



Workforce Wellness

self-care reframed within the lens of trauma informed care

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Overview

- Define Parallel Process within Trauma Informed Care
- **Realize** the impact of trauma on workforce
- **Recognize** signs and symptoms of trauma on workforce
- **Respond (prevent Re-traumatization)** by fully integrating knowledge

- Small group and personal reflection throughout – please participate as feels meaningful to you.
- Please break as you need to.

Activity

- Who/What inspired your entry into this work?
- Small Group Report Out
 - Name
 - Job Title & Agency
 - Anything you'd like to ask of the group?
 - Activity share

Trauma Informed Care

“A program, organization, or system that is trauma-informed:

- Realizes the widespread impact of trauma and understands potential paths for recovery;
- Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
- Seeks to actively resist re-traumatization.”

Substance Abuse & Mental Health Service Association (SAMHSA)

Six Key Principles of a Trauma Informed Approach

- Safety
- Trustworthiness & Transparency
- Peer Support
- Collaboration & Mutuality
- Empowerment, Voice and Choice
- Cultural, Historical and Gender Issues

Trauma Informed Care

Trauma Informed Care (TIC) recognizes that traumatic experiences *terrify, overwhelm, and violate* the individual. TIC is a commitment not to repeat these experiences and, in whatever way possible, to **restore a sense of safety, power, and worth**

Commitment to Trauma Awareness

Understanding the Impact of Historical Trauma

Agencies demonstrate Trauma Informed Care with Policies, Procedures and Practices that

Create Safe Context

through:

Physical safety

Trustworthiness

Clear and consistent boundaries

Transparency

Predictability

Choice

Restore Power

through:

Choice

Empowerment

Strengths perspective

Skill building

Promote Self Worth

Collaboration

Respect

Compassion

Mutuality

Engagement and

Relationship

Acceptance and Non-

judgment

Parallel Process in TIC

“When two or more systems – whether these consist of individuals, groups, or organizations – have significant relationships with one another, they tend to develop similar affects, cognition, and behaviors, which are defined as parallel processes.”

Kenwyn Smith *et al.*, 1989

Popularized by Sandra Bloom, Sanctuary Model

Clients

Feel unsafe

Angry/aggressive

Helpless

Hopeless

Hyperaroused

Fragmented

Overwhelmed

Confused

Depressed

Staff

Feel unsafe

Angry/aggressive

Helpless

Hopeless

Hyperaroused

Fragmented

Overwhelmed

Confused

Demoralized

Organization

Is unsafe

Punitive

Stuck

Missionless

Crisis Driven

Fragmented

Overwhelmed

Valueless

Directionless

PARALLEL PROCESS

INDIVIDUAL

ORGANIZATIONAL

Self-Care & Workforce Wellness



Realize the widespread impact of trauma on workforce – *Definitions*

- **Secondary Traumatic Stress:** used to describe professional workers' subclinical or clinical signs and symptoms of PTSD that mirror those experienced by trauma clients, friends, or family members; a gradual erosion of empathy, hope, and compassion – the very tools we use in our work – toward self and others
- **Vicarious Trauma:** the cumulative effect of working with survivors of trauma and includes cognitive changes resulting from empathic engagement and a change to your worldview; the impact changes affect, tolerance, perception of personal control and freedom, beliefs about self and others, sensory memory, imagery, and interpersonal relationships in the provider
- **Burnout:** the cumulative psychological strain of working with many different stressors; often manifests as a gradual wearing down over time; leads one to believe that they are not meant for this type of work, feeling of being ineffective, callous, negative, emotional absence, sarcastic and “stuck”; a defensive response to chronic dissatisfaction with work-related issues

Realize the widespread impact of trauma on workforce— *Prevalence*

- **Social Workers, Domestic Violence and Sexual Assault:**

65 % had at least one symptom of secondary traumatic stress (Bride, 2007)

42% of social workers had experienced four or more ACEs; **25% had six or more** (Thomas, 2016)

- **Law Enforcement:**

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

Only 15% of LE professionals were willing to seek personal counseling as a result of vicarious trauma vs. 59 % of mental health professionals (Bell, et al., 2003)

Women in LE experience significantly higher burnout rates than men (Elliot, et. al, 2015)

- **Child Welfare Workers:**

50% traumatic stress symptoms in severe range (Boyas, Wind & Ruiz, 2015)

Estimated employee turnover rates are between 30% and 40% nationally

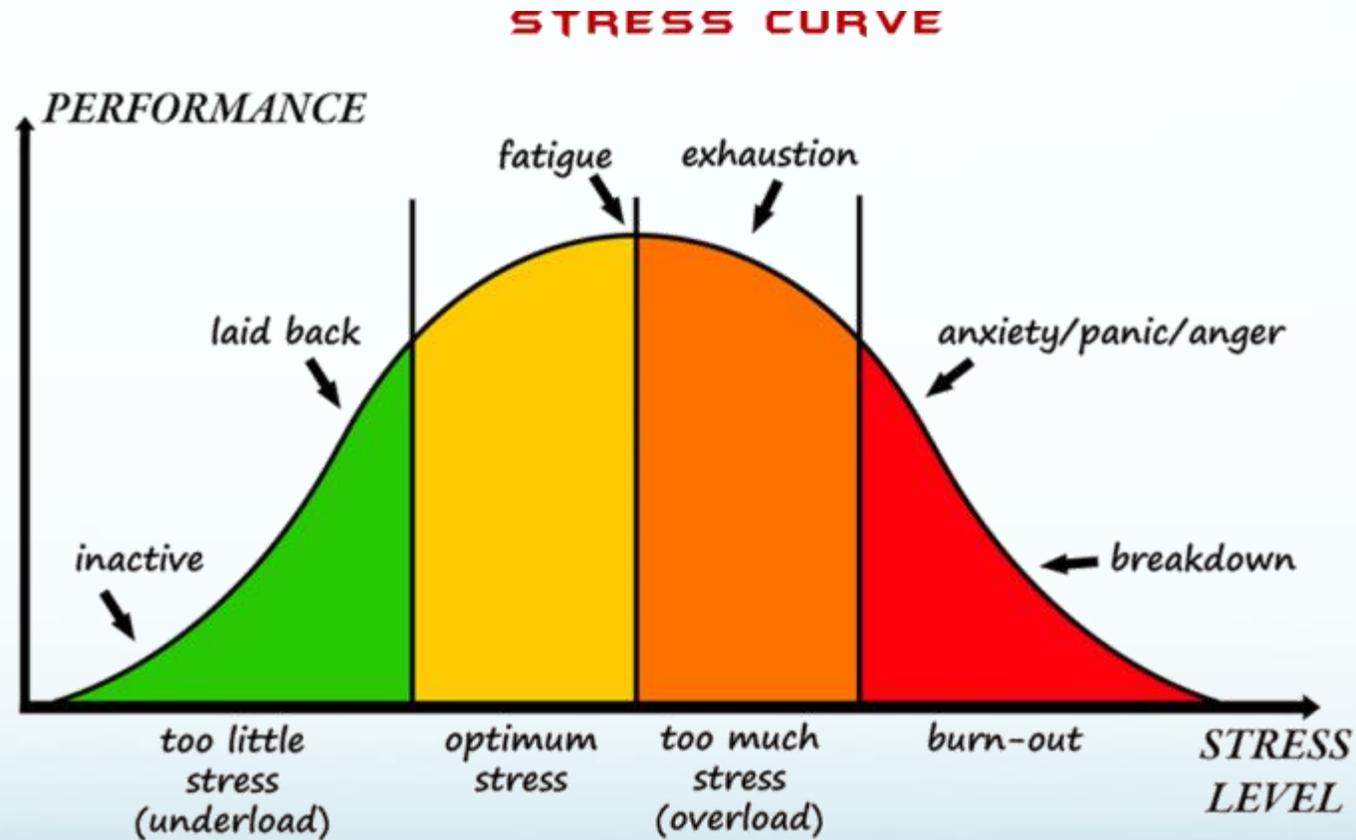
- **Preschool Teachers:**

Preschool teachers have a turnover rate of 25–50% per year (Burton et al., 2002, Lyons, 1997 and Miller and Bogatova, 2009)

Realize the widespread impact of trauma on workforce– *Assessment*

- PROQL (Professional Quality of Life)
 - Free!
 - A 30 item self report measure of the positive and negative aspects of caring
 - The ProQOL measures Compassion Satisfaction and Compassion Fatigue (Burnout & Secondary Trauma)
 - <http://www.proqol.org/>
- Gallop Q12 (Employee Engagement Survey)
 - 12 item self report measure
 - Used widely across disciplines
 - May be especially helpful to leadership

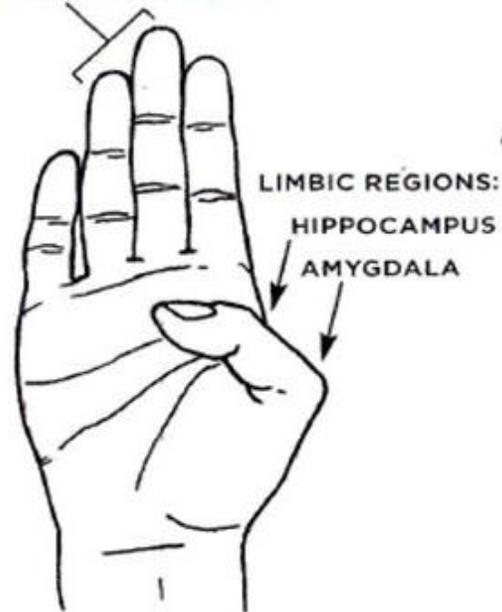
Recognize the signs and symptoms of trauma on workforce – *Stress curve*



The hand model of the brain

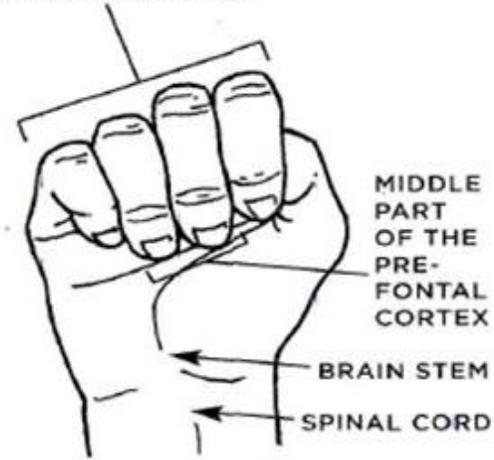
Daniel J. Siegel, *Mindsight* (Melbourne: Scribe, 2010), p.15

MIDDLE PREFRONTAL CORTEX



Place your thumb in the middle of your palm as in this figure.

CEREBRAL CORTEX



Now fold your fingers over your thumb as the cortex is folded over the limbic areas of the brain.

Recognize the signs and symptoms of trauma on workforce – *Self reflection*



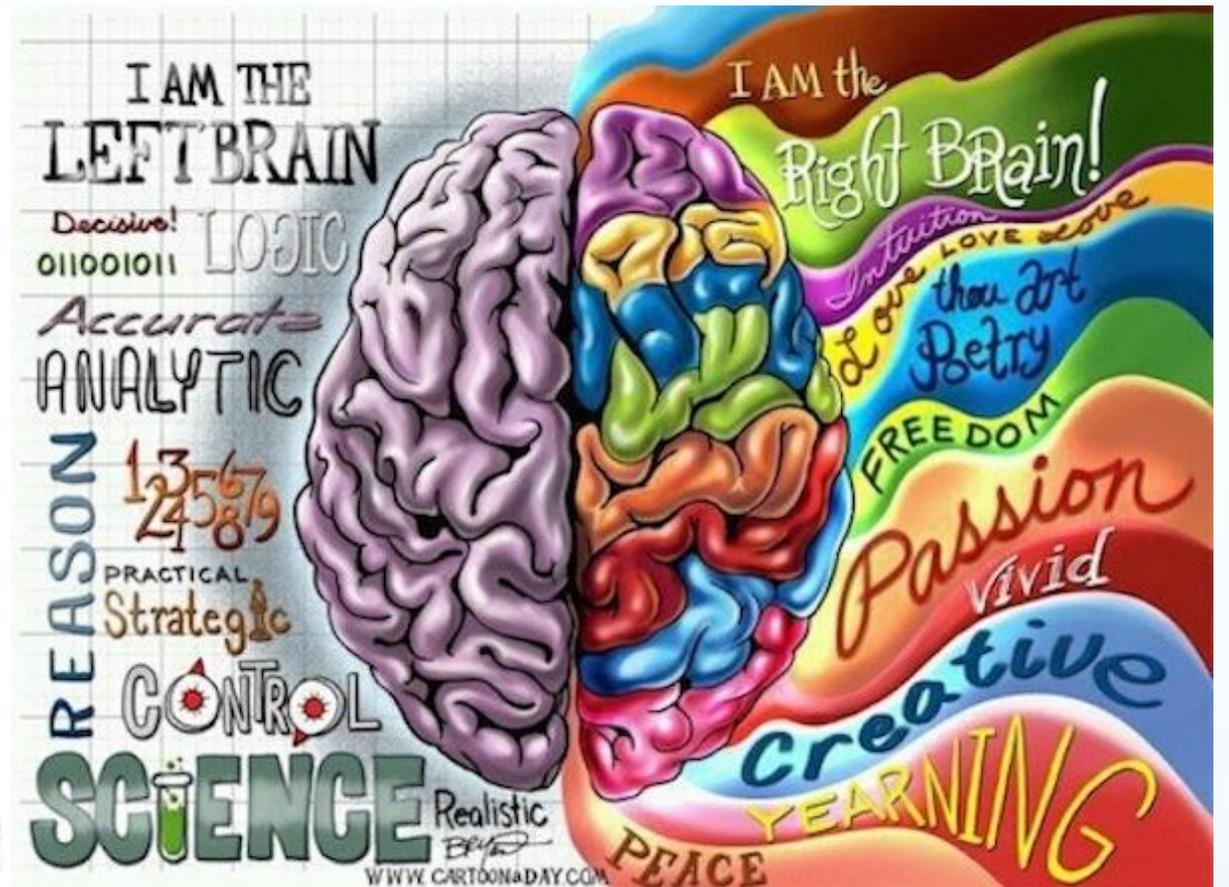
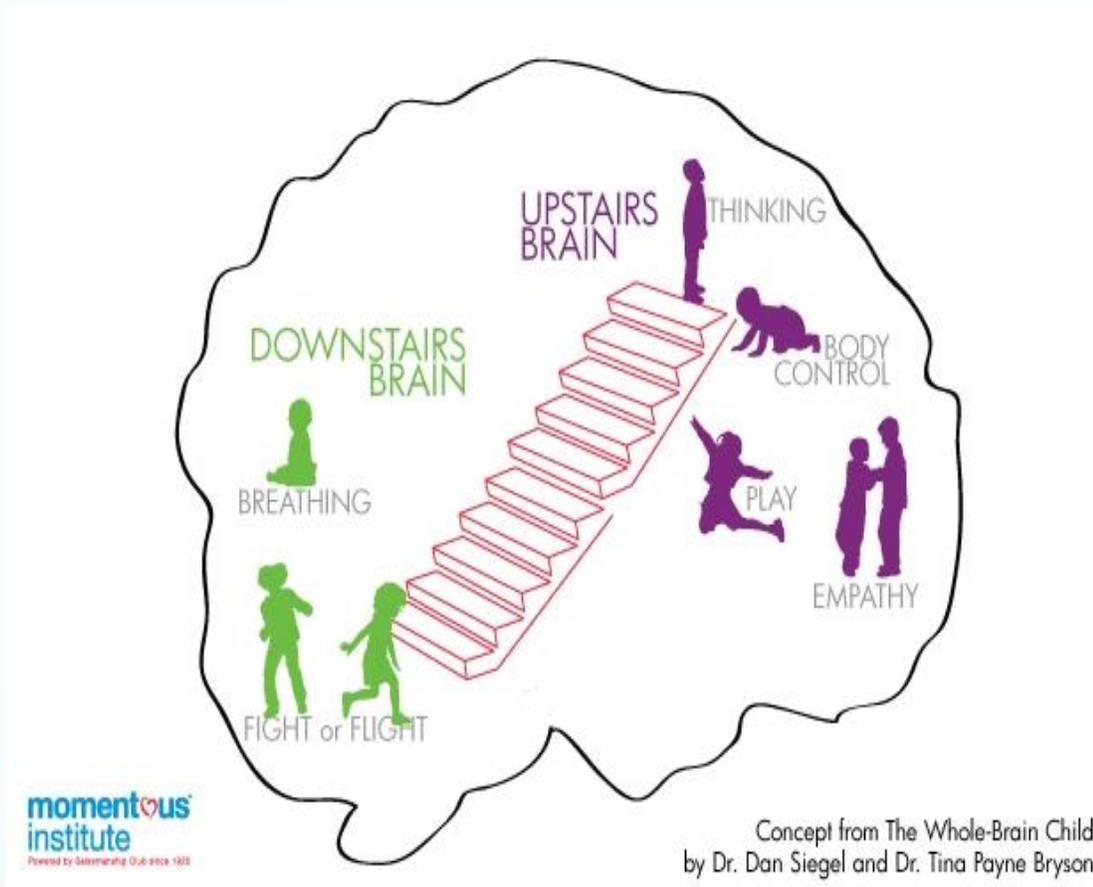
Respond by fully integrating knowledge about trauma – *Workforce wellness*



**CARING FOR
MYSELF IS NOT
SELF-INDULGENCE,
IT IS SELF-
PRESERVATION
AND THAT IS
AN ACT OF
POLITICAL
WARFARE.**

AUDRE LORDE





- Resilience is all about the recovery period, not about the endurance
- The work is done when you stop doing it; and yet, stopping doesn't automatically equal recovery

Emotional Wellness

Individual Level	Organizational Level
<ul style="list-style-type: none">• Personal reflection• Self-regulation• “Self-care”• Work/life balance• Spiritual wellness• Positive coping strategies• Gratitude practice• Boundaries• Music, art, song• Create• Humor• Self-compassion	<ul style="list-style-type: none">• Individual recognition/appreciation• Supervision• Critical incident protocol• Facilities for relaxation• Ways to support peer connection• Explicitly acknowledge the job stress• Provide adequate coverage and backup for staff in stressful positions• Encourage ongoing discussion and assessment of stress• Self-care plans



Grounding Exercise

Name 3 things



you see



you smell



you hear



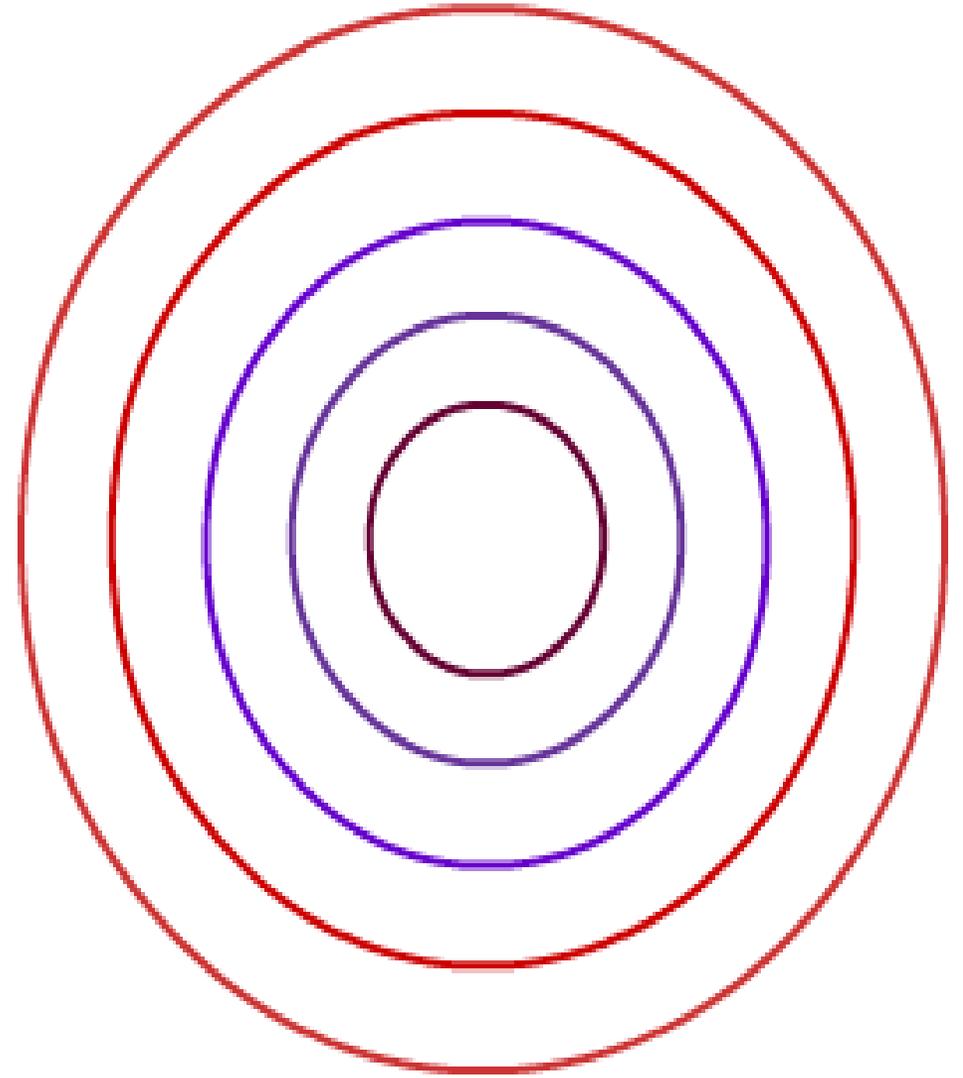
you feel

Breathe in and out slowly 3x

Social Work Career Development

Social Wellness

Individual Level	Organizational Level
<ul style="list-style-type: none">• Look out for remarkable isolation• Before you speak, THINK (is it true, helpful, inspiring, necessary, kind?)• Watch for tendency to project• Decode the unwritten rules• Collegial silence• Connection• Ally with coworkers to practice “self-care”	<ul style="list-style-type: none">• Allow time for professional and informal discussion in meetings• Create physical space for social interaction• Balance participation with autonomy• Team spirit• Consultation groups; critical friendships; mentor model of leadership



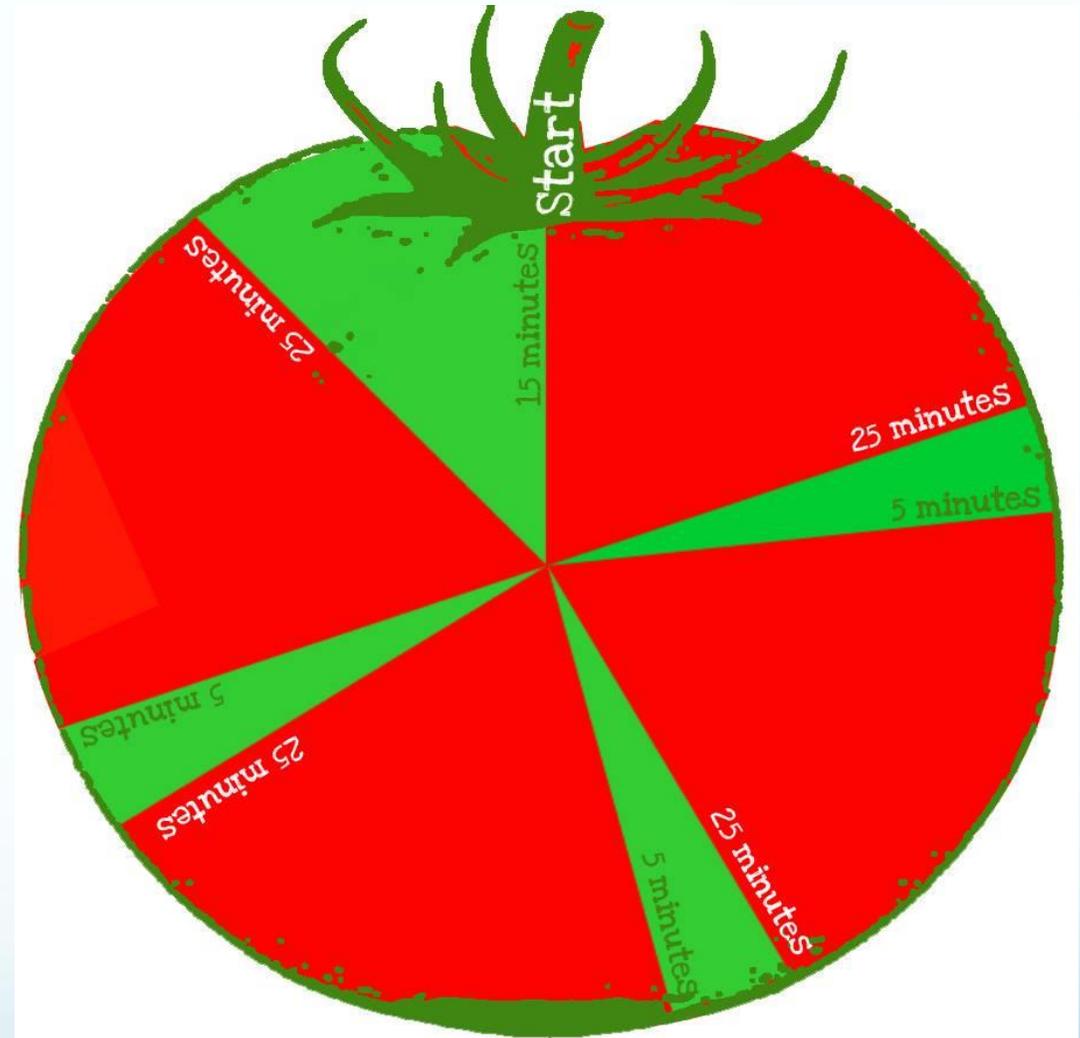
Physical Wellness

Individual Level	Organizational Level
<ul style="list-style-type: none">• Sleep/nap – return to homeostasis• Plants, lean protein, healthy fats, water• Move – do what feels good• Smile• Nature• Massage• Breathe	<ul style="list-style-type: none">• Workplace wellness rituals that take ability into account• Cooking or exercise classes offered during lunch break• Rolling over sick/vacation days (pros and cons)• Culture of sabbatical• Provide support for ergonomic office assessment• Home visiting plans



Professional Wellness

Individual Level	Organizational Level
<ul style="list-style-type: none">• Professional competencies• Supervision• Boundaries• Pebbles vs. stones• “Plan B”• Sick and vacation balance• Talent + knowledge = mastery• Self-efficacy• Mentoring & being mentored• Turn daily tasks into mindful moments• Pomodoro technique – unitask	<ul style="list-style-type: none">• Clear protocols and job duties• Watch for tokenizing• Fair salaries• Workload size• Supervision• Good mental health coverage• Performance evaluations• Onboarding/mentoring• Diversity & equity• Obtain staff feedback• Discipline is transparent• Promotions• Support people’s Plan B’s



Trying the Pomodoro Technique

■ Work ■ Break

Respond by fully integrating knowledge about trauma – *Resilience*

- **Compassion Satisfaction:** the satisfaction that is derived from doing work that helps others, and it has been found to protect against the development of CF/STS in helping professionals
- **Vicarious Resilience:** a process “characterized by a unique and positive effect that transforms helping professional in response to client trauma survivors’ own resilience
- Prevention & resilience are built when individual and organizational workforce wellness practices become routine.
- Wellness can be contagious!
- Be hard on systems, but soft on people.

Qualities of Resilience



INDIVIDUAL

Temperament

Individual temperament or sense of humor



Relationships

Ability to form relationships with peers



Understanding

Ability to make sense of their experiences

Expression

Opportunities to express feelings through words, music, etc.



Mastery

Opportunities to experience mastery



Conflict Resolution

Development of conflict resolution & relaxation techniques



Culture

Strong cultural identity



FAMILY

Role Models

Adults who role model healthy relationships



Supportive Relationships

Positive child-caregiver relationships



Health

Healthy caregivers



Networks

Relationships with extended family members and others



Stability

Stable living environment



Access to Services

Basic needs, advocacy, health

School

Positive school climate and supports



Mentors

Role models & mentors, i.e. coach, faith leader



Neighborhood Cohesion

Safe & connected communities



COMMUNITY