

Reflective Practice & Secondary Traumatic Stress



A top-down view of a workspace on a white marble surface. In the top left is a white cup of black coffee. Below it is a silver keyboard. To the right of the coffee is a black fountain pen. A black notebook with a spiral binding is open, showing a blank page. A white earbud is visible at the bottom center.

Agenda

I. Trauma 101 Refresher

II. Secondary Traumatic Stress

III. Reflective Supervision

II.

Trauma 101

What is Child Traumatic Stress?

- Witnessing or experiencing an event that poses a real or perceived threat
- Traumatic events overwhelm a child's capacity to cope



ACUTE TRAUMA-
EVENT



COMPLEX TRAUMA-
EVENT



CHRONIC TRAUMA-
EVENT/EXPERIENCE



HISTORICAL
TRAUMA-
EVENT/EXPERIENCE



Trauma Responses

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

- Age & developmental stage
- Perception of danger
- Relationship to offender
- Past experiences with trauma



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



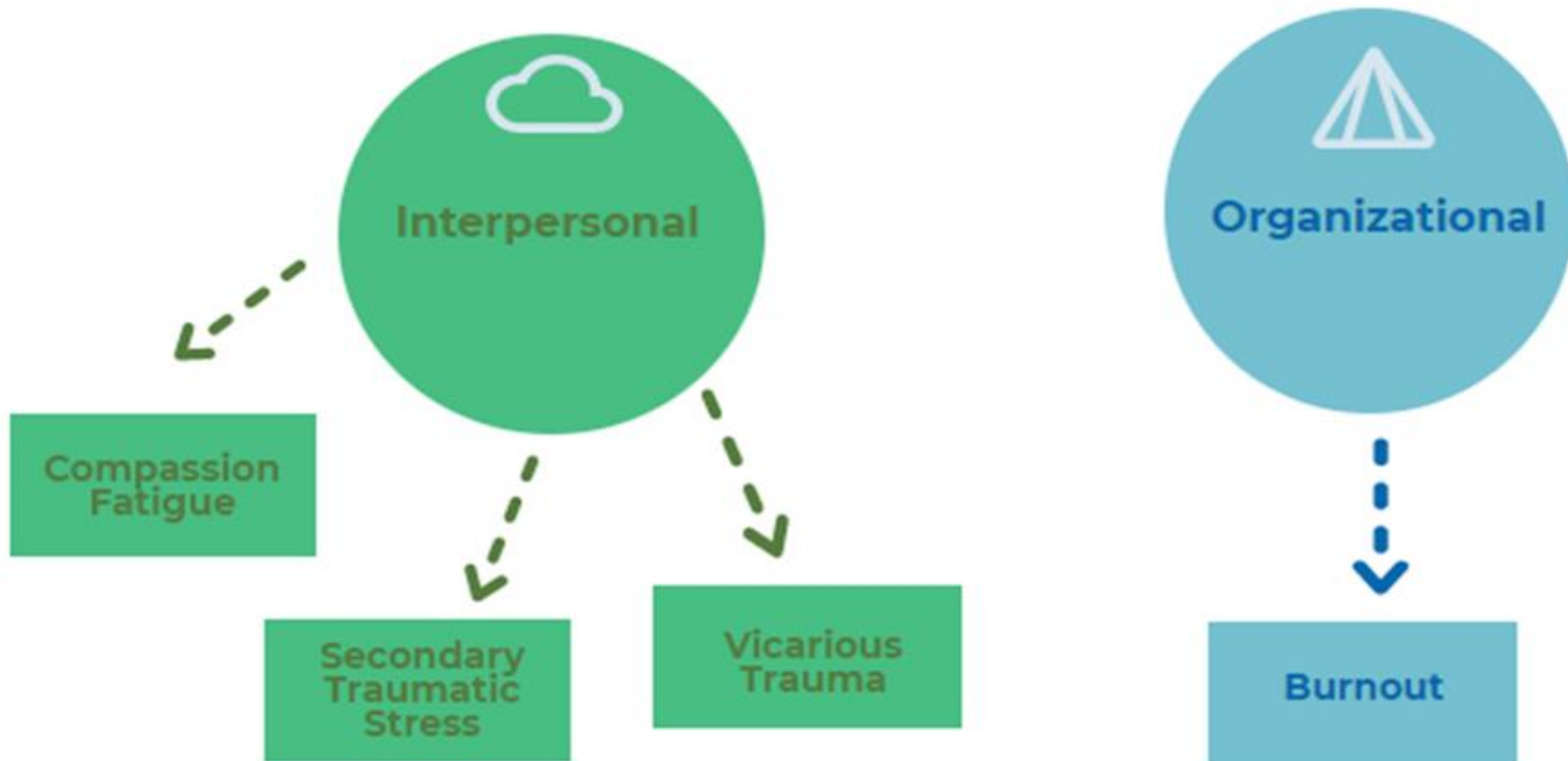
III.

Secondary Traumatic Stress

"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*

Stress

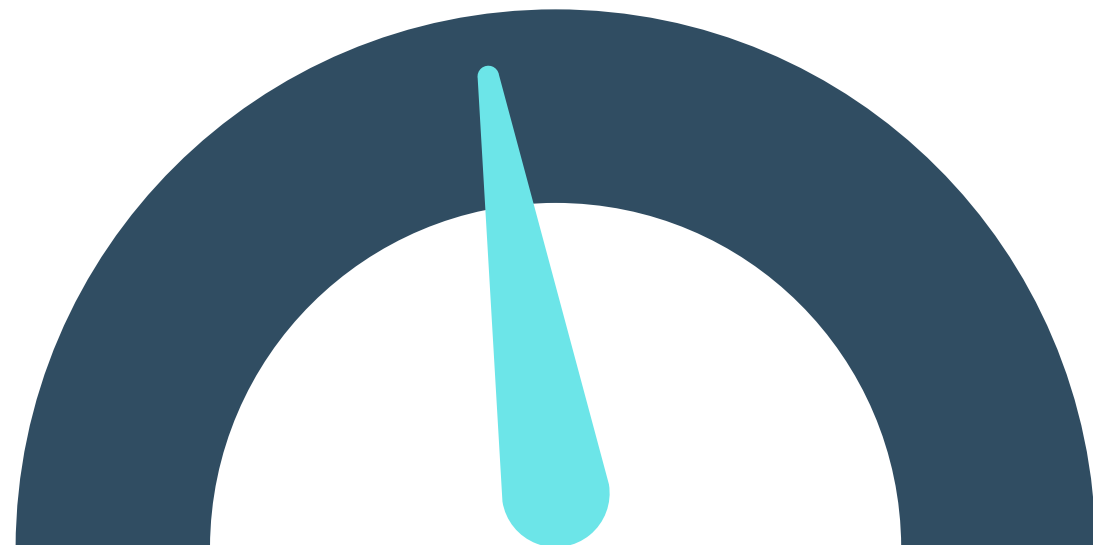


STS Statistics

IN A SAMPLE OF CHILD WELFARE WORKERS:



15.2% met full criteria for
PTSD due to indirect trauma
exposure



45.4% endorsed intrusive
thoughts

- AVOIDANCE (INCLUDING OF CERTAIN CLIENTS, ECT)
- 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

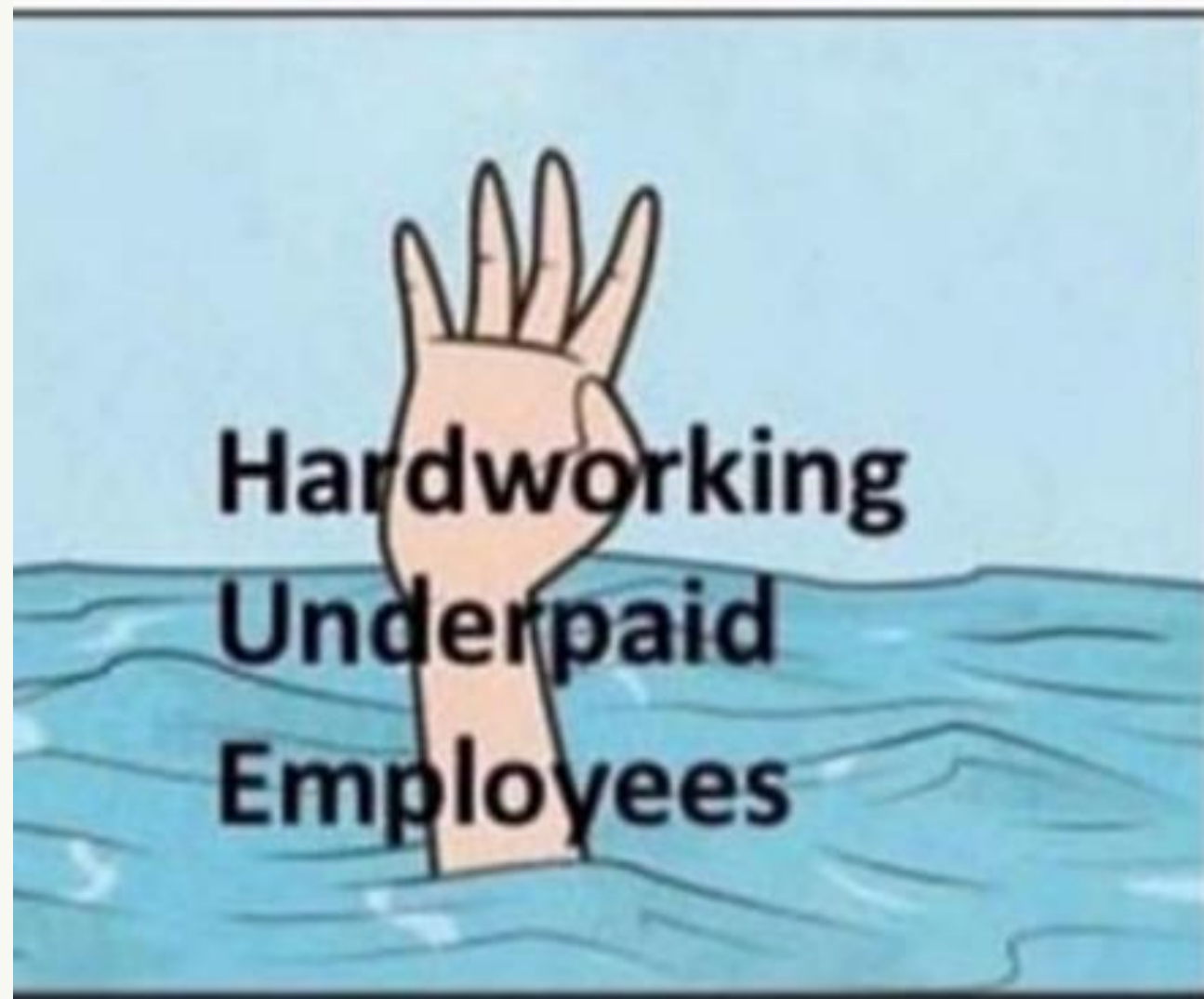


I've experienced at least 3
symtoms



SNAKE!!!





ADDRESSING STS





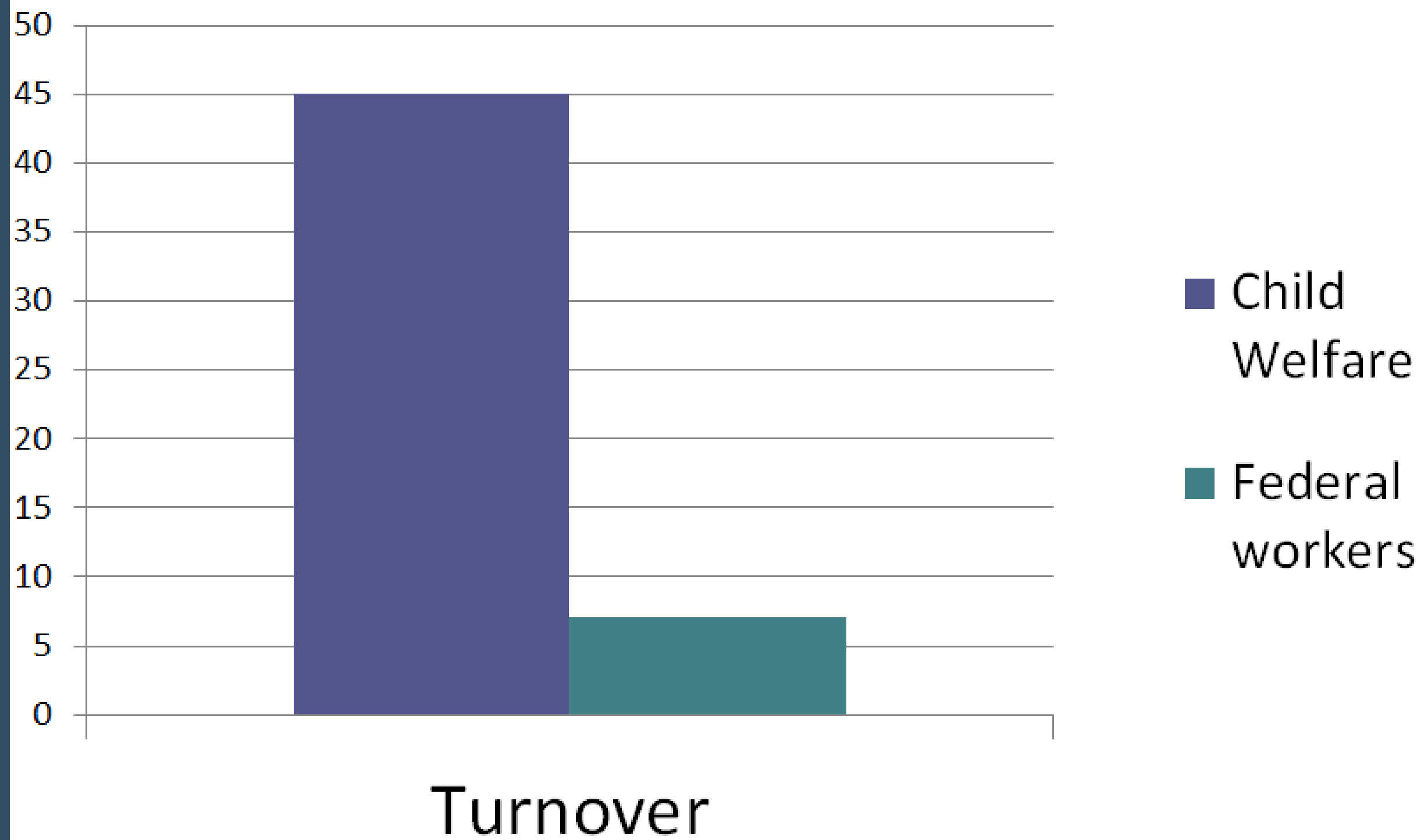
BREAK

A close-up, soft-focus photograph of a hand holding a white orchid flower. The flower has delicate yellow and red markings on its petals. The background is a warm, out-of-focus light color.

REFLECTION

Why is this a supervisor
responsibility?

Statistics



IV.

Reflective Practice

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

REFLECTIVE SUPERVISION

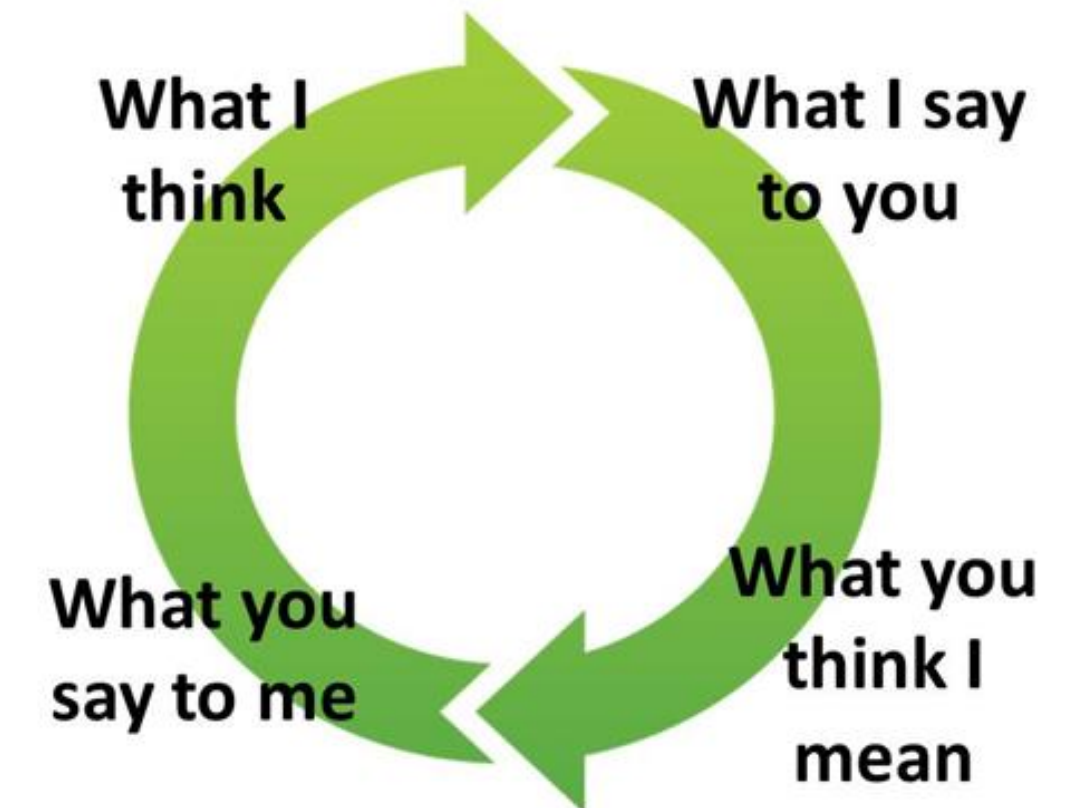
NOT ADDING MORE TO
YOUR PLATE



BUT INFUSING THESE
PRINCIPLES INTO YOUR DAILY
PRACTICE

Reflective Listening

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



Reference: Gordon Model <http://tinyurl.com/mgk469l>



DEMONSTRATION



DISCUSSION



BREAK

Reflective Skills



- Reflective/Reactive listening
- Open-Ended Questions
- Emotional Questioning
- Supervisor Modeling
- Maintaining Boundaries
- Compassion Satisfaction

Reactive Listening



2. Open-Ended Questions

- REQUIRES MORE THAN A ONE-WORD ANSWER (YES/NO)
- 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.

3. Emotional Questions

BRINGING FEELINGS
INTO THE
CONVERSATION



REFLECTIVE
LISTENING



- 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?
- What emotional state are you in when you're interacting with this parent/child/family?

- What was that like for you?
- What did you like about how you handled that situation?
- What is the skill/knowledge that you wish you had to make that easier for you to deal with?
- What makes this case especially hard for you?
- What types of cases are most difficult 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.

5. Maintaining Boundaries



Maintaining Boundaries



EMPLOYEE ASSISTANCE
PROGRAM (EAP) BENEFITS

Compassion Satisfaction

“ What is
important to
you about
this work? ”



“ Tell me about
your
successes
this month? ”

Reflective Supervisor Prompts

- You seem very energized when you describe that family. What is it about what happened there that is energizing?
- Now that you have described that situation, go back to that day. How long did it take you before you were able to let it go?
- Is it sometimes a strain to find compassion for this parent/child/family?
- What emotional state are you in when you're interacting with this parent/child/family?
- How are you sleeping at night? Are any of your cases keeping you awake?
- Are your evenings sometimes interrupted by concerns about your clients?
- That was a pretty rough situation. How are you at letting these kinds of situations go? Does it keep you stirred up for too long?
- What effect is this work having on you?
- How is your energy when you are coming in in the mornings?
- Does this case press any hot buttons for you?
- What was that like for you?
- What did you like about how you handled that situation?
- What is the skill/knowledge that you wish you had to make that easier for you to deal with?
- What makes this case especially hard for you?
- What types of cases are most difficult for you?
- Was your mood better or worse after that activity? Was your energy higher or lower than before you started? Was it one or more of these likely culprits?
 - a. Therapy interfering behaviors of the caregiver(s) or child?
 - b. Feeling helpless, ineffective, overwhelmed?
 - c. Emotion self-regulation (trying to feel different than your natural response)?
 - d. Boredom

Compassion Satisfaction Prompts

- Tell me about your successes this month?
- In which ways can you give yourself credit for the successes?
- What did you do or say that helped lead to changes?
- What makes you feel proud or successful in your role?

Reflective Supervision Quick Guide



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 response, can actually elicit more information from your staff.



"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 distracted



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.



"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.



"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?"

Reflective Supervision Quick Guide



Supervisor Modeling

Definition: Sharing your own emotions about a case with the purpose of helping staff open up and feel normalized and to reduce shame or guilt about emotions in the work.

Purpose: Providing examples from your own personal experience related to the work can provide staff a safe space to feel understood, normal, and validated. They won't feel so alone in their work. It can be helpful to put yourself in your staff's shoes and can increase your empathy.



"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?"

Avoid: Sharing too much about your own experience or shifting the spotlight to yourself. Avoid "one-upping with war stories."



Compassion Satisfaction

Definition: Discussing the positive outcomes derived from your work

Purpose: Typically, we focus on the struggles or difficult parts of the work in supervision, yet it can be helpful at times to focus on the positives and joys of the work. This will help staff feel supported and boost their confidence and mood, which will remind them of their passion for this work. Eliciting the positives from staff, either individually or in a team meeting, can have great benefit.



"Where do you find joy in your work?"
"What were you proud of about this case?"
"What did you feel was successful about today/this month?"
In Team/Unit Meetings: "Let's go around the room and share one thing you are proud of this week."



Reflective Question Activity

Prompt: Describe a parent/child/family that it can sometimes be a strain to find compassion for.

Question: What does that experience feel like? How do you handle it?

Process Check: How do you feel after answering this question?



Tips

- Reflect back what you heard them say and ask if that sounds right.
- Use supervisor modeling to normalize the experience.



Reflective Question Activity

Prompt: Think about the types of cases that are most difficult for you.

Question: What makes these cases especially hard? What is the skill/knowledge you wish you had to make them easier to deal with?

Process Check: What is your mood like after this activity?

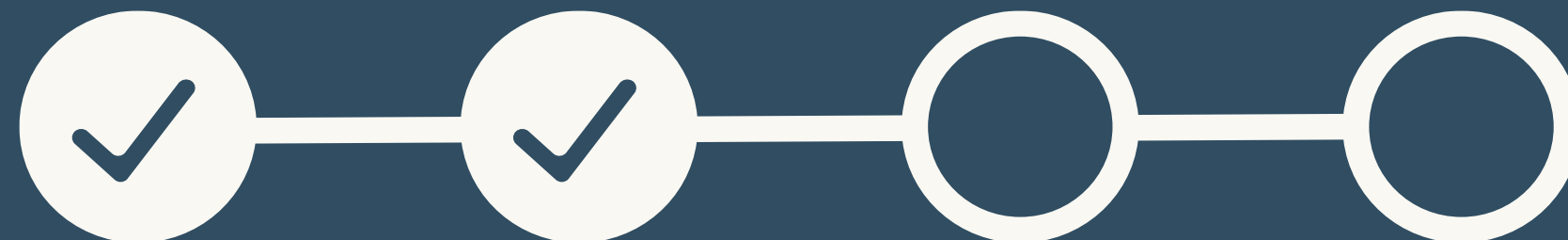


Tips

- Practice supervisor modeling by sharing your own feelings when dealing with difficult situations.
- Ask an emotion-focused question:
 - "What feelings does this bring up?"

Next Steps

PRACTICE REFLECTIVE SUPERVISION DURING
INTERACTIONS WITH STAFF



Last Call



QUESTIONS?

COMMENTS?

CONCERNS?

THOUGHTS?

REFLECTIONS?



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