



Trauma Informed Supervision



Partnering to build brighter futures



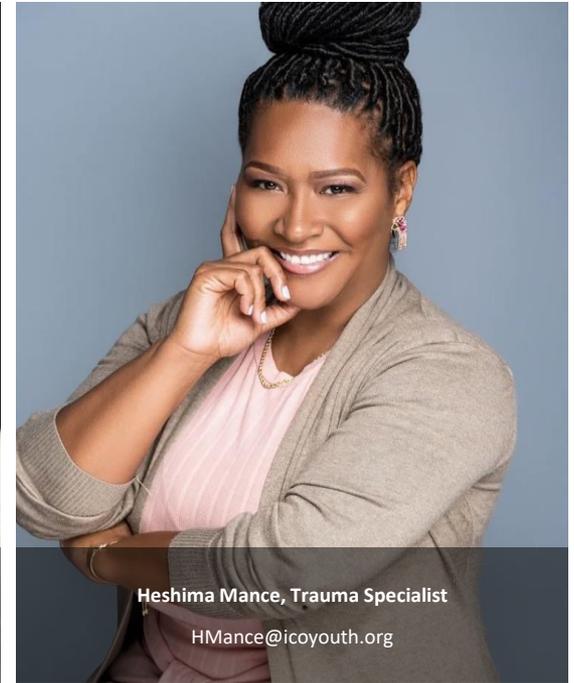
Jocelyn Vega, Director of Trauma Initiatives

JVega@icoyouth.org



Gabriela Zamora, Trauma Specialist

GZamora@icoyouth.org



Heshima Mance, Trauma Specialist

HMance@icoyouth.org

Meet your Presenters-ICOY Trauma Team



Learning Objectives

Review how staff and organizations are impacted by trauma

Deepen understanding of the role of the supervisor in creating and perpetuating trauma informed team culture and enhancing staff resilience

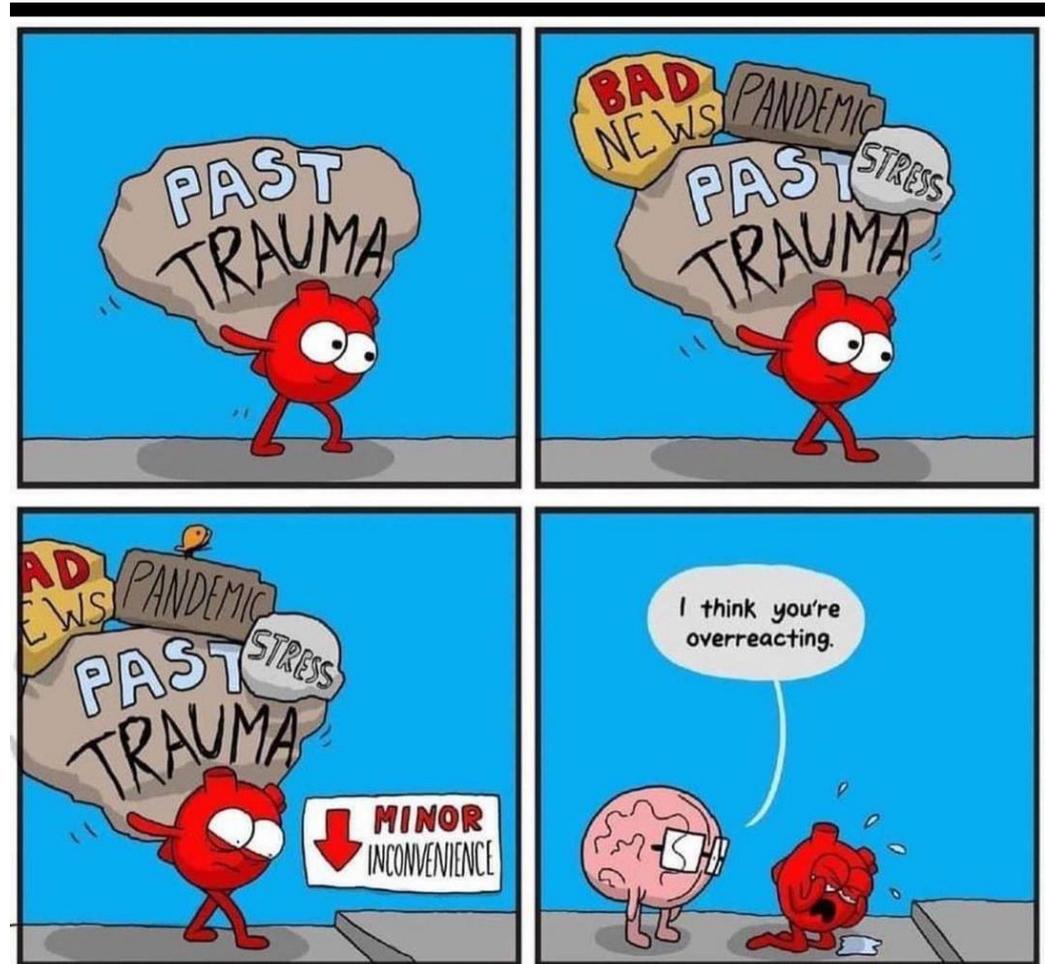
Explore techniques for providing trauma informed supervision

Mindful Minute: Remembering Our Seeds



Self-Care Check

- Step out and take a break
- Engage your senses
- Stand up; stretch
- Debrief – who can you talk to?





Group Chat: Why do we care about Trauma Informed Supervision?



Quick Video



Four R's of Trauma Informed Supervision

Realize

Supervisors have a basic realization about trauma and how it can affect staff and programs

Recognize

Supervisors are able to recognize the signs and symptoms of trauma

Response

Supervisors respond to staff by practicing a trauma-informed approach

Resist Re-Traumatization

Trauma-Informed supervisors work to avoid retraumatizing staff and participants

Realize

How Trauma Impacts the Organization



Compassion Fatigue

Refers to a physical, emotional and spiritual fatigue or exhaustion that takes over a person and causes a decline in his or her ability to experience joy or to feel and care for others.

(Alameda County Behavioral Health Care)



Vicarious Trauma

Refers to the ***cumulative*** effect of working with survivors of traumatic life events. Anyone who engages empathically with victims or survivors is vulnerable. Impacts sense of identity, safety, ability to trust, self-esteem, intimacy and control.

(Pearlman & Saakvitne, 1995)

Break Out: Naming Workplace Traumas

What have you done as a supervisor to **identify** and **address** one of these workplace traumas?



**Stressful
Events**



**Organizational
Stressors**



**Physical
Stressors**



**External
Threats**



Realizing Our Supervision Styles

- **Autocratic or Authoritarian supervision**

Absolute power/wants everything done according to directions given

- **Laissez-faire or free-rein supervision**

This is also known as independent supervision. Under this type of supervision, maximum freedom is allowed to supervisees

- **Democratic supervision**

supervisor acts according to the mutual consent and discussion or in other words inclusion

- **Bureaucratic supervision**

certain working rules and regulations are laid down by the supervisor and all the subordinates are required to follow these rules and regulations very strictly.

Recognize



Poll: What do you struggle with as supervisor? A lack of ...

- A. Tools or language
- B. Time to process and reflect
- C. Lack of consistent time to meet
- D. Having your own supervisory support



Preparing Staff Requires

Identifying and naming our current workplace spaces and interactions as supervisors. Any strategy will require a shift in our behavior during specific time and places. Without this, our actions will not materialize. We cannot prepare staff as an idea but rather with concrete points.

- Supervision Time
- Onboarding as continuous
 - New Staff & New Projects or Responsibilities
- Communication
 - *Honestly, openly, and regularly*
- Creating space for staff disclosures
- Debriefing
 - Crisis Planning for future incidents
- Planning Ahead
 - Short and long term perspectives – Supply and Demand
- Open to implement supervisee feedback





Group Chat: In what ways are you currently fostering resiliency in your staff?





Our Protective Role

- Supervision offers practitioners the chance to debrief and explore alternative perspectives
- Critical strategy in helping practitioners to address challenges and to prevent, mitigate, and heal vicarious trauma.
- Serves as a buffer; promotes staff retention and reduces turnover.
- Identify and address capacity needs and demands – not just tasks but partnership

Respond



Open Mic: A Brief Moment for Reflection...

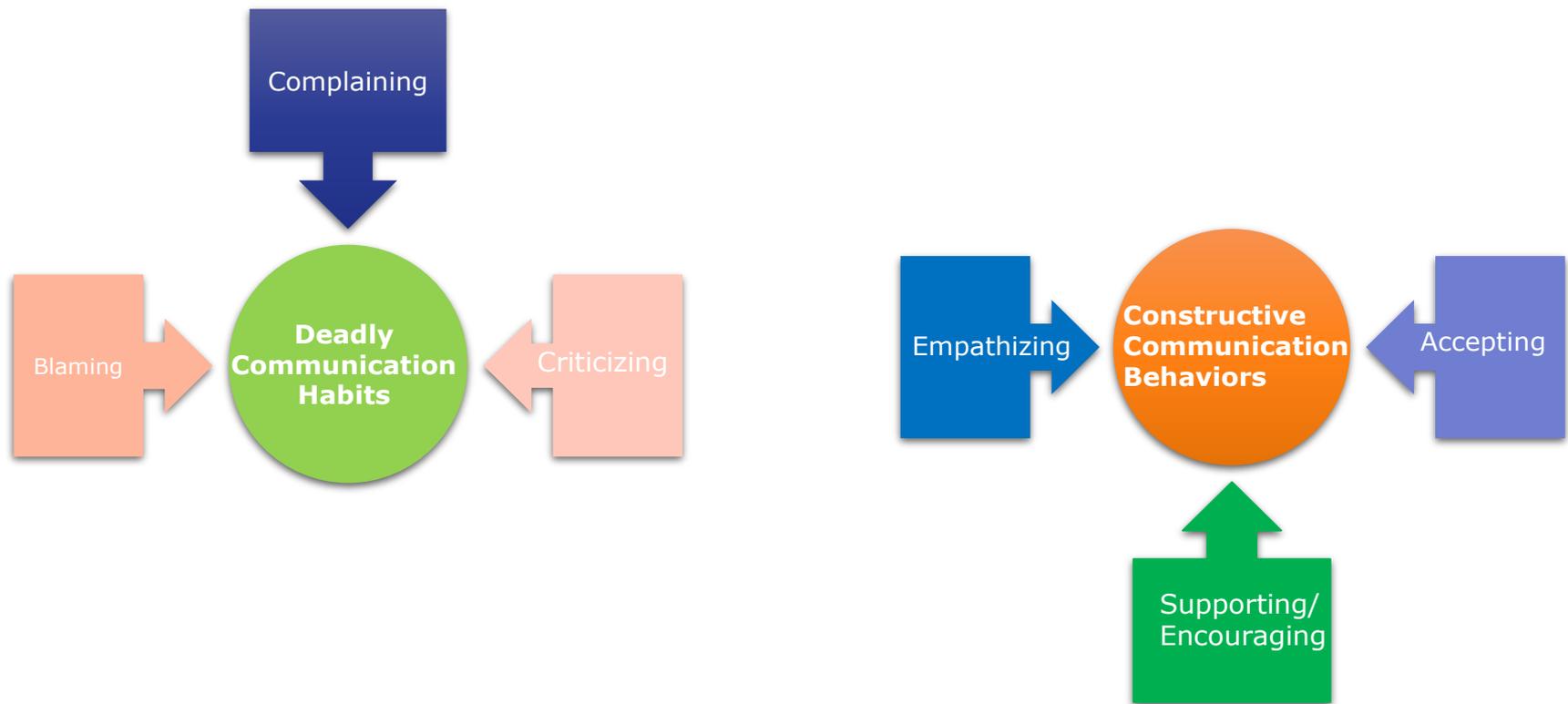
Think back to a supervisor that you've had in the past/currently. Think of your worst experience that you can recall. What was it about that experience that made it negative?





Now, think about the best experience that you've had with a current/former supervisor (could be the same supervisor or not). What was it about that experience that was positive and stood out?

Turning Deadly Communication Habits into Constructive Ones



Examples of Constructive Communication Habits

Building a Culture of Collective Care

- Be aware of any sensitive issues or subjects that may need a trigger warning
- Be aware of any major issues happening in the personal lives of your staff that may require their attention or may impact their lives or work
- Respect when staff tell you they need to be offline
- Learn to say no and empower others to flag unreasonable expectations and timelines
- Communicate clearly about any unresolved issues with an individual team member
- Limit channels of communication for work
- Spend 10 minutes at the beginning of a call catching up on life and personal updates with the team member you are speaking to
- Have a team meeting or check ins to chat about non work-related issues
- Do not work on weekends and ensure no one else does by not emailing other team members during that time. If it is urgent, save the email as a draft before sending it out on Monday



Resist Re-Traumatization

Six Principles of Trauma Informed Care

Safety

Throughout the organization, staff and the people they serve, whether children or adults, feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety.

Trust & Transparency

A state in which staff and clients can believe that those they work with are operating with honesty and a genuine commitment to their well-being. This state is built over time and is supported by accountability, well defined roles and expectations, and clear communication.

Voice & Choice

Allowing individuals the maximum possible autonomy and control. This means allowing individuals be given choice and flexibility around the way that they deliver or receive care

Empowerment & Resilience

Approaching our work from the perspective that every individual is fully capable and that our focus should be in continuing to build capacities, encourage master, and prioritize growth

Collaboration & mutuality

Approaching our work as a partnership with others, in which one perspective is valued over others, where services are collaborative within and across systems, and where multiple perspectives are incorporated in development, planning and implementation of organizational initiatives.

Cultural, Historical, & Gender Issues

The organization actively moves past cultural stereotypes/ biases and incorporates policies, protocols, and processes that are responsive to the racial, ethnic and cultural needs of individuals served and recognizes and addresses historical trauma.

EMOTIONAL
Coping effectively with life and creating satisfying relationships

FINANCIAL
Satisfaction with current and future financial situations

SOCIAL
Developing a sense of connection, belonging, and a well-developed support system

SPIRITUAL
Expanding our sense of purpose and meaning in life

OCCUPATIONAL
Personal satisfaction and enrichment derived from one's work

ENVIRONMENTAL
Good health by occupying pleasant, stimulating environments that support well-being

INTELLECTUAL
Recognizing creative abilities and finding ways to expand knowledge and skills

PHYSICAL
Recognizing the need for physical activity, diet, sleep and nutrition

Adapted from Swarbrick, M. (2006).
A Wellness Approach. *Psychiatric Rehabilitation Journal*, 29(4), 311-314.

Supervisor Self-Care

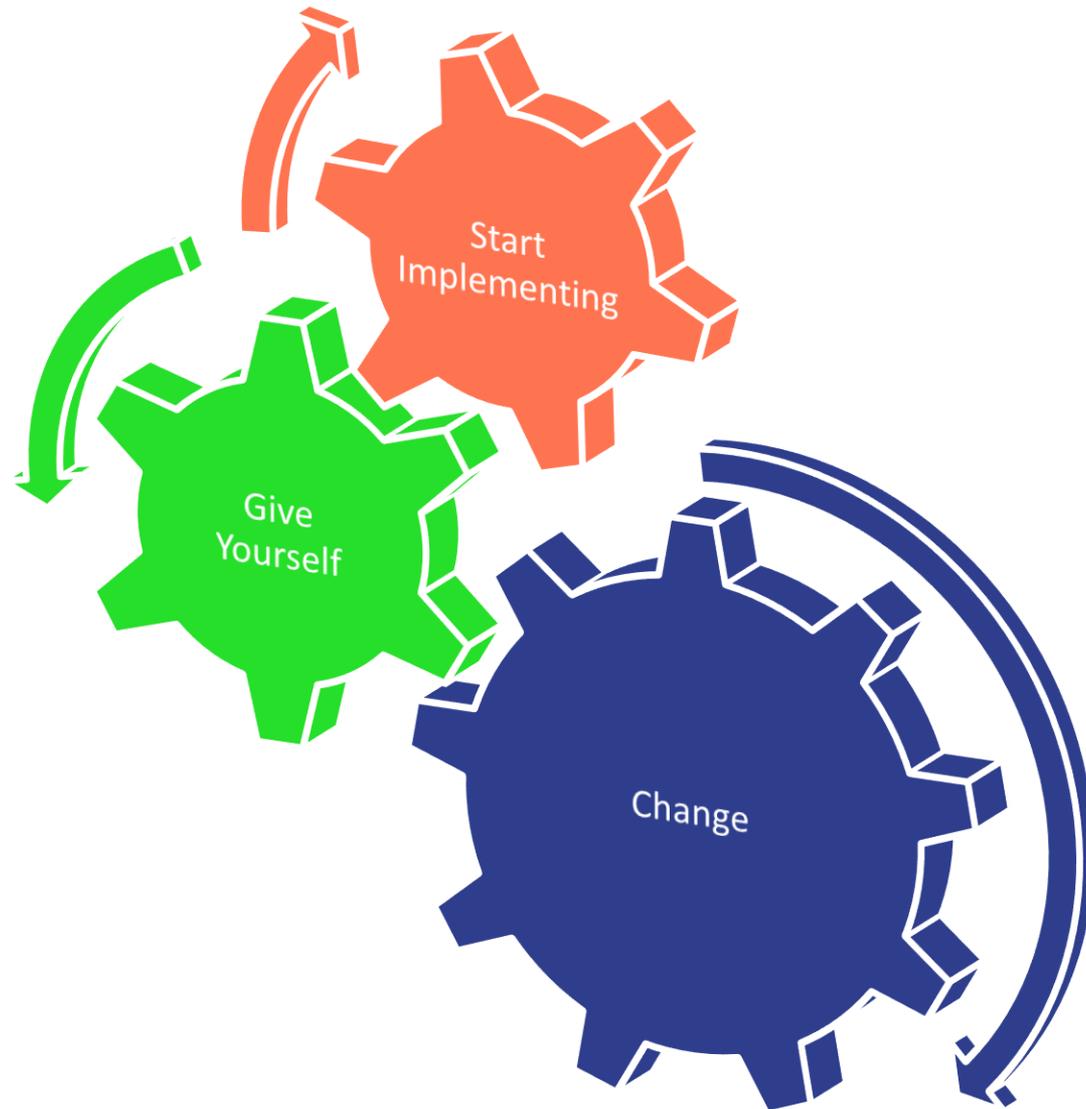
- Meet regularly with colleagues for support
 - Avoid isolation
- Evaluate job-specific challenges to self-care
 - Work performance
 - High stress environment
 - Commutes
- Record and review successes
 - What has worked well?
- Include self-compassion
 - Giving yourself grace
- Remind yourself that knowledge does not translate into activity
 - “I know exactly how stressed I am”

From Self-Care and Wellness for Supervisors by Shauna Eberhardt, PhD, LAC, LPCC



As a supervisor, it is crucial to do self-reflection.

Think about:
What are you willing to:



Questions

