IDENTIFICATION OF SAFETY THREATS & RISK FACTORS

As you watch the video "The Unquiet Death of Eli Creekmore," please use this handout to work individually to capture your answers to the questions below. At the conclusion of the film, you and your classmates will conduct a detailed analysis of the Creekmore case. You will be asked to share some of your ideas with the class. As the film is approximately 35 minutes in length, you please take notes on the page provided. After the video, you will be offered a few minutes to complete question 1. After discussing with your classmates your answers to question 1, you will then be given more time to complete questions 2-4 and will be asked to process out responses in small groups. Afterward, you will be asked to process out answers to questions 5 & 6 as a large group.

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1.	Using your skill of Tuning in to Self to identify your emotions related to the events in the movie, what emotions did you find yourself experiencing?	
	 Do you think your emotions could affect your intervention? If yes, how? 	
	 What steps would you take to keep your emotions in check so that you can analyze the case based solely on the facts presented? 	
2.	What strengths are in operation in this family (Mary, Darren, and Eli) and in their environment?	
3.	What present danger safety threats did you believe were apparent in Eli's situation (try to identify them by number and category)? Feel free to refer to the Safety Assessment and Management Process Reference Manual (pages 26-28) to review the safety threats/numbers.	

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4.	What risk factors do you believe placed Eli at risk for future harm? [It is important to remember that all safety threats are risks but not all risks rise to the level of safety threats].
5.	Using your Shulman Interactional Helping Skill of Tuning in to Others, identify what Mary and Darren may have experienced. What do you believe they needed from the caseworkers involved with their family?
6.	Using your Shulman Interactional Helping Skill of Tuning in to Others, identify what others (i.e., the day care provider, grandmother, as well as community and medical professionals) may have experienced. What skill(s) would you use to engage these individuals?

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Video Notes: