


Secondary Traumatic Stress and Reflective Practice/Supervision

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Evidence-Based Practices
Rady Children's Hospital-San Diego

- Advancing California's Trauma-Informed Systems (ACTS)
- Trauma-Informed Licensing Team (TILT) Initiatives
- Research centers around supporting systems in planning for, implementing, and sustaining Trauma-Informed change that aligns with best practice and science

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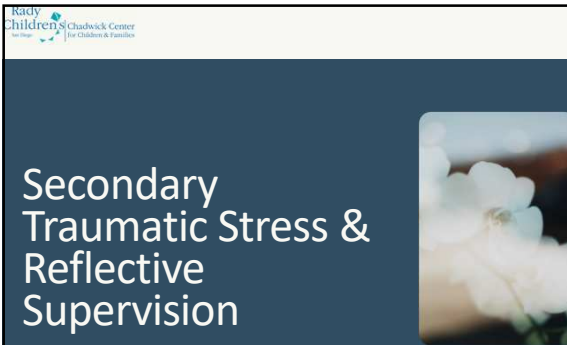


AL KILLEN-HARVEY, LCSW
Evidence-Based Practices
Rady Children's Hospital-San Diego

- Co-founder of The Honey Institute, a training and consultation company whose mission is improving health care outcomes through integrating sexual health.
- Has worked at the Chadwick Center for 24 years where he has served in a variety of clinical and training positions.
- Past recipient of the San Diego County Child Abuse Coordinating Council's "Unsung Hero" Award

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Secondary Traumatic Stress & Reflective Supervision

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Secondary Traumatic Stress

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"If you're tough enough and cool enough and committed to your cause enough, you'll keep on keeping on, you'll suck it up."

"Self-care is for the weaker set."

Trauma Stewardship- Laura van Dernoot Lipsky

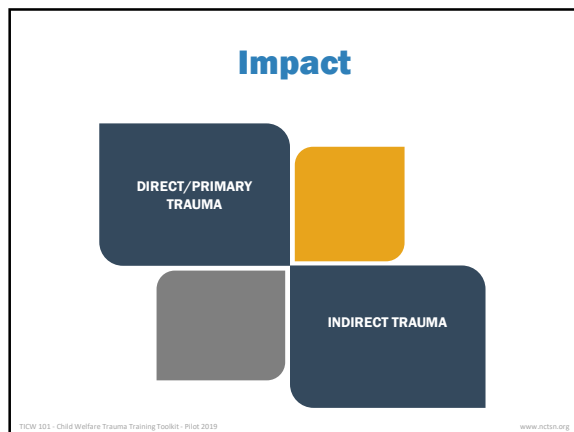


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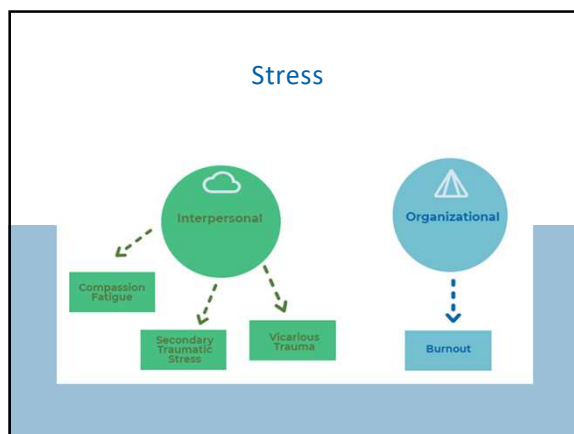
"The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to walk through water without getting wet."

Kitchen Table Wisdom
By Rachel Naomi Remen

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The Impact of Trauma on the Workforce




Social Workers

- 65% had at least 1 symptom of STS (Bride, 2007)
- 42% of social workers experienced 4 or more ACES (Thomas, 2016)



Law Enforcement

- 37% of correctional officers experienced burnout (Finney et al., 2013)



Child Welfare Workers

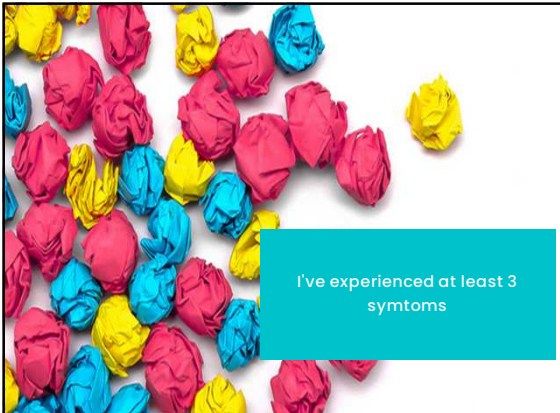
- 50% had traumatic stress symptoms in the severe range (Bovas, Wind & Ruiz, 2015)
- Estimated employee turnover rates are between 30-40% nationally

Slide Adapted from Trauma-Informed Oregon
<https://traumainformedoregon.org/wp-content/uploads/2017/07/Workforce-Wellness.pdf>

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- AVOIDANCE (INCLUDING OF CERTAIN CLIENTS, ETC.)
- PREOCCUPATION WITH STORIES
- INTRUSIVE THOUGHTS OR NIGHTMARES
- AROUSAL SYMPTOMS
- FEELING ISOLATED/HAVING NO ONE TO TALK TO
- FEELING TRAPPED, "INFECTED" BY TRAUMA, HOPELESS, INADEQUATE
- HAVING DIFFICULTY SEPARATING WORK FROM PERSONAL LIFE
- TREATING OWN FAMILY/KIDS DIFFERENTLY--LESS PATIENCE

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I've experienced at least 3 symptoms

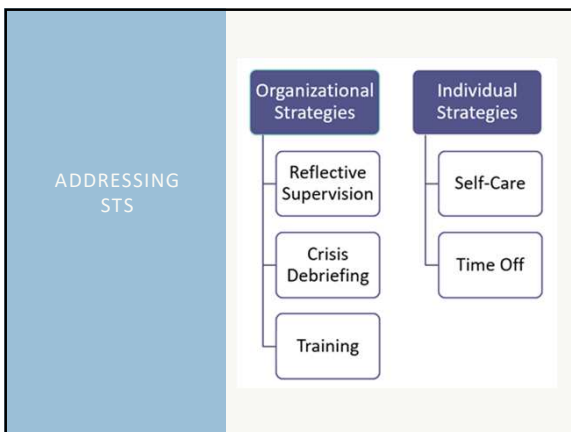
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Reflective Supervision

Reflective Supervision

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Reflective Supervision

When you hear the word reflective, what comes to mind?



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Reflection

Why is this a supervisor responsibility?

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REFLECTIVE SUPERVISION

- Based in trust and respect for each other
- Supervisor can value both compliance and caring for staff
- Sharing of emotions and feelings about the work
- Setting an expectation that this happens every supervision session

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Reflective Listening

- "IT SOUNDS LIKE..."
- "I HEAR YOU SAYING..."
- "IT SEEMS AS IF..."
- RESEARCH STUDY:
 - WAITING 3-4 SECONDS



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Demonstration

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Reflective Listening

1. Reflective Listening
2. Emotion-Focused Questions
3. Supervisor Modeling
4. Compassion Satisfaction

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Reflective Listening

Listening, summarizing, and clarifying what you heard.

- "What I heard you say is _____. Is that correct?"
- "It sounds like _____. Is that about right?"
- "Can you help me understand? On one hand _____ and on the other hand _____."

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Emotion Focused Questions

The work that we do, can and will, evoke feelings. We can ask questions that focus on the emotions of the work in supervision.



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Emotion Focused Questions

- When that happened, how did you feel?
- What did that feel like for you?
- You seem very energized when you describe that family. What is it about what happened there that is energizing?
- Is it sometimes a strain to find compassion for this parent/child/family?
- Does this case press any hot buttons for you? What emotions does it bring up?
- What makes this case especially hard for you?

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Emotion Focused Questions



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Supervisor Modeling

- Sharing your own emotions about a case or situation with the purpose of helping staff open up.
- Helping normalize the situation
- Reducing shame or guilt about emotions in the work.

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Supervisor Modeling

- “When I was going into similar case, I felt nervous for those home visits. I’m wondering if that is similar or different to what you were feeling.”
- “When I have those types of cases, I know I feel really frustrated. I’m curious to see how you are feeling about his case?”

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Compassion Satisfaction

Discussing the positive outcomes derived from your work.



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Compassion Satisfaction

“Where do you find joy in your work?”

“What were you proud of about this case?”




“What did you feel successful about today/this month?”

In a Team/Unit Meetings: “Let’s go around the room and share one thing you are proud of this week.”

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Tell us one thing that bring you joy in the work that you do?

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Reflective Listening

Definition: Listening, summarizing, and clarifying what you heard.

Purpose: Truly listening to staff allows them to feel understood on a deeper level. It can also clarify aspects of the work and increase communication to improve the quality of the work. Slowing down and mindfully listening, before jumping in with your responses, can actually elicit more information from your staff.

Examples:

- “What I heard you say is _____. Is that correct?”
- “It sounds like _____ is that about right?”
- “Can you help me understand? On one hand _____ and on the other _____?”

Avoid: Problem solving, fixing or being too directive

Emotion-focused Questions

Definition: The work that we do, can and will, evoke feelings. We can ask questions that focus on the emotions of the work in supervision.

Purpose: When there are strong feelings evoked in a staff member related to the work, it can be helpful to ask about what emotions are present for staff to support them in these difficult moments. For example, when a critical incident or a child death occurs, it can be helpful to check in with a staff member to see how they are doing emotionally and what supports they have during these difficult times.

Examples:

- “What was that case like for you?”
- “What feelings are brought up for you when you think about this case?”
- “I’m noticing that there are a lot of feelings going on. Can we focus on the parts that affect your work and also think about other people or supports you have to talk with?”

Avoid: Asking if you don’t have the time, energy, or bandwidth.

Please note:

- Remember the boundaries of your role; you are not their therapist. Determine what is relevant to the nature of the work vs. what is outside your scope and role.
- If the difficulties appear to be outside of the work context, then refer to EAP.

Example:

- “It sounds like there is a lot going on today, both at work and outside of work. I am happy to support you in areas that overlap with your work, but let’s think about other resources that can support you outside of work. Maybe a supportive friend or the EAP that we have here?”

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WHAT IS THE ACTS PROJECT?

The ACTS Project partners with child welfare systems across California to support the advancement of trauma-informed care in their organizations and sustain change, offering workforce and leader-focused trainings on different aspects of Trauma-Informed Care.

This project is in collaboration with the California Department of Social Services (CDSS) and Office of Child Abuse and Prevention (OCAP), and is offered at no cost to partnering counties.






For more information about our the mission of our project, please visit our website at:

www.actsproject.com

To express interest in or apply for a partnership opportunity, please contact Yuliana Briceno at ybriceno@rchsd.org

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Last Call

QUESTIONS? COMMENTS? CONCERNS? THOUGHTS? REFLECTIONS?

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Recording and resources available within two days
- Watch your inbox for the next issue of *CalTrin Connect*



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