


Advanced Clinical Supervision

Presented by
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What do we want clinicians to bring to their casework?



- ❖ Convey hope
- ❖ Enhance safety
- ❖ Coordinate care
- ❖ Develop empathetic therapeutic relationships
- ❖ Strengthen family relationships
- ❖ Ability for reflection



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Risks for the clinician

The collage includes: a rabbit hole in a green field; a person walking in a dark, narrow tunnel; a thought bubble containing the text 'I... AM... DETERMINED... TO... GO... TO... SLEEP...'; a word cloud with 'stress' at the top, 'compassion' at the bottom, and other terms like 'fatigue', 'trauma', and 'compassion'; a cartoon girl with three red question marks above her head; and a bowling ball with 'AGGRESSIVE' written on it, knocking over pins.

Logos at the bottom: COUNTY OF SAN DIEGO HHSA HEALTH AND HUMAN SERVICES AGENCY; LIVE WELL SAN DIEGO; Harvey Institute; Rady Children's San Diego Chadwick Center for Children & Families; KID START.

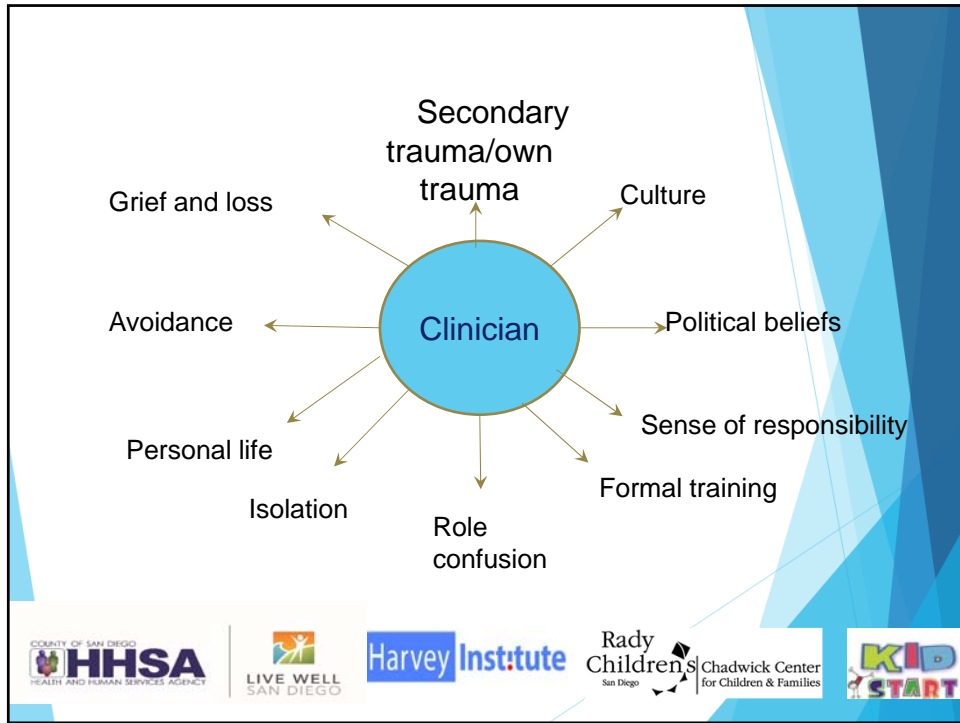
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Factors that contribute to clinician health

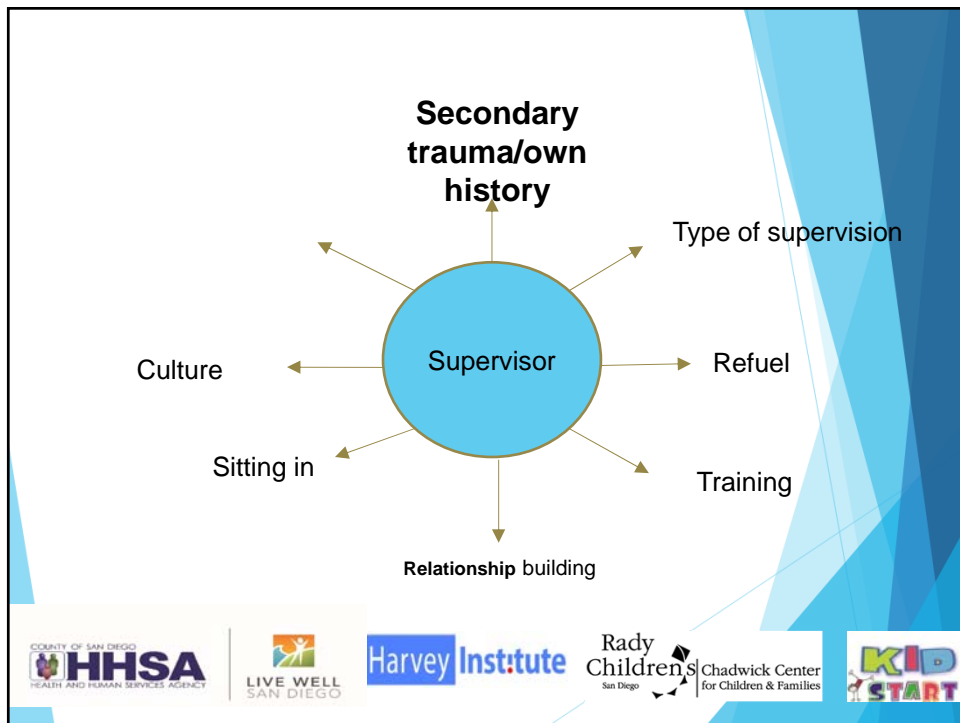
The diagram consists of three light blue circles with dark blue outlines, arranged horizontally. The circles are labeled 'Clinician', 'Supervisor', and 'Agency' from left to right.

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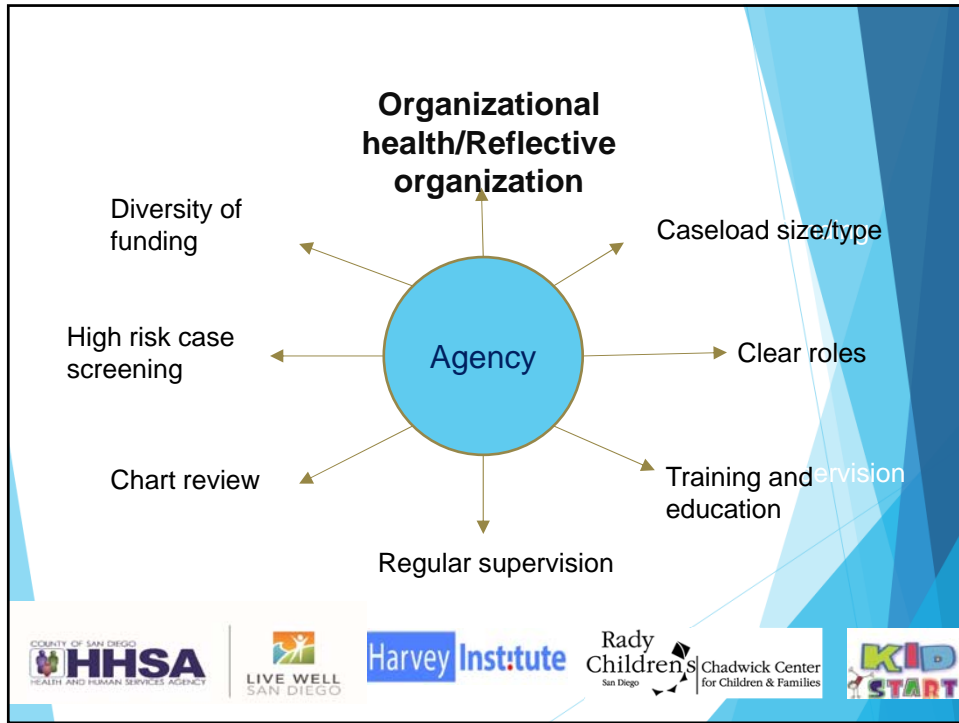
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Compassion Fatigue

A gradual lessening of compassion over time, common in people who work directly with trauma survivors




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Vicarious Trauma

An internal transformation that occurs within trauma workers resulting from their empathic engagement with trauma survivors



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Secondary Traumatic Stress

The stress of helping or wanting to help a person who has been traumatized



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STS Signs and Symptoms

- ▶ Avoidance (including of certain clients)
- ▶ Preoccupation with clients/client stories
- ▶ Intrusive thoughts/nightmares/flashbacks
- ▶ Arousal symptoms
- ▶ Thoughts of violence/revenge
- ▶ Feeling estranged/isolated/having no one to talk to
- ▶ Feeling trapped, "infected" by trauma, hopeless, inadequate, depressed
- ▶ Having difficulty separating work from personal life



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I've experience at least two of the signs or symptoms of secondary traumatic stress

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Reflective supervision: A resource for those supporting infants, toddlers, preschoolers and families with early childhood mental health Dec. 2015 pg. 6

Parallel Process

Supervisor
Provider
Parent
Child
Parent
Child
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Reflective Supervision

Focused on experiences, thoughts, and feelings directly connected with the work.

Characterized by active listening and thoughtful questioning by both parties.

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Reflective Supervision

The supervisor provides an empathetic, nonjudgmental ear to the supervisee. Working through complex emotions in a “safe place” allows the supervisee to manage the stress they experience on the job.



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Reflective Supervision

Reflection in a supervisory relationship requires a foundation of honesty and trust. The goal is to create an environment in which people do their best thinking—one characterized by safety, calmness, and support.



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Reflective Supervision

Reflective supervision is not therapy.
Reflective supervision is not problem solving.

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You really want to know how I feel???????????



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The Reflective Process for the Supervisee

- Intentionality of Awareness - What am I feeling?
- Attend & Allow - Pay attention to the feeling as it arises, intensifies & fades.
- Non-Reactivity - Allow the natural course of an emotion to take place without fighting it.



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The Reflective Process for the Supervisor

Offer consistent supervision that includes discussion of the effect of the work on the worker

Offer additional supervision during times of high risk for STS

Refer to trained mental health professionals when needed

Respond to STS as an occupational hazard not a weakness



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Posttraumatic Growth

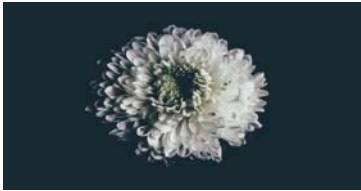
Tedeschi, & Calhoun (2004)

Vicarious Posttraumatic Growth

Arnold, Calhoun, Tedeschi, & Cann (2005)

Compassion Satisfaction

Stamm (2002)



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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?
- Even in a challenging case what is one thing you felt good about?



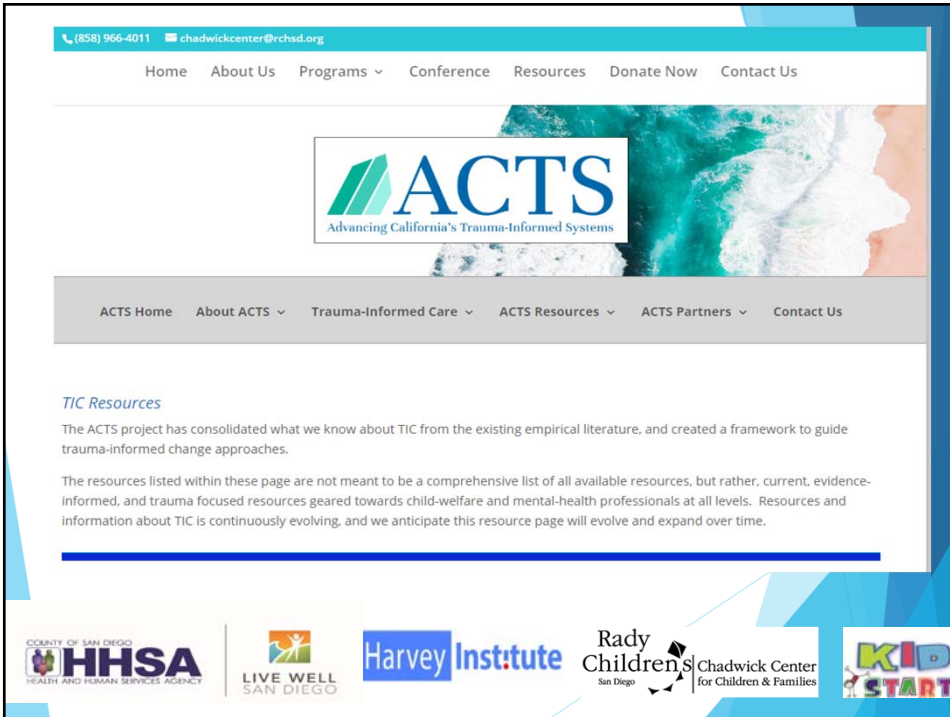
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REFLECTIVE DEMONSTRATION

- ▶ 1 VOLUNTEER
- ▶ 15 MINUTE CONVERSATION ABOUT THEIR WORK
- ▶ OBSERVED BY OTHERS



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ACTS


Advancing California's Trauma-Informed Systems

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TIC Resources

The ACTS project has consolidated what we know about TIC from the existing empirical literature, and created a framework to guide trauma-informed change approaches.

The resources listed within these page are not meant to be a comprehensive list of all available resources, but rather, current, evidence-informed, and trauma focused resources geared towards child-welfare and mental-health professionals at all levels. Resources and information about TIC is continuously evolving, and we anticipate this resource page will evolve and expand over time.



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Resources

What About You? A Workbook for Those who Work with Others
Katherine Falk, Stephanie Daniels, Rose Chiodi

One of the benefits of our work at the National Center on Family Homelessness, a national resource of serving vulnerable individuals, teens, and organizations across the country, we can witness incredible resilience, care, and compassion of those we meet. Those who work daily to combat the hardships in our society. We believe this guide is here. To be used when you feel as though you're losing yourself, to help you find inspiration in the spirit of the guide, and to help you learn to bring it home to yourself in the work, so that you can share the guide with others on your team.

No one stays awake for someone. There is no self-care course either. So we have created a series of worksheets throughout this guide. We hope it will help make you think, make you laugh, and occasionally make you feel better in your life.

INDIVIDUALS ONLY
LCSW/MSW/Non-Clinical, etc. Only

What About You? A workbook for Those Who Work with Others

Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others

Tools to Reduce Trauma, Secondary Trauma & Compassion Fatigue

Tools to Reduce Vicarious Trauma, Secondary Trauma & Compassion Fatigue

A FREQUENT QUESTION SEEMS TO BE, "WHAT CAN I DO FOR MYSELF AND PROFESSIONALS TO REDUCE THE NEGATIVE STRESS-RELATED EFFECTS OF MY WORK?"

What to do?

For workers, it is important to identify the most significant that you are facing. It is needed to be that awareness to effectively manage a set of internal resources to be able to manage or to professional experience. It is important to identify the most significant that you are facing. It is needed to be that awareness to effectively manage a set of internal resources to be able to manage or to professional experience. It is important to identify the most significant that you are facing. It is needed to be that awareness to effectively manage a set of internal resources to be able to manage or to professional experience.

Recent research in the field of Vicarious Trauma and Compassion Fatigue suggests that there are particular personality factors that can increase your likelihood of being negatively impacted by the work.

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Chadwick Center at Rady Children's Hospital

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