-3)
- TeamWorks (See Appendix B, pp. 2-4)
- Substance Abuse Professional Evaluations
- Critical Incident Stress Debriefings

How will members know about LifeResources – Member Assistance Program?

- Quarterly Frontline Employee Newsletter (sent to Members)
- Quarterly Frontline Supervisor Newsletter (sent to Supervisors)
- Posters (for copies call 800-527-5001)
- Phone Stickers
- Calendar Cards (sent annually to each Member's home address)
- Magnets (sent to each Member's home address)
- Employee Introductory Brochure (sent to Members home address; for additional copies call 800-527-5001)

What are LifeResources — Member Assistance Program Employee Orientations?

An Employee Orientation is a half hour presentation and question/answer period designed to give Members an overview of the services of LifeResources - Member Assistance Program. Information on how to access these services will be provided at the orientation. They will be conducted by Health Resources' staff at the member group site.

To schedule an Employee Orientation, call 800-759-8122.

What are LifeResources — Member Assistance Program Supervisor Orientations?

The Supervisor Orientation is a half hour to one hour presentation which focuses in particular on the services available from LifeResources - Member Assistance Program to Supervisors and Managers. These services include: Management Consultation, Wellness Trainings and Seminars, Critical Incident Stress Debriefings (CISD) and Substance Abuse Professional (SAP) evaluations. The Orientations are conducted by Health Resources staff at the member site.

LifeResources can serve as a management tool to consult about an employee's work performance, training needs, group dynamics that are interfering with productivity, policy development (sexual harassment prevention or workplace violence prevention) or any other work issue. You may call LifeResources – Member Assistance 24 hours a day, seven days a week, for support.

For Management Consultation, call 800-759-8122 and ask for a counselor. Identify yourself as a supervisor/manager and share the pertinent information about the situation for which you are seeking consult. You may have a brief conversation at that time and/or schedule for an extended consult at a later time.

To schedule a Supervisor Orientation, call 800-759-8122.

LifeResources - Member Assistance Program

WELLNESS SEMINARS & TRAININGS

HealthTrust groups may request seminars and trainings for employees and/or managers. They are typically 1 to 1 1/2 hours in length and can be adapted to meet your specific needs. Please call LifeResources - Member Assistance Program to request any of the following:

Seminars on Family Life

- Balancing Work and Family
- Positive Discipline: Setting Limits as a Learning Experience
- Where's the "Sense" in Adolescence Anyway: A Guide for the Mystified
- Sandwich Generation - Caring for Yourself While Caring For Others

Seminars on Stress Mastery

- "Now What?!": Dealing with Workplace Uncertainty and Change
- Stressbusting in a Stressful World
- Preventing Job Burnout
- Laughing Matters! Humor as a Healthy Habit
- Time - Enemy to Ally: A Seminar in Time Management
- Simplifying The Holidays

Communication Skills Training

- Making Contact: Effective Communication
- The Nimble Negotiator: Conflict Resolution Skills
- Dealing with Challenging People
- Assertive Communication Skills
- Building Stronger Teams

Seminars on Organizational Life

- Sexual Harassment Prevention
- Workplace Violence Prevention
- Substance Abuse Awareness

Management Training Seminars

- Managing Organizational Change
- Effective Communication For Managers
- Conflict Negotiation Skills For Managers
- Sexual Harassment Prevention For Managers
- Time Management Skills For Managers
- Supervising The Troubled Employee
- Workplace Violence Prevention For Managers
- Alcohol and Drug Awareness For Managers
- Stressbusting For Managers
- Building Stronger Teams For Managers
- Motivating Your Employees

LifeResources — Member Assistance Program
presents

TeamWorks

We Build Teams!



**When your employees can't get along,
it's time to call us!**

How does TeamWorks consult with member groups?

We provide an initial telephone evaluation, after which, an on-site assessment begins the process. TeamWorks utilizes a **4-Step Model** to build teams:

1. Assessment

A series of brief interviews with employees is conducted to understand the structure and culture of the organization, the flow of communication, and the underlying causes of unresolved conflict.

2. Recommendations

TeamWorks develops an intervention plan which is reviewed prior to implementation. The plan suggests concrete ways to create a collaborative work environment.

3. Implementation

The implementation plan typically spans three months and includes the following interventions: Team building, Mediation, and Professional Coaching. We continually monitor the plan to assess effectiveness.

4. Follow-up

After the implementation phase, follow-up interviews (1, 3, 6 months and 1 year) evaluate client satisfaction and determine if additional support is required.

**For an initial evaluation contact:
William Brown, LICSW, M.Ed., CEAP
TeamWorks Director**

LifeResources - Member Assistance Program

SUBSTANCE ABUSE PROFESSIONAL (SAP) SERVICES

LifeResources – Member Assistance Program provides Substance Abuse Professional (SAP) services to CDL Drivers who have tested positive for alcohol or a controlled substance in compliance with the DOT rules and regulations.

SAP services are accessed by the company contact and the positive test employee through LifeResources – Member Assistance Program’s toll-free number, 800-759-8122. An appointment is scheduled for an assessment and clinical evaluation of the employee to determine if the employee needs assistance resolving problems associated with alcohol or drug use. A Substance Abuse Professional will communicate with the appropriate company supervisor prior to the appointment to gather relevant background information on the employee (i.e., job performance, confirmation of a positive test and substance employee tested positive for).

The SAP will:

- Evaluate the seriousness of the problem during a face-to-face meeting with the employee.
- Provide treatment recommendations based on the evaluation and clinical assessment.
- Refer the employee to appropriate resources, if necessary.
- Monitor employee participation in treatment, if applicable.
- Re-evaluate the employee's progress following treatment.
- Communicate to the designated company contact regarding the employee's compliance or non-compliance with the recommended treatment plan and readiness for Return-to-Duty alcohol and/or drug testing.

SAP services are provided by a licensed or certified physician, psychologist, social worker, EAP professional or alcohol/drug abuse counselor. The Substance Abuse Professional will have knowledge and clinical experience in the diagnosis and treatment of alcohol and drug-related disorders as well as knowledge of appropriate treatment or educational programs.

If you have an employee who is responsible to Department of Transportation (DOT) regulations and has had a positive drug or alcohol screen, call 800-759-8122 to make a referral.

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CRITICAL INCIDENT STRESS DEBRIEFINGS

LifeResources – Member Assistance Program is prepared to respond promptly to a variety of needs that may exist after a critical incident. Prompt individual interventions with employees who have had a particularly stressful experience are offered. Debriefing sessions for groups are often conducted two or three days after the incident. LifeResources – Member Assistance Program can also act as a consultant to management in helping the organization as a whole to recover.

Individual Interventions

Though most employees will need only brief intervention, provision is made for the few who may need longer-term professional assistance. Strategies for identifying these employees and guiding them as smoothly as possible from emergency-centered interventions to more extensive mental health care is included in the planning.

Group Crisis Debriefings

The impact of a critical incident on an individual's life appears to be mitigated, to some degree, by the availability of resources that may intervene at various stages following the incident.

Debriefings are group meetings that are designed to give participants an opportunity to discuss their thoughts and feelings about a distressing event in a controlled and rational manner and to help them understand that they are not alone in their reactions to the incident. It is recommended that a formal debriefing be held within 24 to 72 hours after an incident. Depending on the number of participants and the severity of the incident, debriefings generally last anywhere from one to three hours. Handouts with suggestions about self-care are provided.

In the event of a critical incident, call 800-759-8122. A LifeResources – Member Assistance Program staff member can help you determine the most appropriate response.

LifeResources - Member Assistance Program

WORK/LIFE EDUCATIONAL HANDOUTS

Supervising is challenging work. That's why LifeResources – Member Assistance Program is here – to assist you and give you tools! The below tip sheets are offered to help support you and your employees:

- **12 STRATEGIES FOR MANAGING CHANGE**
- **CHANGE MANAGEMENT SUPERVISOR CHECKLIST**
- **STRESS MANAGEMENT TIPS**
- **HOW STRESS PROOF ARE YOU?**
- **TEN TOP TIME MANAGEMENT TIPS**
- **HOW WELL DO YOU MANAGE YOUR TIME?**
- **TEACHER BURNOUT: Creative Strategies**
- **FIRE AND RESCUE BURNOUT: Warning Signs**
- **LAW ENFORCEMENT BURNOUT: Warning Signs**
- **HELPING CHILDREN COPE DURING TIMES OF WAR**

12 STRATEGIES FOR MANAGING CHANGE

1. Define what you are in control of and what is out of your control. Try to change what you can. Accept what is out of your control. We become the most stressed when we try to change what is out of our control.
2. Realize that your reactions to change are normal. People have all kinds of physical and emotional reactions to change. It's alright to be angry, sad, or anxious. That does not mean that there is anything wrong with you.
3. Consider all your options. When stressed, we can easily become rigid in our thinking and forget the full range of options available in any situation.
4. Anticipate changes. Prepare yourself as best you can with finances, skills, and emotional support.
5. Find healthy distractions. It does not help to be preoccupied all the time. Find activities that you enjoy and that will help take your mind off your concerns.
6. Be aware that one's self-esteem suffers from changes. Remind yourself about your successes and accomplishments.
7. Try not to display your reactions to change. You might be upset about something occurring at work and then take it out on your kids and cause other problems for yourself.
8. Communicate clearly. During periods of change, it is easy for misunderstandings to take place. Make sure that you've heard information accurately, and that others understand exactly what you mean. Ask for feedback.
9. Find ways to relax. Make sure that you exercise, eat properly, get enough sleep. Stress management techniques such as meditation and progressive muscle relaxation can be useful.
10. Seek support from others. It helps to know that you are not alone.
11. Get help if your symptoms are getting out of hand. For example, stomach problems and sleep difficulties can be normal reactions to change, but consult a physician and/or a counselor if your symptoms persist. Remember that the Employee Assistance Program (EAP) is a free, confidential resource to help you with any kind of personal problem.
12. Remember that change can be positive, and opportunity for growth.

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HealthTrust

1-800-759-8122



HEALTH RESOURCES

CHANGE MANAGEMENT SUPERVISOR CHECKLIST

ARE YOU:

- Holding regular “huddle” meetings?
- Monitoring the change process? Checking with employees to find out how they are responding to the change?
- Collaborating? Building bridges from your work group to other work groups. Looking for opportunities to interface your activities?
- Giving people a chance to step back and take a look at what is going on. Keep asking, “Is the change working the way we want it to?”
- Encouraging people to think and act creatively?
- Looking for any “opportunity” created by the change?
- Creating incentives for special effort? Celebrating those who lead the change?
- Celebrating by creating public displays that acknowledge groups and individuals who have helped make things happen?
- Giving more feedback than usual to insure people always know where they stand?
- Allowing for resistance? Helping people let go of the “old”? Preparing to help those having special difficulty making the adjustment?
- Coaching in new values and behaviors?
- Encouraging self-management? Informing each person he or she is accountable for some aspect of the change?
- Allowing for withdrawal and return of people who are temporarily resistant? Don’t cross off people as irretrievable.

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HEALTH RESOURCES

STRESS MANAGEMENT TIPS

1. Breathe consciously. Pay attention to your breathing. If you find your focus wandering return your attention to the ebb and flow of your breath. This calms the body.
2. Imagine an energy bubble, like a balloon, around you. Visualize this bubble as a stress shield. Anything stressful will bounce off of it. The unconscious mind doesn't distinguish 'reality' from imagination and releases tension in the mind/body.
3. Exercise, exercise, exercise. Exercise breaks insulin resistance and helps end the vicious cycles of stress-eating, over-indulging in alcohol, cigarette smoking and other unhealthy habits.
4. Ventilate and confide. Have some worries on your mind? Scientists now believe that in addition to the fight or flight response to a threat, human beings also possess an "affiliation response." Sharing your problem reduces your emotional burden.
5. Reduce the items on your to-do list by one third. You will accomplish more with greater ease.
6. Allow more time for driving to work than you currently give yourself; estimate more time for errands and socializing than you do at present and you will rush less, worry less, arrive on time, and have less stress to bust.
7. Say "Thank you for asking. I'd like to think about that," whenever anyone asks you to do a favor. This breaks the cycle of saying "yes" automatically and then going on "overload."
8. Re-fuel your body with natural foods at frequent intervals. Eat 3 trim meals per day plus several healthy snacks to keep your energy high and your metabolism "on," to re-fuel and meet the day's challenges.
9. Hot bath. Hot meal. Hot cup of tea. Moist heat is calming and expansive, a healer and stress reliever.
10. Massage is the message. The power of touch relieves muscular tension, eases the joints, and refreshes the skin to counteract stress. Treat yourself to a professional massage from a massage therapist or trade massages with your partner, experiencing the pleasure of touch and connection.
11. Put yourself first. You are a well. You must replenish your well every day or you will run dry and have nothing to give to your job or your loved ones. Airlines warn: put on your air mask first, then help your children. Stress comes from putting out more than you take in.
12. Do or say one thing you feel good about every day. You will be on the path towards your best self.
13. Observe the pleasure principle. Psychologists know that praise, rewards and pleasure motivate people most. If you don't get lots of validation for what you do, then build in small rewards for yourself at intervals between getting tasks done.
14. Back to nature. The calming sounds of the ocean washing onto shore or the wind rushing through the trees are like the first lullabies our mothers sang us. Fresh air and beautiful scenery occur in environments incompatible with stress. They please and soothe the senses.

Stressed at work? Stressed at home? Did you know that stress is now the number 1 reason behind sickness from work? Stress in the workplace undermines performance and productivity. Stress at home undermines relationships, health and peace of mind. Stress occurs wherever and whenever there is a mismatch between what a person wants and is capable of doing. That's why one person might feel stressed by something when another is not!

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HEALTH RESOURCES

HOW STRESS PROOF ARE YOU?

Many factors influence your ability to deal with stress. Circle a number from 1 (almost always) to 5 (never) according to how much of the time each item is true for you.

- 1 2 3 4 5 I eat at least one hot, balanced meal per day.
1 2 3 4 5 I get 7-8 hours of sleep at least 4 nights per week.
1 2 3 4 5 I exercise to the point of sweating at least 2 times per week.
1 2 3 4 5 I give and receive affection regularly.
1 2 3 4 5 I have at least one relative or friend within 50 miles upon whom I can rely.
1 2 3 4 5 I limit myself to less than a half a pack of cigarettes per day.
1 2 3 4 5 I limit myself to less than 5 alcoholic drinks per week.
1 2 3 4 5 I am the appropriate weight for my height and build.
1 2 3 4 5 I have an income adequate to meet my basic expenses.
1 2 3 4 5 I gain strength from my religious or spiritual beliefs.
1 2 3 4 5 I regularly participate in social recreational activities.
1 2 3 4 5 I have one or more friends to confide in about personal matters.
1 2 3 4 5 I have a network of friends and acquaintances.
1 2 3 4 5 I am in good health.
1 2 3 4 5 I speak openly about my feelings when angry or worried.
1 2 3 4 5 I have frequent conversations with the people I live with concerning everyday issues like chores, money, etc.
1 2 3 4 5 I do something for fun (and laugh) at least once per week.
1 2 3 4 5 I am able to organize my time effectively.
1 2 3 4 5 I limit myself to 3 or fewer cups of coffee, tea or cola per day.
1 2 3 4 5 I give myself breaks or quiet time during the day when I need to.
1 2 3 4 5 I generally feel secure and satisfied with my job/schooling.
1 2 3 4 5 I usually think of my life as having meaning or purpose.
1 2 3 4 5 I continue to develop towards the best person I can be.

Raw Score	Level
27-42	Quite stress proof. You do many good things to take care of yourself.
42-48	Moderately stress proof. You take fairly good care of yourself but could do more.
48-59	Barely stress proof. You do not take good care of yourself. Think about which categories would be easiest to change.
59-69	No stress proofing demonstrated. You have difficulty dealing with stress. Seek help for stress-reduction techniques and basic self care.

Adapted from Biobehavioral Associates, Brookline, MA

ARE YOU MAKING TIME FOR YOURSELF?

Making time to do the things you value and enjoy is the best stress-buster. These activities replenish your well of energy. Are you creating pleasure and purpose in your life?

- How often do you read a book for pleasure? How often do you exercise?
- How often do you spend some time in a beautiful, natural environment such as on a mountain, in a forest, by a lake or on the ocean?
- Do you find yourself regretting all the time you spend on your phone/cell phone?
- Do you spend enough quality time with your significant other?
- Do you feel you connect with your children/friends/family on a regular basis?
- Have you thought about a museum, movie, book or event you would like to explore?
- How often do you experience any time alone in a room (other than a bathroom)?
- How often during the week do you feel wide awake, alert and eager?
- What time do you spend on a hobby or interest-- painting, drawing, fishing, etc.?
- How often during the week do you smile or laugh with enjoyment?

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HEALTH RESOURCES

TEN TOP TIME MANAGEMENT TIPS

1. Make or create time rather than waiting for time to do what's important to you. Be proactive.
2. Attend to each moment with an attitude of being present. Don't dwell on past or future.
3. Nobody learns except by making mistakes. Take calculated risks. By making mistakes you learn to spot them early and correct them time-effectively.
4. Account for your time every day with some kind of record or log to get a realistic picture of how you actually spend your time. Record all appointments.
5. Give yourself time to breathe, time to take a break, refresh, and refuel. Learn your body's circadian rhythms to take advantage of high-energy times for difficult tasks.
6. Enlist the support of those close to you to promote your goals.
7. Most procrastination relates to fear--of making wrong decisions, of taking on something you can't handle, of failure, of success, of disappointing others, of not getting it perfect. Tackle your fears.
8. Encourage yourself with small rewards for steps taken on the path to your goal.
9. Note how closely your goals (eg. Family, career, health, intellectual development, spiritual growth, wealth, societal concerns, etc.) line up with how you spend your time and endeavor to align those more.
10. Time is the great equalizer. Treat time as a limited resource. Carpe Diem. (Seize the day)!

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HEALTH RESOURCES

HOW WELL DO YOU MANAGE YOUR TIME?

Assign yourself a number from 1 to 4 beside each question. 1 = never, 2 = occasionally, 3 = frequently, and 4 = always.

There is no such thing as "finding" time. You can only "make" time or "create" time.

The heart of managing your time has to do with taking a proactive rather than a reactive role. Instead of waiting for life to begin, start living it now. Take responsibility for using your time well.

The following self-assessment questions relate to your ability to prioritize, work efficiently, organize, and take control of your time. Based on your score you can determine what areas need strengthening.

1. I arrive on time and am prepared for meetings. _____
2. The meetings I organize achieve their purpose. _____
3. I keep a clock visible in meeting rooms. _____
4. I open my mail when it arrives and make prompt decisions immediately rather than looking at it over and over again. _____
5. I cross my name off the list for magazines and journals I don't read. _____
6. I am able to complete tasks without interruptions from others. _____
7. I decide how many times I can be interrupted in a day. _____
8. I reserve certain hours for visits from colleagues. _____
9. I close myself in my office or private room when I want to think strategically. _____
10. I am able to appropriately delegate tasks to others and then follow up on the work I have delegated. _____
11. I achieve a balance between thinking time and action time. _____
12. I make a list of things to do each day. _____
13. I keep work to a certain number of hours each day, and no more. _____
14. Periodically I make a priority list concerning my life goals. _____
15. I prepare a budget of what it will cost to honor priorities. _____
16. I tell people in my life how they can best encourage me. _____
17. I break down each goal into steps on a time line. _____
18. I give myself rewards after steps taken towards my goal(s). _____
19. I keep self-affirming or reinforcing statements around. _____
20. I use a scheduling aid such as an appointment book, calendar or electronic scheduling devices. _____
21. Do you arrive on time for appointments? _____
22. Do you know your energy "ups" and "downs" during the day? _____
23. Do you schedule difficult tasks according to peak performance times? _____
24. I do not put off unpleasant tasks that require immediate attention _____
25. I try to make the way I spend my time coincide with my priorities. _____
26. I live in the present, neither dwelling on the past nor fantasizing about the future instead. _____
27. I can say "no" to people rather than spend my time doing something that is not important to me. _____
28. I reserve time for my creative pursuits or developing interests. _____
29. I reserve quality time with my partner/children/friends. _____
30. I understand that every minute counts and is precious. _____

Scores: 92-120 You use your time well

61-91 You use your time management skills well but could still improve them

28-90 You can learn to use your time more effectively with more satisfaction

LifeResources - Member Assistance Program

TEACHER BURNOUT

Creative Strategies



Helpful Resources

Related websites

- www.speakwell.com/well/2000_fall
- www.mindtools.com
- www.education-world.com/a_curr/
- <http://helping.apa.org/work>
- www.healthresourcescorp.com

Books/Audio Tapes

- The Relaxation Response by Herbert Benson & Miriam A. Klipper
- Self-Nurture by Alice Domar
- Your Present: A Half-Hour of Peace by Susie Mantell
- The One-Minute Mediator: Relieving Stress and Finding Meaning in Everyday Life by David A. Nichol & Bill Birchard
- Life Is Not a Stress Rehearsal: Bringing Yesterday's Sane Wisdom into Today's Insane World by Loretta Laroche
- Keeping the Fire: From Burnout to Balance (audiotape) R. Leban

Note: Audio & Book versions of these resources are available at your public library or local bookstore.

Important Notice: Information in this flyer is for general information purposes only and is not intended to replace the counsel or advice of a qualified health professional. For further questions or help with specific problems or personal concerns contact LifeResources - Member Assistance Program. LifeResources - Member Assistance Program is not responsible for the content of the materials provided on the internet.

According to a recent University of Oregon study, over 200 teachers were asked what they do most often to relieve daily stress and how schools could help with the issue of burnout among American educators. Here are their responses:

Strategies To Cope With Stress

- Doing relaxing activities
- Organizing time and setting limits
- Maintaining diet and exercise
- Discussing problems with professional colleagues
- Taking a day off
- Trying something new in their personal life
- Working collaboratively with co-workers
- Tapping into help from their principal or school district
- Using the Employee Assistance Program for support

Connecting With Co-Workers To Relieve Burnout

By building a community of colleagues to address this occupational issue, teachers can find the support and ideas necessary to stay healthy and professionally focused. Ask yourself and others the following:

1. How well prepared am I to teach others?
2. Am I in a rut?
3. How does teaching fit into the rest of my life?
4. How have my colleagues tackled burnout?
5. Who can I go to in the school when I'm feeling overwhelmed?
6. What kinds of help and resources are readily available to me?
7. What is one thing I can do today to relieve stress?
8. How can I renew enthusiasm for teaching and my own learning?

Adapted from Focal Points, produced by the Public Education Network April 2002.

LifeResources - Member Assistance Program

FIRE AND RESCUE BURNOUT

Warning Signs



Helpful Resources

Related websites

- www.dushkin.com
- www.findarticles.com
(search for "job burnout")
- <http://my.webmd.com>
(search for "job burnout")

Books/Audio Tapes

- The Ambivalent Force by Abraham Blumberg and Arthur Niederhoffer
- The Heart Behind the Hero
Curt Yoder (Editor)
- Firefighters: Their Lives In Their Own Words by Dennis Smith
- The Body Remembers: The Psychophysiology of Trauma & Trauma Treatment
by Babette Rothschild
- Burnout: The Cost of Caring
by Christina Maslach
- The New Blue Line by David Bayley & Jerome Skolnick
- Keeping the Fire: From Burnout to Balance (audiotape) R. Leban

Note: Audio & book versions of these resources are available at your public library or local bookstore.

Important Notice: Information in this flyer is for general information purposes only and is not intended to replace the counsel or advice of a qualified health professional. For further questions or help with specific problems or personal concerns contact LifeResources - Member Assistance Program. LifeResources - Member Assistance Program is not responsible for the content of the materials provided on the Internet.

Public service employees, who are constantly in a readiness for duty/stress mode, are at greater risk of experiencing burnout than those in other types of jobs.

Burnout Symptoms:

- Boredom
- Difficulty relaxing
- Feeling overworked
- Feeling underworked
- Constant stress
- Difficulty concentrating
- Low self-esteem
- Withdrawal
- Inability to face the day
- Excessive use of alcohol

Warning Signs of Stress Overload Include:

- Disruption in sleeping habits
- Change in appetite or diet
- Change in mood, such as a loss of optimism or feeling overwhelmed
- Inability to put stress in a long-term perspective or to see the bigger picture
- Increase in anger or irritability

Relieving Stress:

- Maintain a normal routine. This can help you feel more in control of your life.
- Make and keep personal relationships with friends, family and other confidants.
- Make time for things you enjoy.
- Give yourself a break and stay away from things that rile you in times of stress.

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1-800-759-8122

HealthTrust



HEALTH RESOURCES

LAW ENFORCEMENT BURNOUT

Warning Signs



Helpful Resources

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HealthTrust



HEALTH RESOURCES

HELPING CHILDREN COPE DURING TIMES OF WAR

Understanding Age Appropriate Behaviors

During times of war, parents often struggle to talk to their children about this sensitive issue and ease their anxieties and fears. This guide provides information on how children may react to the realities of war and how you can help support them during difficult times.

Note: This guide is for informational purposes only; use this as a guideline and adapt it to the unique needs of your family and children as you see fit.

How Children May React to the Threat of Reality of War

Children's reactions to stressful events vary; however, there are similarities across all ages when their life is impacted by war or the threat of war. For instance, children may experience some of the following reactions:

Fear

A child may be afraid for his or her safety as well as those in the military. Some children may create fantasies about war and, for example, fear a bomb will be dropped on his or her home.

Loss of Control

Children may experience a strong sense of helplessness. They may be confused over why military strikes are happening and feel they cannot do anything to stop it. A child may attempt to regain some control by refusing to cooperate, go to school, part with a toy or leave his or her parents.

Anger

A child who is experiencing anger toward the people or country(ies) with which we are at war may redirect those feelings of anger at a classmate, parent or neighbor because he or she is unable to express them in other ways.

Loss of Stability

War interrupts everyone's routine and changes how we respond to daily life. Children may feel a sense of increased stress and need more reassurance since their usual activities may be disrupted.

Isolation

If a child has a family member called to active military duty, he or she may feel alone if he or she does not know other children who have a parent in that situation. These children may also feel anger or jealousy toward friends whose family has remained somewhat intact and normal.

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Confusion

Children may be confused about the violence and when it will stop. They may also confuse reality with entertainment since many children are exposed to violent movies and television programs.

(The above information was adapted from the National Association of School Psychologists article, *Children and Fear of War and Terrorism: Tips for Parents and Teachers 2001*.)

Keep in mind, however, that children's reactions can vary dramatically depending on their personality, age and maturity level. The following information may help you understand how children of different ages may react to war. *Note*—If your child is exhibiting any extreme behaviors that may indicate he or she is having difficulty coping, call LifeResources – Member Assistance Program for consultation.

Infants/Toddlers

Even infants and young children can be affected by the current events. While they are too young to understand the situation, they may pick up on the anxiety parents and caregivers may be feeling. Infants and toddlers may react to this by frequently crying, hitting, having mood swings or nightmares. While infants and toddlers do not need a detailed explanation of what is happening in the world, they do need to feel a sense of security. The following tips may help you lessen anxiety and make your child feel safe and secure:

- Make sure your child is supervised at all times. If you are unable to be with your child, ask trusted friends, relatives and caregivers to help out. Unless imperative, this may not be the best time to introduce new caregivers, which can compound your child's feelings of anxiety.
- Hold and comfort your child as much as possible — especially when he or she is crying or upset.
- If your child is playing aggressively, redirect him or her to positive activities such as blowing bubbles, splashing in a pool/tub, coloring, or whatever activity your child finds enjoyable and relaxing.
- Speak in soft tones and be as calm as possible around your child.
- Give your child a lot of attention and offer a blanket or special stuffed animal, bottles, and snacks to help soothe your child.
- Play soft music or read to your child.
- Try to avoid watching or listening to news coverage of the unfolding events in front of your child.

Additionally, communicate regularly with caregivers and ask them to tell you if your child seems to be reacting to stress.

Preschoolers (Ages Three to Five)

Preschoolers may be upset by what they see and hear since children of this age tend to confuse facts with fantasy and fear of danger. They can be easily overwhelmed and do not have the ability to keep perspective of the situation. Preschoolers may react by exhibiting regressive behavior (such as excessive clinginess, bedwetting or thumb sucking) or expressing fear of strangers, animals, darkness or “monsters.” Other common signs of anxiety include unexplainable aches and pains, disobedience, hyperactivity choosing adults over same-age friends, increased acts of aggression, nightmares and withdrawn behavior. To help your preschooler cope with his or her feelings, the following tips may help:

- Try to keep daily life as normal as possible and stick to regular routines. Children find routines comforting.
- Keep bedtime routines consistent. If your child is having trouble sleeping, allow him or her to share a room with a sibling, use a nightlight, sleep with a special toy or stay with you until he or she falls asleep.
- Look for nonverbal indicators that your child may be having difficulty coping, such as facial expressions or posture and play behavior, as well as your child’s verbal tone or content.
- Spend extra time with your child, if possible. When you don’t know what to say, many times simply hugging your child will help.
- Ask your child about his or her feelings. Explain that it is normal to feel confused, sad or scared. Acknowledge that you don’t like war either and that you hope the military can address the situation.
- Assure your child that he or she is safe and that you are nearby to protect him or her.
- Do not pressure your child to discuss how he or she feels about the news or war. Each child will react differently and some will want to talk while others will want to be distracted and return to a normal pattern.

School-aged Children (Ages Five to 12)

It may not always be possible to judge if or when your child is scared or worried about war. Children may be reluctant to talk about their fears or may not realize how the news is affecting them. Parents can look for clues as to how their school-aged child is reacting by observing their behavior. Signs that may indicate your child is upset include: becoming more easily upset;

excessive crying, whining or irritability; a lost sense of trust, especially of adults; unexplainable stomachaches, headaches or other illnesses; and an increase in problems at school, such as difficulty with assignments, unwillingness to go to school or odd complaints about school and/or teachers. Keep in mind, that playing “war” games does not necessarily mean that your child is upset about the possibility of war. Playing these types of games is normal behavior for school-aged children, and it is also a healthy way of dealing with the news or attempting to problem solve. The following tips may help school-aged children adjust and understand what is meant by war.

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If your child needs help coping with emotions, consider speaking with a LifeResources – Member Assistance Program counselor. We provide counseling on a wide range of issues, including stress, anxiety, grief, dealing with violence and more.

- Do not overexpose your child to television, adult conversation, or strong opinions that he or she may not understand or find upsetting.
- Set aside an hour each day to spend with your child. Do something fun and focus your attention entirely on your child.
- Take your child to the local library. Libraries have many books that can assist children in understanding war.
- Look at maps and show your child areas of the world that are affected. It may help your child understand the situation to visually see the countries that are involved.
- Consider having your child draw pictures or write letters, which may describe his or her reactions to war. This will give you a chance to explore your child’s emotions and it creates an opportunity to discuss how your child is reacting to the possibility of war.
- Stay positive. Talk about the firefighters, police and government and how they are doing everything they can to keep us safe.
- Be honest and share your fears and concerns while reassuring your child that responsible adults are in charge.
- Talk to your child’s teachers/school to understand how they are talking to children about war. Do your best to keep your messages consistent.

Adolescents (Ages 13 to 18)

Adolescents typically react similarly to adults when hearing news about the possibility or reality of war. They tend to personalize news, reflecting on and relating it to events in their own lives, and may re-examine their priorities and interests. Younger adolescents may withdraw, resist authority and become disruptive at home or in the classroom. Older teens may consider war as a political issue and have strong opinions on the matter. Signs that indicate your teen may be experiencing anxiety about war include: exhibiting vague physical complaints; abandoning chores, schoolwork and other responsibilities; misdirected anger; acting out behavior; low self-esteem and self-criticism; and loss of interest in regular habits or activities. To help your adolescent cope with the news of war, consider the following tips:

- Watch the news or read newspapers together. This may help you understand your child's reactions, answer any questions, and respond to your child's fears.
- Ask your child how he or she feels and answer questions as honestly as you can. Try to focus on the facts and dispel any myths.
- State your opinions, but remain open to other opinions. Discussions should allow for disagreement and airing different points of view.
- Be prepared for questions such as, "Could you shoot someone?" or "Are we hurting innocent people in other countries?"
- Encourage your child to create a journal to document his or her feelings. It may also help to include newspaper or magazine articles to historically document the event.
- Suggest your teen organize or join a discussion group at school or your religious organization. Discussing the situation with peers can help a teen create a forum to express his or her feelings.
- Talk to your child's teachers to understand how they are talking to children about war. Do your best to keep your messages consistent.
- Remind your child to be tolerant and respectful of differences in culture and religion.
- Reassure your child that everyone (government, schools, parents, etc.) is doing everything possible to keep him or her safe.
- Encourage your child to get involved with volunteer or relief efforts.

Discussing War With Children

Oftentimes it may be difficult to know how or when to talk to your children about war and violence. When discussing the subject with your children, remember that age and individual personality influences how children react to what they hear and see in the newspapers and on television. If you feel your child is mature enough to handle discussions about war, the following general tips may help:

Discussing War With Children (continued)

- Conduct an open, honest discussion with your child and allow for disagreement and different points of view.
- Encourage your child to express his or her own opinion and feelings about the situation but correct any misinformation without making your child feel he or she is wrong.
- Communicate the importance of tolerance and diversity and do not make generalizations about certain groups or people.
- Explain that war can stem from personal conflict, misunderstanding or differences in religion and culture. Use personal situations to help illustrate your point.
- Encourage non-violent behavior by asking your child how he or she would handle conflicts with siblings, schoolmates or friends. Provide non-violent solutions such as talking things out, writing letters, telling adults, etc.

Regardless of your child's age, remember that your children will look to you for emotional support and cues. If you are overly anxious or fearful, your children will probably feel the same way. If you need help coping with your emotions, call the LifeResources - Member Assistance Program. Similarly, pay close attention to your child's behaviors. If you notice any extreme behaviors (excessive crying, aggression, etc.), call us.

How Your Child Can Help Others

Children are often comforted by helping others. Here are some ways your children may feel as if they are making a contribution:

- Suggest your child send letters to those in the military as well as those in public safety jobs.
- Help your child organize a fundraiser to support relief efforts or children in other countries involved in the conflict.
- Help families that may be directly affected by a loss (or military deployment) by helping prepare meals, assisting with yard work, babysitting, etc.
- Suggest they set aside some money each week (from their job or allowance) to donate to a charity organization.
- Encourage older children to donate time to a charity organization such as the Salvation Army.