

Trauma and 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



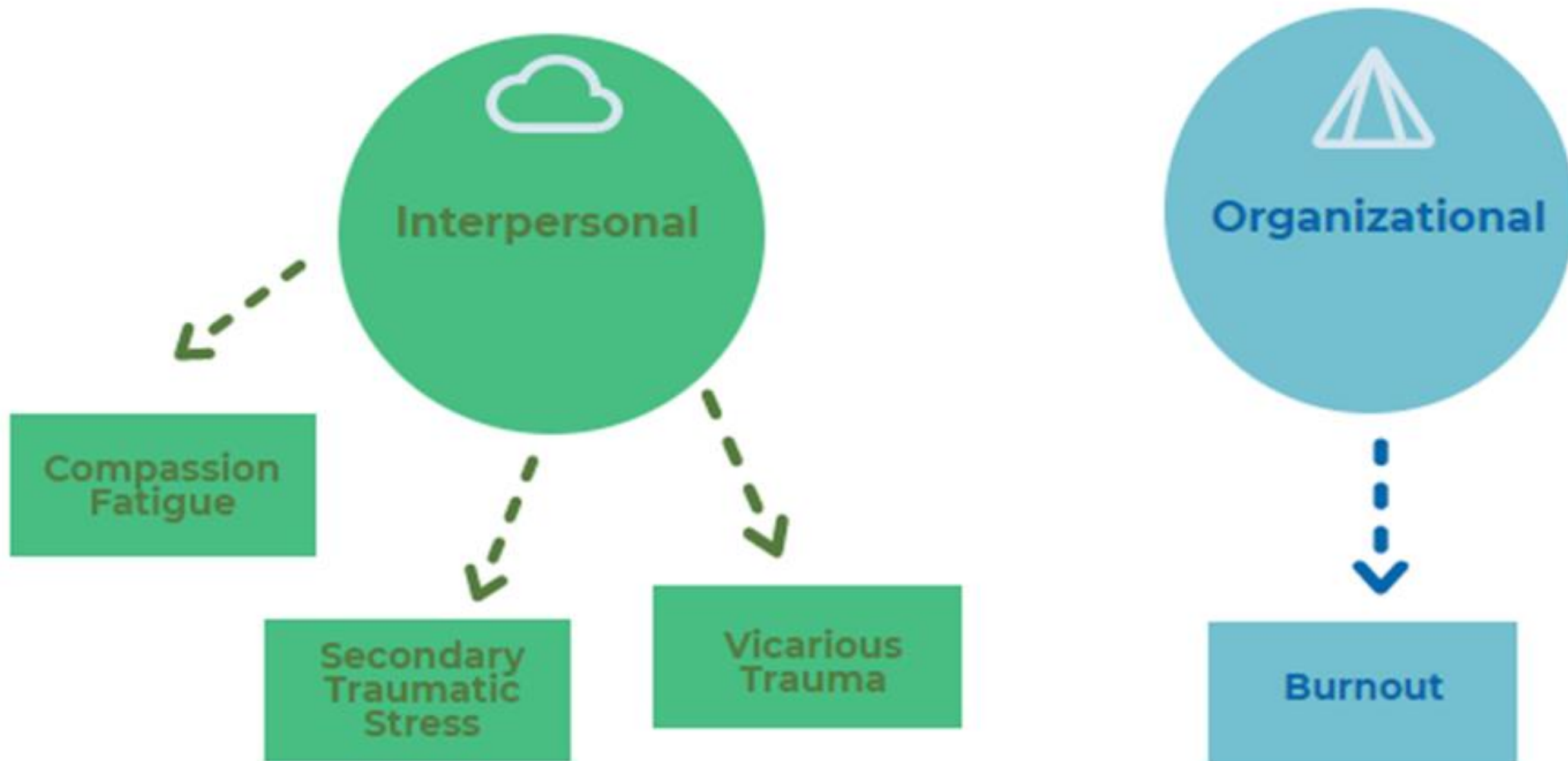
III.

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

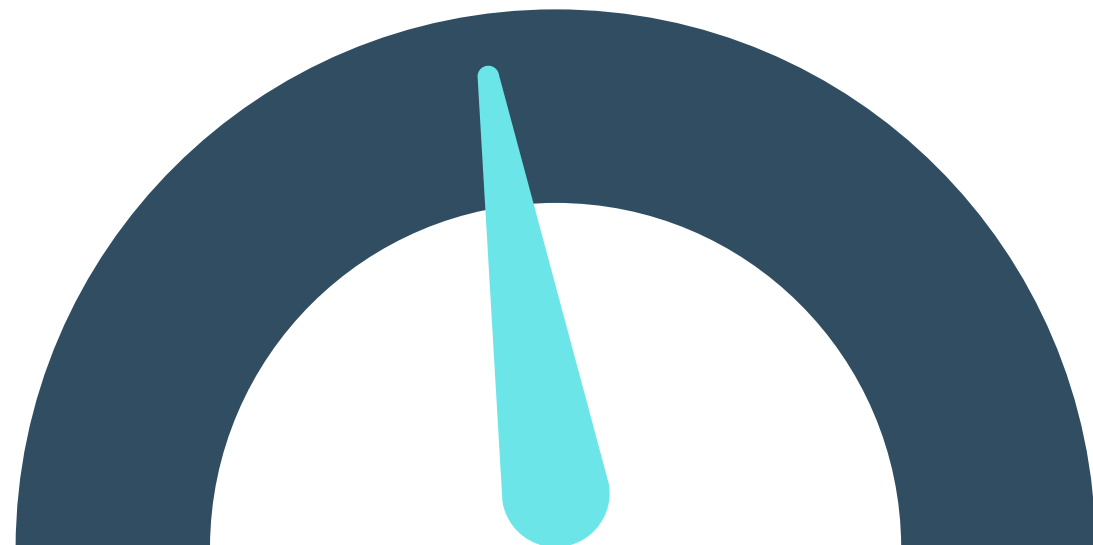


STS Statistics

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

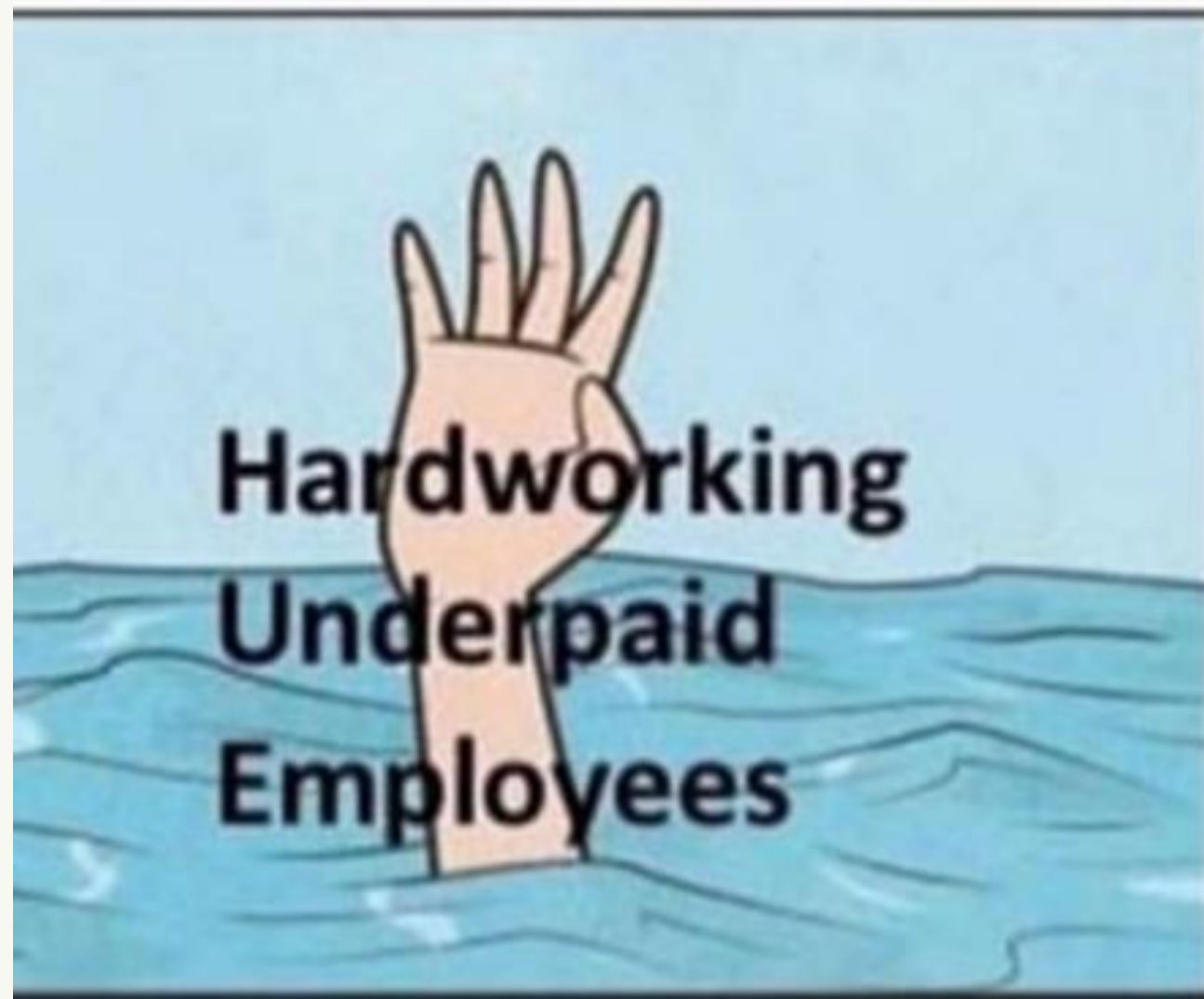


I've experienced at least 3
symptoms



SNAKE!!!





ADDRESSING STS





BREAK

IV.

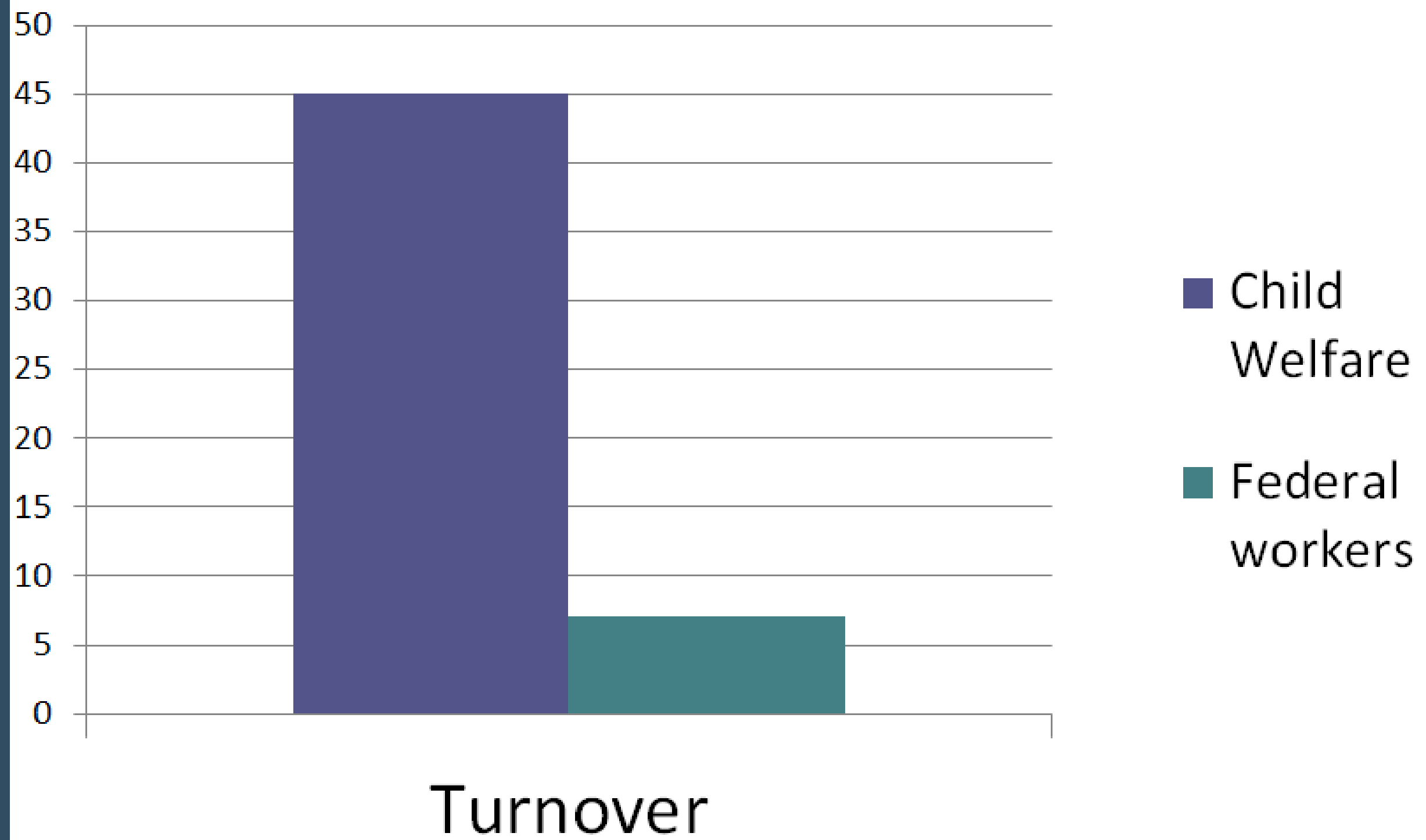
Reflective Practice

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



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



DEMONSTRATION



DISCUSSION

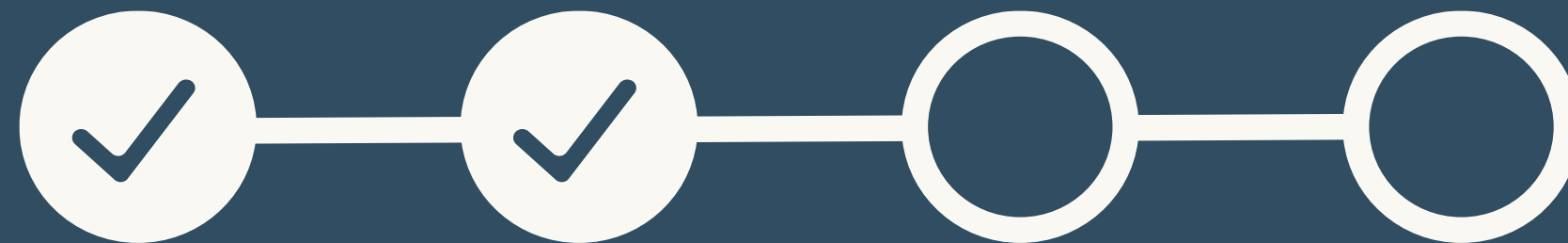
- What was that like for you?
- What did you like about how you handled that situation?
- What is the skill/knowledge that you wish you had to make that easier for you to deal with?
- What makes this case especially hard for you?
- What types of cases are most difficult for you?

Compassion Satisfaction

- 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?

Next Steps

Supervisor will be using reflective practice during supervision with staff



Last Call



QUESTIONS?

COMMENTS?

CONCERNS?

THOUGHTS?

REFLECTIONS?



Advancing California's Trauma-Informed Systems

Melissa
Bernstein, PhD

PROJECT DIRECTOR
mbernstein1@rchsd.org

Al Killen-
Harvey, LCSW

LEAD TRAINER
akillen-harvey@rchsd.org

Nicole Ditto,
MSW

IMPLEMENTATION
SPECIALIST
nditto@rchsd.org

Andrea
Hazen, PhD

RESEARCH
SCIENTIST
ahazen@rchsd.org