

# Reflective Practice and Secondary Traumatic Stress

# Agenda

- I. Trauma 101 Refresher
- II. Secondary Traumatic Stress
- III. Reflective Supervision



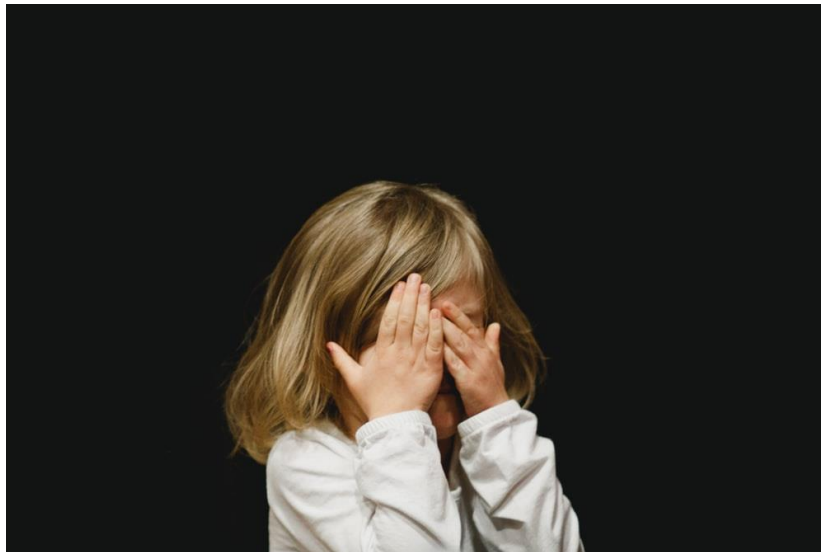
# I. Trauma 101

<https://www.youtube.com/watch?v=NoP7T7G1AkM>



# What is Child Traumatic Stress?

- Witnessing or experiencing an event that *poses a real or perceived threat*
- The event overwhelms one's ability to cope



## Acute Trauma – Event



## Complex trauma - Event



## Chronic trauma – Event/Experience



## Historical Trauma – Event/Experience



# Traumatic Events

- Physical or sexual abuse
- Abandonment or neglect
- The death or separation from a loved one
- Witnessing domestic violence
- Car accidents
- Bullying
- Scary medical procedures
- Community violence
- Witnessing police activity
- Natural disasters
- Acts of terrorism

# Trauma Responses

The impact of a potentially traumatic event *depends* on several factors, including:

- Age and developmental stage
- Perception of danger
- Relationship to offender
- Past experiences with trauma
- Response of caregivers
- Support system



# Common Effects of Trauma

- Intrusive Symptoms
- Negative Thoughts or Mood
- Avoidance
- Arousal/Reactivity



# Control



# Trauma-Informed Lens

~~What is wrong  
with you?~~

What  
happened to  
you?

How might we  
support you?



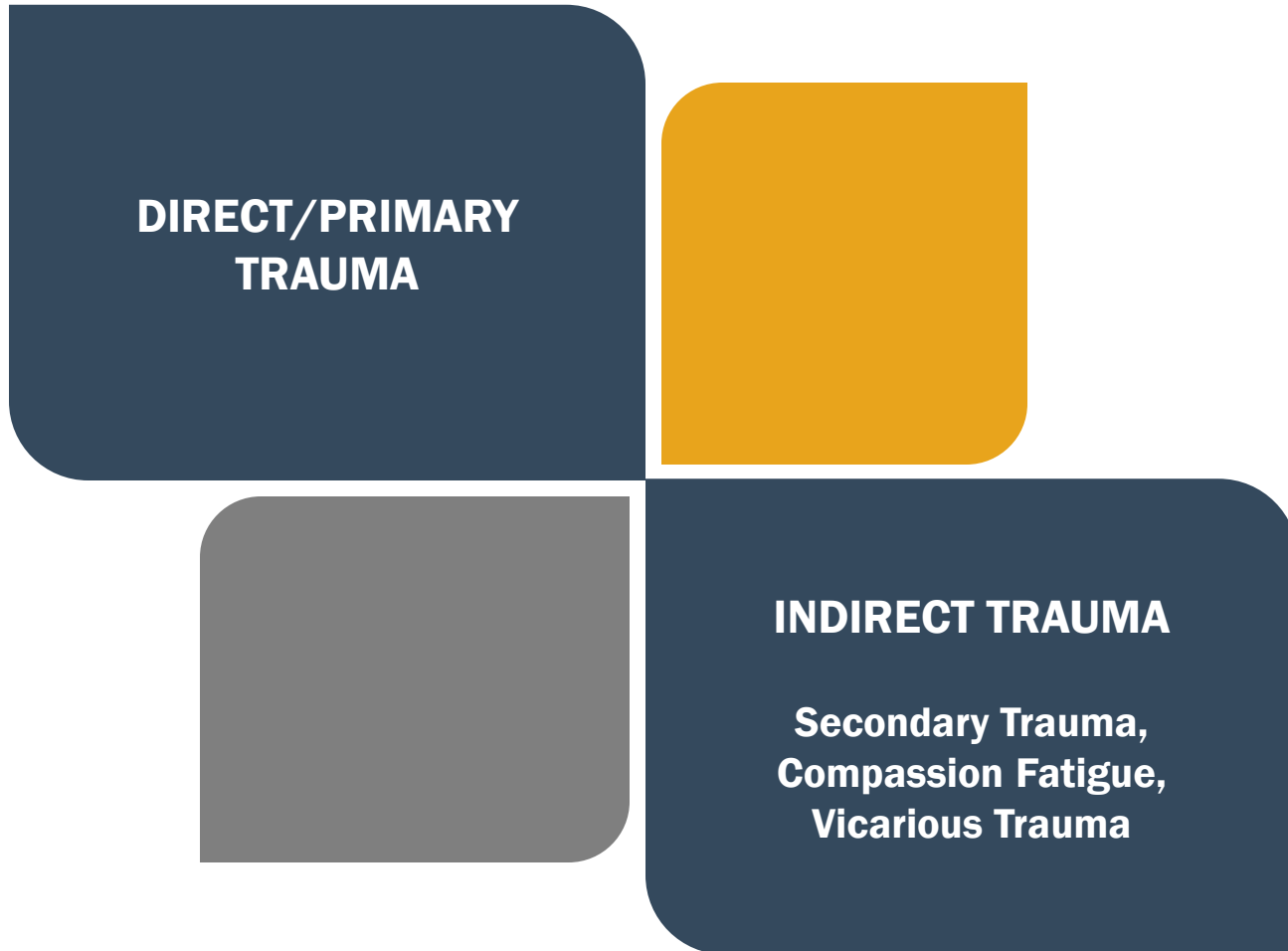
# Reflection





## **II. Secondary Traumatic Stress**

# Impact



Compassion  
Fatigue



Vicarious  
Trauma



Burn out



## Secondary Traumatic Stress

The stress of helping or wanting to help a person who has been traumatized



# STS Statistics

In a sample of CWS workers:

- **15.2%** met full criteria for PTSD due to indirect trauma exposure
- **45.4%** endorsed intrusive thoughts



- 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, depressed
- Having difficulty separating work from personal life
- Treating own family/kids differently – less patience

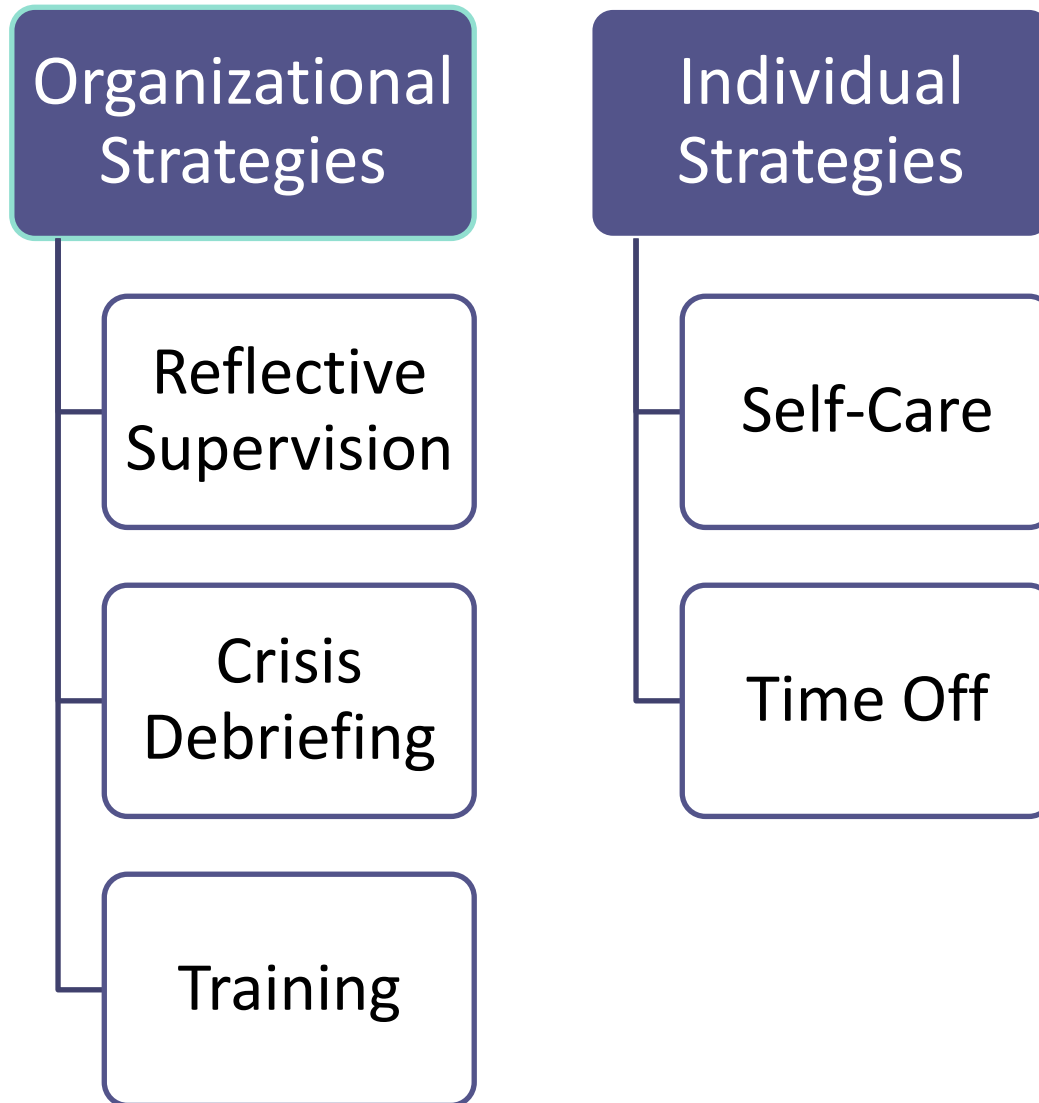


I've experienced at least 3  
symptoms





# Addressing STS



# BREAK

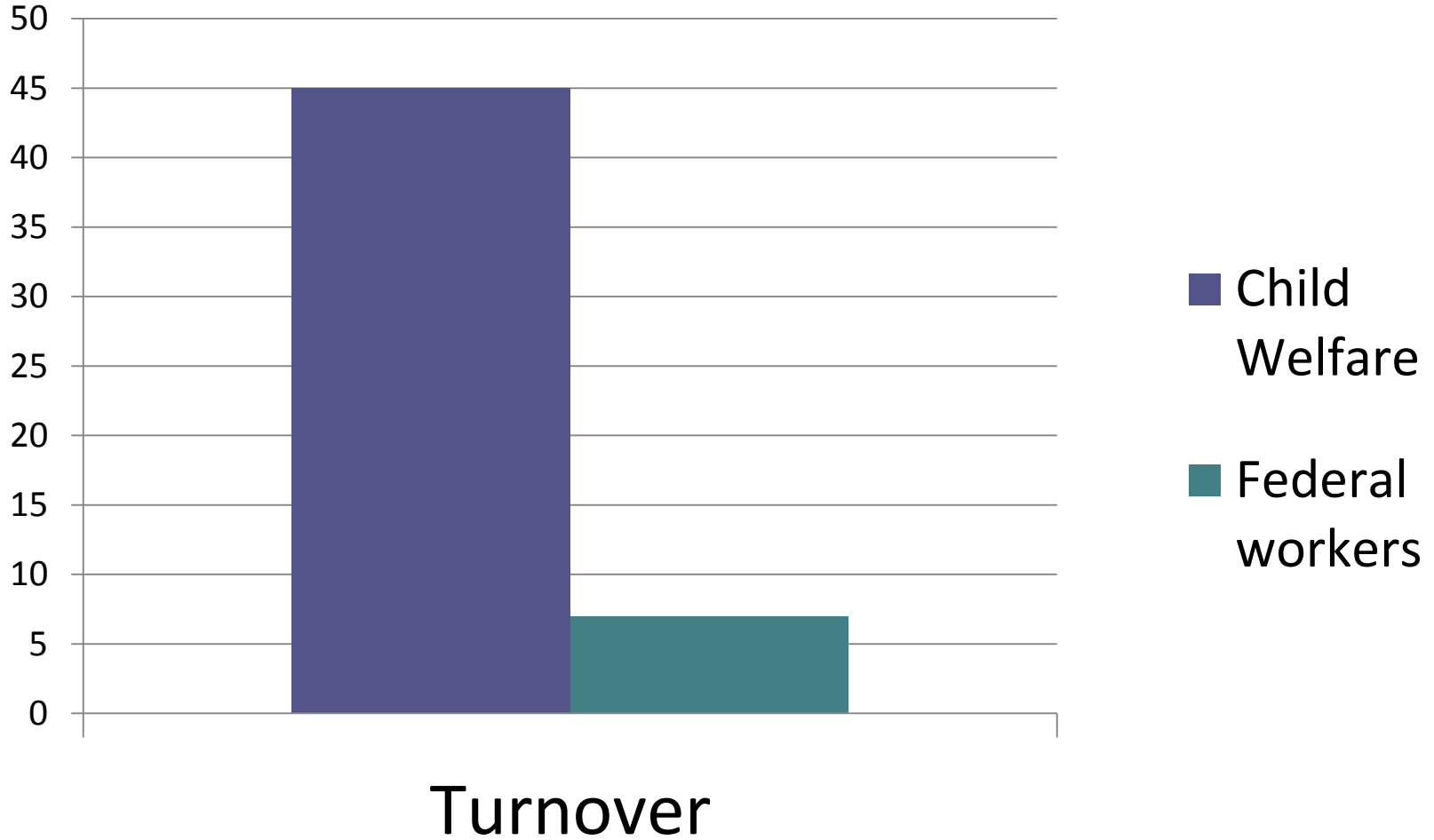




# Reflection

Why is this a supervisor responsibility?

# Statistics





# III. Reflective Supervision

- ✓ Sharing of emotions and feelings about the work
- ✓ Thinking about one's own reactions
- ✓ Setting an expectation that this happens every supervision session

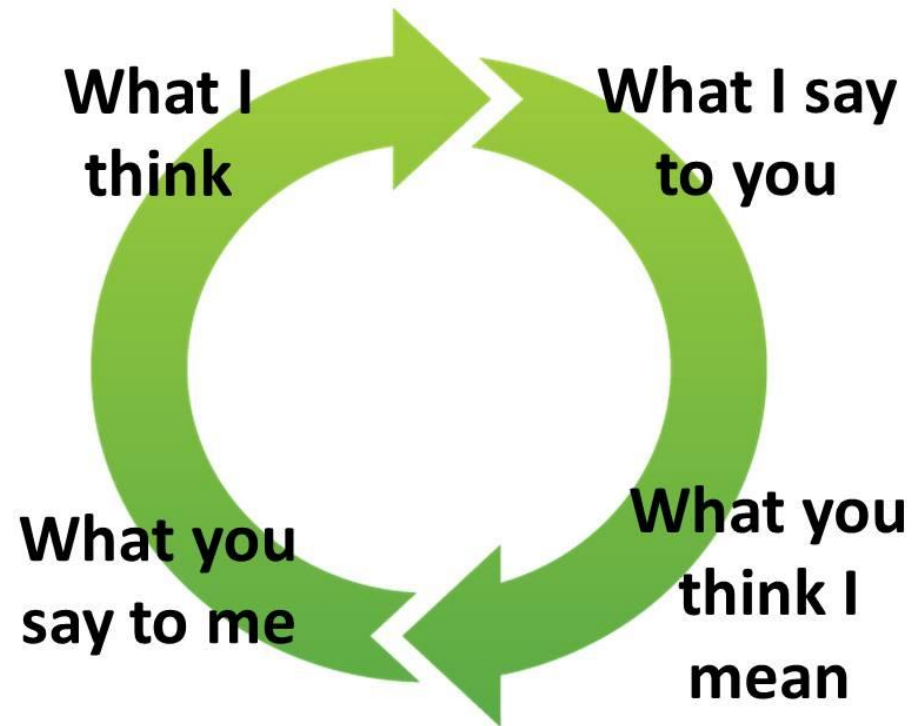
# Reflective Supervision

- Not adding more to your plate
- But infusing these principles into your daily practice



# Reflective Listening

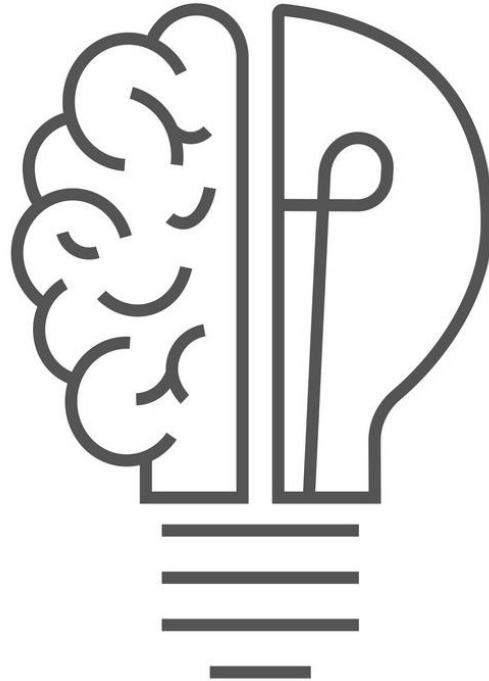
- “It sounds like...”
- “I hear your saying...”
- “It seems as if...”
- Research study:
  - Waiting 3-4 sec.





# Demonstration

# Discussion



# Reflective Questions



# BREAK



# Reflective Skills

1. Reflective/Reactive Listening
2. Open Ended Questions
3. Emotional Questioning
4. Supervisor Modeling
5. Maintaining Boundaries
6. Compassion Satisfaction



# Reactive Listening



## 2 – Open Ended Questions

- Requires more than a one word (yes/no) answer
- Elicits more of a person's thoughts or feelings

Close Ended	Open Ended
Was that a difficult case for you?	What was that case like?
Did you talk to the family about this decision?	Tell me how you approached the family with this decision.

# Vignette

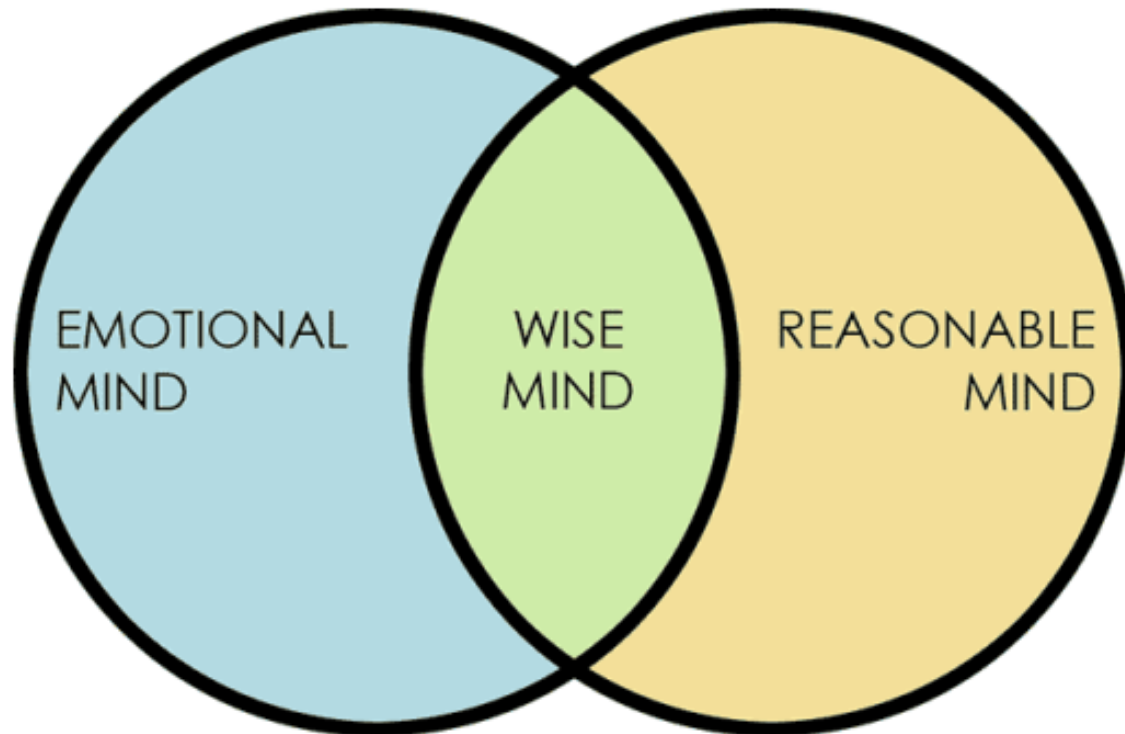


Alisha is your new supervisee. She has been in the field for 6 months and is working with a difficult DV case. Last week, she had an upsetting home visit in which she left crying. She mentioned that she has been thinking about this family on her drive home from work and wants to just stop thinking about them but can't get them out of her mind.

What open-ended questions might you ask to further assess how Alisha is doing?

# 3 – Emotional Questions

- Integration of emotions into supervision



# Prompts

- “That sounds like a really difficulty case, I wonder how that impacted you emotionally?”
- “What effect is this work having on you?”
- “What was that like for you?”

# 4 - Supervisor Modeling

- “I statements”
  - “I know when I heard that story, I felt \_\_\_\_.”
- Traps:
  - Sharing your process vs. making it about you.
  - Sliming

# 5 – Maintaining Boundaries



# 5 – Maintaining Boundaries

## Summary of EAP Benefits

- 24-hour access
- 3 confidential FREE counseling sessions
  - Per incident, per benefit period

On the web at [www.members.mhn.com](http://www.members.mhn.com)

Register with access code: **calaveras**

**(800) 242-6220**





# 6 - Compassion Satisfaction

- What is important to you about this work?
- Tell me about your successes this month?



# Next Steps

- Coaching Calls
- Peer supervision groups with fellow supervisors
- Use skills in 1:1 supervision with staff

# LAST CALL

*Questions?*

*Comments?*

*Concerns?*

*Thoughts?*

*Reflections?*

# Chadwick Center at Rady Children's Hospital



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