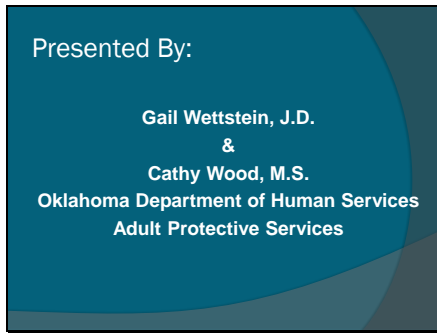


Slide 1



Slide 2



Slide 3



Slide 4

### Objectives

- Define Secondary Traumatic Stress.
- Identify three personal, interpersonal, and organizational warning signs of Secondary Traumatic Stress.
- Develop an action plan for personal and professional safety.

Slide 5

### Activity:



People Quality Responsibility  
Innovation Trust Teamwork  
**CORE VALUES**

Slide 6



Slide 7

### Secondary Traumatic Stress (STS)

The emotional duress that results when an individual hears about the firsthand trauma experiences of another. Its symptoms mimic those of post-traumatic stress disorder (PTSD).

National Child Trauma Stress Network,  
<http://www.nctsn.org/resources/topics/secondary-traumatic-stress>

Slide 8



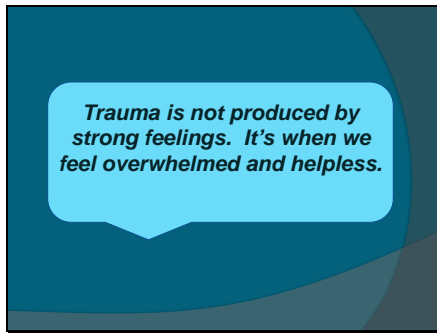
Slide 9

*What client trauma has had an impact on you?*

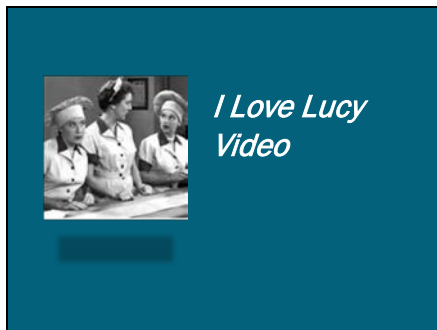
Slide 10



Slide 11



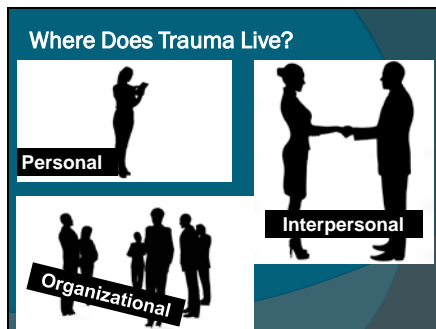
Slide 12



Slide 13



Slide 14



Slide 15



Slide 16

### Personal: Warning Signs

- ⦿ Inability to listen
- ⦿ Anger & cynicism
- ⦿ Inability to embrace complexity
- ⦿ Missed deadlines
- ⦿ Avoid clients
- ⦿ Hopelessness
- ⦿ Sleeplessness
- ⦿ Fear
- ⦿ Minimizing
- ⦿ Guilt
- ⦿ Hypervigilance

Slide 17



Slide 18

### Interpersonal: Warning Signs

- ⦿ Increased conflict
- ⦿ Negative feelings when others reach out to you
- ⦿ Withdrawing & not seeking connection with others
- ⦿ Inability to manage relationships & work
- ⦿ Losing interest in family rituals, routines, & social activities
- ⦿ Avoiding calls or invitations from friends
- ⦿ Feeling disconnected, detached, or trapped

Slide 19

### Organizational: Warning Signs

- ⦿ Poor communication between individuals and/or departments
- ⦿ Increased interpersonal conflict
- ⦿ Negative atmosphere - low morale
- ⦿ Missed deadlines
- ⦿ Incomplete and/or poor quality work
- ⦿ Increased customer complaints
- ⦿ Less motivation and/or energy
- ⦿ High rates of turnover, absences, or tardiness
- ⦿ Lack of psychological safety

Slide 20

### 5 Protective Skills

- 1 Engaging with Emotion
- 2 Silencing the Voice in Your Head
- 3 Sharing Our Experience
- 4 Reframing the Difficult Case
- 5 Regaining Composure

Slide 21

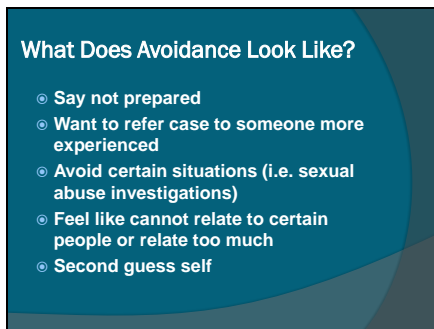
### Skill 1: Engaging with Emotion

- ⦿ Be curious not controlled
- ⦿ Name it
- ⦿ Accept it
- ⦿ Let it go

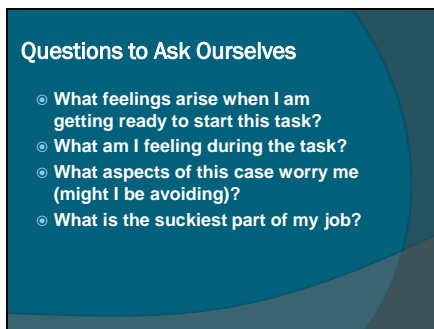
Slide 22



Slide 23

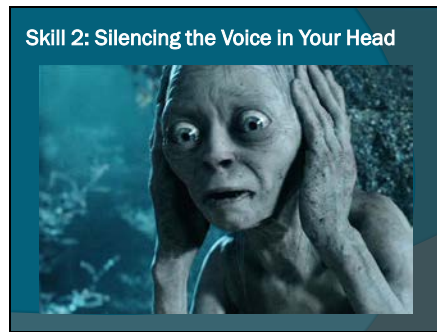


Slide 24

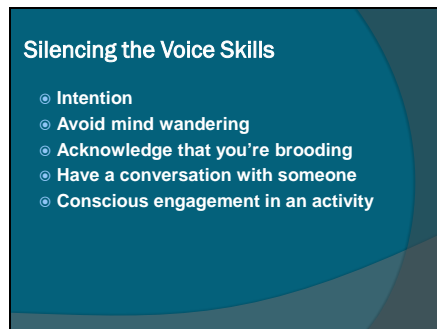




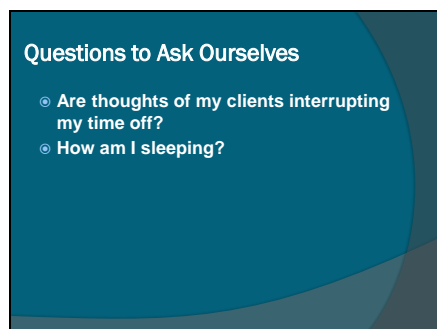
Slide 25



Slide 26



Slide 27



Slide 28



Slide 29

Sharing Our Professional Story

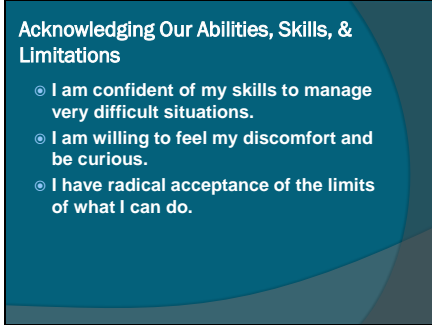
- ◉ Defining our professional role
- ◉ Acknowledging our abilities, skills, & limitations
- ◉ Reflecting on lessons learned

Slide 30

Defining Our Professional Role

- ◉ I accept my role in the community as a steward of the community's trauma.
- ◉ The commitment is intense.
- ◉ There is very little cynicism about the work.

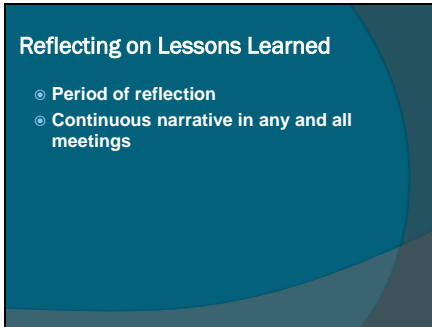
Slide 31



### Acknowledging Our Abilities, Skills, & Limitations

- ◉ I am confident of my skills to manage very difficult situations.
- ◉ I am willing to feel my discomfort and be curious.
- ◉ I have radical acceptance of the limits of what I can do.

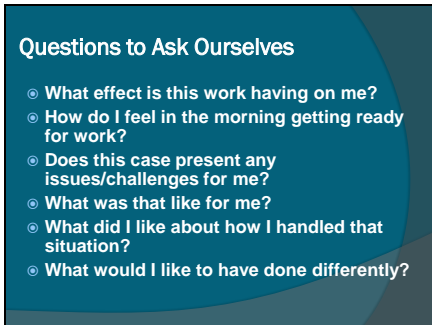
Slide 32



### Reflecting on Lessons Learned

- ◉ Period of reflection
- ◉ Continuous narrative in any and all meetings

Slide 33



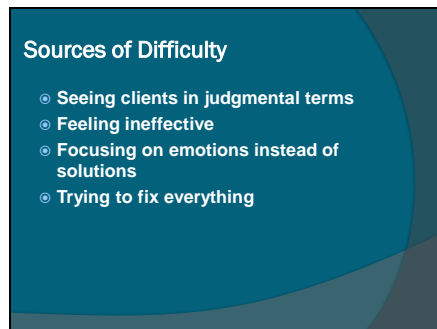
### Questions to Ask Ourselves

- ◉ What effect is this work having on me?
- ◉ How do I feel in the morning getting ready for work?
- ◉ Does this case present any issues/challenges for me?
- ◉ What was that like for me?
- ◉ What did I like about how I handled that situation?
- ◉ What would I like to have done differently?

Slide 34



Slide 35



Slide 36




Slide 37

### Questions to Ask Ourselves

- ◉ In what way do I think this client is trapped?
- ◉ What makes this client especially hard for me?
- ◉ What do I think this client is afraid of?
- ◉ How is my energy level when I come in contact with this client?
- ◉ What skills do I feel I have mastered?
- ◉ What type of client is most difficult for me?

Slide 38

### Skill 5: Regaining Composure



A photograph of a grey monkey sitting on a paved surface, yawning widely with its mouth open, illustrating a state of distress or exhaustion. The monkey is sitting on a paved surface, and there are some yellow leaves or petals scattered around it. The background shows some greenery and a tree trunk.

Slide 39

### Skills for Regaining Composure


- ◉ Conscious awareness of your levels of stress
- ◉ Having some go-tos for returning to normal
- ◉ Self-compassion
- ◉ Dropping anchor during times of distress
- ◉ Everyday practice

Slide 40

### Protective Factors for Minimizing STS

- ◉ Supportive work environment
- ◉ Knowledge
- ◉ Expertise from experience
- ◉ Evidence-based practices
- ◉ Policy & practice


Slide 41



Provider Resilience APP:  
<http://t2health.dcoe.mil/apps/provider-resilience>

Slide 42

### Activity: Self-Care Inventory & Personal Safety Plan




## Slide 43

### Resources

- ⑥ Secondary Traumatic Stress: A Fact Sheet for Child-Serving Professionals; National Child Traumatic Stress Network, [www.nctsn.org](http://www.nctsn.org)
- ⑥ Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others, L. van Dernoot Lipsky with C. Burk
- ⑥ What About You?: A Workbook for Those Who Work with Others, K. Volk, K. Guarino, M. Grandin, R. Clervil, The National Center on Family Homelessness
- ⑥ Your Wheel of Life, Institute for Leadership Fitness, [www.instituteforleadership.com](http://www.instituteforleadership.com)
- ⑥ All My Life's A Circle: Using the Tools, Circle, MAPS & PATHS, M. Falvey, M. Forest, J. Pearpoint, & R. Rosenberg, Inclusion Press
- ⑥ Caregiver's Bill of Rights, Compassion Fatigue Awareness Project, [www.compassionfatigue.org](http://www.compassionfatigue.org)
- ⑥ Professional Quality of Life Scale (ProQOL), B. Hudnall Stramm, [www.proqol.org](http://www.proqol.org)
- ⑥ Provider Resilience App, National Center for Telehealth & Technology, <http://t2health.dcoe.mil/apps/provider-resilience>

## Slide 44

### Questions

A 3D white figure is shown from the side, holding a large, thick red question mark. The figure is standing on a white surface against a white background. The entire scene is framed within a blue rectangular area on a slide.



The 29<sup>th</sup> Annual NAPSA Conference • Envisioning the Future of APS

# DARE TO DIVE





## Handout #1

TIME	WORK DAY ACTIVITIES	WEEKEND ACTIVITIES	
5:00 a.m.			
6:00 a.m.			
7:00 a.m.			
8:00 a.m.			
9:00 a.m.			
10:00 a.m.			
11:00 a.m.			
12:00 p.m.			
1:00 p.m.			
2:00 p.m.			
3:00 p.m.			
4:00 p.m.			
5:00 p.m.			

## Handout #1 (Cont.'d)

TIME	WORK DAY ACTIVITIES	WEEKEND ACTIVITIES	
6:00 p.m.			
7:00 p.m.			
8:00 p.m.			
9:00 p.m.			
10:00 p.m.			
11:00 p.m.			
12:00 a.m.			
1:00 a.m.			
2:00 a.m.			
3:00 a.m.			
4:00 a.m.			



## Handout #2

### CORE VALUES

Achievement	Advancement & Promotion	Adventure
Affection	Arts	Change & Variety
Close Relationships	Community	Competence
Competition	Cooperation	Country
Creativity	Decisiveness	Democracy/Fairness
Dependability	Ecological Awareness	Economic Security
Efficiency	Ethical Practice	Excellence
Excitement	Family/Connection	Order (Stability, Conformity)
Financial Gain	Freedom	Friendships
Fun	Growth	Goal-Setting
Helping Other People	Honesty	Humor
Independence	Influencing Others	Inner Harmony
Integrity	Intellectual Status	Involvement
Job Tranquility	Knowledge	Leadership
Logic/Facts/Data	Loyalty	Meaningful Work
Money	Nature/Outdoors	Open-Mindedness
Optimism	Personal Development	Physical Fitness
Pleasure	Political Advocacy	Power & Authority
Privacy	Public Service	Quality Relationships
Responsibility & Accountability	Recognition	Religion
Reputation	Security	Self-Respect
Serenity	Sexuality	Spirituality
Stability	Status	Time/Personal Freedom
Truth	Wisdom	Work Career
Working with Others	Working Alone	

## Handout #3

### PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

#### COMPASSION SATISFACTION & COMPASSION FATIGUE - (PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

**1 = NEVER**

**2 = RARELY**

**3 = SOMETIMES**

**4 = OFTEN**

**5 = VERY OFTEN**

- \_\_\_\_\_ 1. I am happy.
- \_\_\_\_\_ 2. I am preoccupied with more than one person I [help].
- \_\_\_\_\_ 3. I get satisfaction from being able to [help] people.
- \_\_\_\_\_ 4. I feel connected to others.
- \_\_\_\_\_ 5. I jump or am startled by unexpected sounds.
- \_\_\_\_\_ 6. I feel invigorated after working with those I [help].
- \_\_\_\_\_ 7. I find it difficult to separate my personal life from my life as a [helper].
- \_\_\_\_\_ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- \_\_\_\_\_ 9. I think that I might have been affected by the traumatic stress of those I [help].
- \_\_\_\_\_ 10. I feel trapped by my job as a [helper].
- \_\_\_\_\_ 11. Because of my [helping], I have felt "on edge" about various things.
- \_\_\_\_\_ 12. I like my work as a [helper].
- \_\_\_\_\_ 13. I feel depressed because of the traumatic experiences of the people I [help].
- \_\_\_\_\_ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- \_\_\_\_\_ 15. I have beliefs that sustain me.
- \_\_\_\_\_ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
- \_\_\_\_\_ 17. I am the person I always wanted to be.
- \_\_\_\_\_ 18. My work makes me feel satisfied.
- \_\_\_\_\_ 19. I feel worn out because of my work as a [helper].
- \_\_\_\_\_ 20. I have happy thoughts and feelings about those I [help] and how I could help them.
- \_\_\_\_\_ 21. I feel overwhelmed because my case [work] load seems endless.
- \_\_\_\_\_ 22. I believe I can make a difference through my work.
- \_\_\_\_\_ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
- \_\_\_\_\_ 24. I am proud of what I can do to [help].
- \_\_\_\_\_ 25. As a result of my [helping], I have intrusive, frightening thoughts.
- \_\_\_\_\_ 26. I feel "bogged down" by the system.
- \_\_\_\_\_ 27. I have thoughts that I am a "success" as a [helper].
- \_\_\_\_\_ 28. I can't recall important parts of my work with trauma victims.
- \_\_\_\_\_ 29. I am a very caring person.
- \_\_\_\_\_ 30. I am happy that I chose to do this work.



## Handout #3 (Cont.'d)

### YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

#### Compassion Satisfaction \_\_\_\_\_

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

The average score is 50 (SD 10; alpha scale reliability .88). About 25% of people score higher than 57 and about 25% of people score below 43. If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 40, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job.

#### Burnout \_\_\_\_\_

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

The average score on the burnout scale is 50 (SD 10; alpha scale reliability .75). About 25% of people score above 57 and about 25% of people score below 43. If your score is below 43, this probably reflects positive feelings about your ability to be effective in your work. If you score above 57 you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern.

#### Secondary Traumatic Stress \_\_\_\_\_

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

The average score on this scale is 50 (SD 10; alpha scale reliability .81). About 25% of people score below 43 and about 25% of people score above 57. If your score is above 57, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional.

## Handout #3 (Cont.'d)

### WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

#### Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

3. \_\_\_\_\_
6. \_\_\_\_\_
12. \_\_\_\_\_
16. \_\_\_\_\_
18. \_\_\_\_\_
20. \_\_\_\_\_
22. \_\_\_\_\_
24. \_\_\_\_\_
27. \_\_\_\_\_
30. \_\_\_\_\_

**Total:** \_\_\_\_\_

The sum of my Compassion Satisfaction questions is	So My Score Equals	And my Compassion Satisfaction level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

#### Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- \*1. \_\_\_\_\_ = \_\_\_\_\_
- \*4. \_\_\_\_\_ = \_\_\_\_\_
8. \_\_\_\_\_
10. \_\_\_\_\_
- \*15. \_\_\_\_\_ = \_\_\_\_\_
- \*17. \_\_\_\_\_ = \_\_\_\_\_
19. \_\_\_\_\_
21. \_\_\_\_\_
26. \_\_\_\_\_
- \*29. \_\_\_\_\_ = \_\_\_\_\_

**Total:** \_\_\_\_\_

You Wrote	Change to
	5
2	4
3	3
4	2
5	1

the effects of helping when you are *not* happy so you reverse the score

The sum of my Burnout Questions is	So my score equals	And my Burnout level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High

#### Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

2. \_\_\_\_\_
5. \_\_\_\_\_
7. \_\_\_\_\_
9. \_\_\_\_\_
11. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
23. \_\_\_\_\_
25. \_\_\_\_\_
28. \_\_\_\_\_

**Total:** \_\_\_\_\_

The sum of my Secondary Trauma questions is	So My Score Equals	And my Secondary Traumatic Stress level is
22 or less	43 or less	Low
Between 23 and 41	Around 50	Average
42 or more	57 or more	High



## Handout #4

### SELF-CARE INVENTORY

Rate the following areas in frequency:

**5** = Frequently

**4** = Occasionally

**3** = Rarely

**2** = Never

**1** = It never occurred to me

#### PHYSICAL SELF-CARE

	Eat regularly (e.g. breakfast, lunch and dinner)
	Eat healthy
	Exercise consistently
	Get regular medical care for prevention
	Get medical care when necessary
	Take time off when sick
	Dance, swim, walk, run, play sports, sing or do some other physical activity that is enjoyable to self
	Take time to be sexual
	Get enough sleep
	Take vacations
	Wear clothes you like
	Take day trips or mini-vacations
	Make time away from telephones
	Other:

Source: Child Welfare Trauma Training Toolkit: Self-Care Inventory | January 2013

The National Child Traumatic Stress Network, [www.NCTSN.org](http://www.NCTSN.org)

Adapted by Mental Health Services for Homeless Persons, Inc. (MHS), Cleveland, OH

Original source: unknown

## Handout #4 (Cont.'d)

### PSYCHOLOGICAL SELF-CARE

	Make time for self-reflection
	Engage in personal psychotherapy
	Write in a journal
	Read literature that is unrelated to work
	Do something in which you are not an expert or in charge
	Cope with stress in personal and/or work life
	Notice inner experience (e.g., listen to and recognize thoughts, judgments, beliefs, attitudes and feelings)
	Provide others with different aspects of self (e.g., communicate needs and wants)
	Try new things
	Practice receiving from others
	Improve ability to say "no" to extra responsibilities
	Other:

### EMOTIONAL SELF-CARE

	Allow for quality time with others whose company you enjoy
	Maintain contact with valued others
	Give self affirmations and praise
	Love self
	Reread favorite book or review favorite movie
	Identify and engage in comforting activities, objects, people, relationships and places
	Allow for feeling expression (laugh, cry, etc...)
	Other:



## Handout #4 (Cont.'d)

### SPIRITUAL SELF-CARE

	Allow time for reflection
	Spend time with nature
	Participate in a spiritual community
	Open to inspiration
	Cherish own optimism and hope
	Be aware of nonmaterial aspects of life
	Cultivate ability to identify what is meaningful and its place in personal life
	Meditate/pray
	Contribute to causes in which you believe
	Read inspirational literature (lectures, music, etc...)
	Other:

### WORKPLACE OR PROFESSIONAL SELF-CARE

	Allow for breaks during the workday
	Engage with co-workers
	Provide self quiet time/space to complete tasks
	Participate in projects or tasks that are exciting and rewarding
	Set limits/boundaries with clients and colleagues
	Balance workload/cases
	Arrange work space for comfort
	Maintain regular supervision or consultation
	Negotiate needs (benefits, bonuses, raise, etc...)
	Participate in peer support group
	Other:

## Handout #5

# Personal Safety Plan

### Personal: Finding the Time

**2  
Minutes**

- Breathe
- Daydream
- Doodle
- Spend time with your pet

**5  
Minutes**

- Listen to music
- Chat with co-worker
- Step outside for fresh air
- Enjoy a snack
- Make a cup of...

### Personal: Finding the Time cont.

**10  
Minutes**

- Write in a journal
- Tidy your work area
- Dance
- Read a magazine

**30  
Minutes**

- Get a massage
- Spend time in nature
- Go shopping
- Practice yoga

## Handout #5 (Cont.'d)

### Interpersonal: Finding the Time

- ◉ Leave a message to tell someone you're thinking of them
- ◉ Let someone know you need to talk with them later
- ◉ Leave a note on the fridge that says "I love you"

**2 Minutes**

- ◉ Mail a card or e-greeting
- ◉ Send someone a list of dates for getting together
- ◉ Look at pictures of family/friends

**5 Minutes**

### Interpersonal: Finding the Time cont.

- ◉ Have breakfast with family/friend
- ◉ Research a group you may want to join
- ◉ Talk to someone about a problem/frustration

**10 Minutes**

- ◉ Read/play a game with a child
- ◉ Go for a walk with a friend
- ◉ Cook/eat with family/friend
- ◉ Write a letter to someone

**30 Minutes**

## Handout #5 (Cont.'d)

### Organizational: Finding the Time

- ◉ Smile
- ◉ Make coffee
- ◉ Thank someone
- ◉ Sign up for a training opportunity

**2 Minutes**

- ◉ Respond to an email
- ◉ Talk with someone you don't usually work with
- ◉ Schedule a team meeting
- ◉ Straighten up a common area

**5 Minutes**

### Organizational: Finding the Time cont.

- ◉ Clean up your workspace
- ◉ Plan a celebration
- ◉ Discuss a training opportunity with your supervisor

**10 Minutes**

- ◉ Have lunch with colleagues
- ◉ Talk about burnout at a staff meeting
- ◉ Have a "walking meeting" outside
- ◉ Do "A Day in the Life" activity at staff meeting

**30 Minutes**

## Handout #5 (Cont.'d)

# My Personal Safety Plan

From now on, I'll make time to take care of myself by doing the following:

### Two Minutes


### Five Minutes


### Ten Minutes


### Thirty Minutes
