**TOOL 3.3.8** TAKING CARE OF DAPS CENTRE STAFF   
AND VOLUNTEERS

**Managers and Volunteer Resilience**

Managers (in this case PGI focal points) play an important role in creating a supportive team dynamic by showing concern for the well-being of individual volunteers and the team as a whole (in the DAPS Centre context).

PGI focal points should:

* Ensure reasonable working hours and conditions for volunteers
* Prepare job descriptions or make clear what is expected
* Prepare and train volunteers for their task in the field
* Check in with volunteers to see how they are coping during the emergency response
* Have regular team meetings during the emergency to check in with the team and offer support
* Encourage volunteer work to be carried out in pairs
* Set up peer support or buddy systems
* Offer information about stress and its impacts
* Encourage good coping strategies
* Support volunteers who have experience especially difficult events
* Show appreciation and let volunteers know they are valued members of the team

**Self-care reminders for staff and volunteers at the DAPS Centre**

* If you feel overwhelmed by the situation or your duties, try focusing for a while on simple and routine tasks. Let peers and supervisors know how you feel and be patient with yourself.
* If you experience a critical event, talking with someone about your thoughts and feelings may help you to process and come to peace with any unpleasant experiences.
* Some reactions are normal and unavoidable when working in difficult circumstances
* Take care of your own body and mind
* Get enough rest and sleep
* Limit your intake of alcohol and tobacco
* If you have sleep difficulties or feel anxious, avoid caffeine especially before bedtime
* Exercise to relieve tension
* Eat healthy food and keep regular mealtimes
* Keep in touch with loved ones
* Talk about your experiences and feelings (even those that seem frightening or strange) with colleagues or a trusted person.
* Listen to what others say about how the event has affected them and how they cope. They may share useful insights.
* Express your feelings through creative activities, like drawing, painting, writing or playing music.
* Play and take time for fun
* Consciously try to relax by doing things you enjoy, meditation or yoga

**You may also consider asking individual team members to complete this Self-care assessment guide for staff and volunteers in DAPS Centre[[1]](#footnote-1) only a monthly basis as a means to support staff**

|  |  |
| --- | --- |
| **INSTRUCTIONS:**  In a typical month, how often has the following been true for you? For each question, write the number that best fits your experience on the line before the question.  0 = Almost never; 1 = Seldom; 2 = Sometimes; 3 = Often; 4 = Almost Always | |
| **ANSWER** | **DETAILS** |
|  | I have a least one full day off work each week |
|  | I take some time for myself to be quiet, think, meditate, write and/or pray |
|  | I work no more that 8 hours a day on DAPS Centre activities |
|  | I exercise for at least 25 minutes five days a week |
|  | I do something I find fun (e.g. play a game, go to a movie, read a book, etc) |
|  | I practice muscle relaxation, yoga, stretching, meditation or slow breathing |
|  | I share how I am feeling with at least one friend or my partner |
|  | I sleep well and get 7-8 hours of sleep a night |
|  | I am careful about what I eat and eat a balanced diet |
|  | I drink at least 2 litres of water a day |
|  | On work-life balance, I have more positive emotional experiences than negative |
|  | At the end of the day, I can leave the pressures of work behind |
|  | I slow down when I am becoming tired, run-down and vulnerable to distress |
|  | There are people who care about me. I trust them and feel comfortable talking to them. |
|  | I do something I find creative or expressive |
|  | I feel I have the training and skills to do my job well |
|  | I stand up for myself saying “no” when I need to |
|  | At work, I take a brief break every two hours and switch tasks regularly |
|  | I spend time with trusted other who are part of a community of meaning and purpose (e.g. community volunteers, work colleagues etc) |
|  | I feel good about my ability to communicate with others |
|  | I spend time and energy doing what is really important to me in life |
|  | I believe in my ability to accomplish goals, even when I encounter difficulties |
|  | I set realistic goals for my life and work towards them |
|  | I take vacations |
|  | I am able to let go of mistakes I have made |
|  | I am able to manage conflict constructively |
|  | I am able to let go of grudges |
|  | I drink more than 1-2 alcoholic drinks, smoke or use other recreational drugs  0 = most days  1 = 3-6 times a week  2 = less than 3 times a week  3 = almost never |

|  |  |
| --- | --- |
| **Interpretation Guidelines:** | |
| **Score** | **A score in this range suggests that** |
| 0-29 | Your self-care skills and lifestyle balance strategies will benefit from developing a plan to change your lifestyle and improve your self-care. Please talk urgently to your manager, and develop some actions that will assist you. Consider taking several days of leave (2-3). |
| 30-59 | Your self-care skills and lifestyle balance strategies could benefit from developing a plan to improve your self-care in all areas. If you have above 40 points, your self-care skills are average and require improvement in specific areas. For example, you may be getting enough exercise, but not enough sleep and time off. Check each category where you have scored yourself low to identify areas for improvement. |
| 60-84 | You have a good set of self-care skills but are still experiencing some stressors. Please look at categories with lowest scores and develop a lifestyle change plan accordingly. |
| 85 and above | You are taking care of your work-life balance, but continued vigilance is always required. |
| Recommendation: List 2-3 actions you can take to improve your self-care: | |

1. Excerpt from “Philippine National Implementation Guidelines for Child Friendly Spaces In Emergencies” (Annex 9.2, p.56). [↑](#footnote-ref-1)