

**Pilot Series Draft
Work Place Curriculum
Advocate Education and Support Project**

Strategies for
Trauma services
Staff



The Advocate Education and Support Project

We want to thank the Hermann Family Foundation for their generous support of this project and manual.

AESP

A Project of the

Center for Violence Prevention and Recovery

Beth Israel Deaconess Medical Center

330 Brookline Avenue, Rose 200

Boston, MA 02215

617-667-8241 or 617-667-8239

**Email: kmanners@bidmc.harvard.edu; ltieszen@bidmc.harvard.edu
www.bidmc.harvard.edu/violenceprevention**

Strategies for Trauma Services Staff: Secondary Traumatic Stress Training:

Part I - Agency wide staff training on Secondary Traumatic Stress (STS) -3-4 hours

Introduction to STS: Defining terms, Understanding STS; Impact and Strategies

Part II – Train the Facilitators - 3-4 hours

Work with identified facilitators/ leadership to familiarize them with the concepts and series curriculum materials.

Part III – Agency-led Training Sections - Agency discretion

One hour sections on the following topics to be accessed at agency discretion: Benefits and Limitations of Professional Boundaries; Agency in agency; Safety; Supervision; Team building; Peer Support; Workplace Practices; Agency environment.

**Advocate Education and Support Project
Part I – Staff Training on Secondary Traumatic Stress**

Exercises:

	Name	Type	Time
1.	Introductions	Go round	20 min
2.	Professional History	Go round	20 min
3.	Exploring Challenges, Identifying Effects	Group disc.	25 min
4.	Why We Stay?	Group disc.	15 min
5.	Examining Language	Discussion	10 min
6.	Defining Terms	Didactic	15 min
7.	The Development of STS	Didactic/Brainstorm	15 min
8.	Personal & Professional Effects of STS	Writing/Discussion	20 min
9.	Silent Witness	Writing/Discussion	20 min
10.	Strategies	Writing/Discussion	20 min
11.	What Sustains Me?	Drawing	20 min
12.	Success Stories	Discussion	30 min
13.	Evaluation	Writing/Discussion	15 min

Part I – Staff Training on Secondary Traumatic Stress

Goals and Objectives

Goals:

1. Introduce participants to the Project overall, including goals and structure.
2. Develop a common understanding of development of Secondary Traumatic Stress
3. Understand how STS may be manifesting personally and professionally.
4. Establish supportive environment for group sharing and learning.

Objectives:

1. Define terms: Stress, Burnout, Trauma, and Countertransference, as distinct from Secondary Traumatic Stress.
2. Defining and discussing the effects of Secondary Traumatic Stress.
3. Continue to reinforce new and current self-care strategies.
4. Promote sharing and support within program

Handouts

- Defining Terms
- The Development of Secondary Traumatic Stress
- Examples of Effects of Secondary Traumatic Stress
- Evaluations

Part I – Agency training on Secondary Traumatic Stress: Defining Terms; Understanding Secondary Traumatic Stress (STS); Impact and Strategies

Exercises:

1. **Introductions** (20 minutes)
 - a. Facilitators
 - b. Project
 - c. Participants: Name, Role, how long, Fun Fact

2. **Professional history:** In a go around, ask participants to describe *When, Where, How* and *Why* they got into this work. (20 min) *Optional: small group discussion – divide by birth season.*

3. **Exploring Challenges, Identifying Effects:** (Group discussion)
 - a. What are the biggest challenges for you in this work? (10 minutes).
Optional: small groups
 - b. Follow up: Referring back to responses from above, ask participants: How have each of these challenges affected you personally and/or professionally? (15 minutes) *Facilitators draw out responses to this question of the various signs/symptoms of STS - record on newsprint. Try to record in two columns if possible: Personal and Professional. Begins introduction of their common experiences and difficulties with the work as well as begins to define their personal response as STS.*

- 4, **Why We Stay?** (Group discussion)
 - c. What keeps you in the work? *Facilitators record responses on newsprint – encourages the “silent” benefits of the work and reminds participants of the real motivations and rewards for being in this field despite it’s inherent challenges.* Sum up what has been recorded. (10 min)

5. **Defining Terms:** Through review of Attachment A, facilitators will discuss the various terms: Stress, Burnout, Transference, and Trauma, as distinct from Secondary Traumatic Stress. (15 minutes) Leaders will provide examples of each and encourage the participants for further examples of their own.
 - a. Note that anyone in any career can experience **Stress** and **Burnout**.
 - b. Our clients/victims/survivors experience **Transference, Trauma** and **PTSD**.
 - c. **Counter transference** is an advocates strong feelings, reactions (*overreactions?*) to a situation, event or person that is caused by the triggering of the advocates own personal, historical experiences and feelings. The advocate is not always conscious of why their feelings may be so passionate or disturbing.

- d. **Secondary Traumatic Stress** is particular to people working with a highly traumatized population (i.e. advocates, EMT's police, nurses, etc). STS can develop relatively suddenly and can vary day to day in its level of distress. Symptoms mirror those of PTSD.

BREAK (15 min)

Breath of Joy or some other type of physical stretch

6. **The Development of STS** (see Attachment B) Review and discuss. (15 min)
 - a. On newsprint: Brainstorm with participants on their role, record on newsprint: How does their job/role differ from other kinds of jobs? What are their responsibilities?
 - b. On newsprint: Brainstorm and record the things they hear/see through their work: How is it different from other jobs? What kinds of things are they exposed to on a daily basis?

Teaching/Didactic: Influencing Factors: We all come with differing strengths and weaknesses in each of these categories. While some may be strong, and positively in place, others may be weak, absent or contributing negatively to our well-being and effectiveness. Each category significantly determines the development of STS. Like a “filter”, these categories can either serve a positive, protective function or they may serve as a negative feature in our lives that must be guarded against. They may contribute to our ability to cope, allowing us to perform well professionally and personally; Or they may contribute negatively, taxing our coping mechanisms and increasing our sense of isolation, irritability and hopelessness. There is a range of response that may change week to week, month to month, depending upon the amount of positive support received in these areas. This is why some colleagues seem to handle the negative aspects of the work so effortlessly – and some end up leaving their jobs after a few months.

- On newsprint: Brainstorm and record examples of influencing factors in each category: Personal/Professional/Organizational/Community.

Teaching/Didactic: In closing: STS is responsive to intervention because of the possibility for change in some of these categories. Improvements in some or all of these areas can “shore up” individuals from the difficulties faced through the advocates role and the input of traumatic information. The hope and goal of AESP is to help you identify which areas can be strengthened and support your efforts for change – ultimately allowing you to do your job more effectively.

9. **Silent Witness** (20 min)

Direct the group to consider the specific ways in which they feel changed, in their outlook, their behavior, their thinking or their feelings as a result of their work. Participants will then write down three of these on a plain sheet of paper – (instructed to

write large and legibly, they will also be informed that what they write will be shared with the others.) Then the participants will hold their papers in front of them and **silently** move around the room reading others papers while theirs are read – Return to seats when finished.

For large group discussion: What was that like?
How was it to be silent?

10. What sustains me? (25 min)

- a. Participants will be directed to reflect on the things, places or people in their lives that sustain, replenish and rejuvenate them. They will then use the provided paper and crayons to draw what comes to mind. Lighten up the anxiety about their skill levels by reminding them this is not a contest or art show – we recognized that most of us are not artists. The drawing does not need to be representational of these things, but through the use of color, texture and shape can represent the feelings if they prefer. This is to be a reflective, silent meditation.
- b. Participants share and discuss their drawings with the group.

11. Success Stories-In pairs, participants will take turns describing a particular professional moment in which they felt they were at their best – that they were acting exactly as the competent, intelligent and compassionate advocate they aim to be. The first advocate will speak for 3-5 minutes without interruption. Their partner will then provide feedback about what they heard and how they think about this advocate's success (2-3 min). Switch roles. Then come back to the larger group for reflective discussion about the exercise: What qualities did you hear from your partner? What was that like? How was it to speak about yourself so positively? How was it remaining silent?. (20 minutes total)

13. Evaluation

Facilitators will leave evaluations with the group who will discuss and fill them out – mailing back to facilitators to help with future planning.

Attachment A
Advocate Education and Support Project
Defining Terms

STRESS

A mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influences and capable of affecting physical health, usually characterized by increased heart rate, a rise in blood pressure, muscular tension, irritability, and depression. (American Heritage Dictionary)

BURNOUT

A “state of physical, emotional and mental exhaustion caused by long term involvement in emotionally demanding situations” (Pines & Aronson, *Career Burnout: Causes and cures*, 1988). Symptoms include: depression, cynicism, boredom, loss of compassion and discouragement.

TRANSFERENCE / COUNTERTRANSFERENCE

Transference is the shift of emotions, especially those experienced in childhood, from one person or object to another, especially the transfer of feelings about a parent to a therapist. (Random House Dictionary) **Countertransference** is the “process of seeing oneself in the client, of overidentifying with the client, or of meeting needs through the client” (Corey, 1991)

TRAUMA STRESS REACTION / POST TRAUMATIC STRESS DISORDER (PTSD)

Acute – Up to 1 month after trauma

PTSD – 1 month after trauma and beyond

A psychological reaction that occurs after experiencing a highly stressing event outside the range of normal human experience characterized by: 1) Dissociation (numbing, detachment, reduced awareness, depersonalization, derealization, amnesia). 2) Re-experience (flashbacks, nightmares, recurrent thought/images). 3) Avoidance of reminders (thoughts, feelings, people, places, conversation). 4) Marked increase in anxiety/arousal (difficulty sleeping, irritability, poor concentration, hypervigilance, exaggerated startle response, motor restlessness).

SECONDARY TRAUMATIC STRESS

(Also referred to as: Compassion Fatigue and Vicarious Trauma)

Secondary Traumatic Stress is “the normal and universal response to abnormal (violence-induced) or unusual events (disaster) in which you are not the primary victim.” (J. Yassen in C. Figley, 1995).

Vicarious Traumatization, or VT is the “transformation or change in a helper’s inner experience as a result of responsibility for and empathic engagement with traumatized clients” (Saakvitne, et.al, 2000)

Compassion Stress/Fatigue is the “natural behaviors and emotions that arise from knowing about a traumatizing event ... the stress resulting from helping or wanting to help a traumatized person.” (Figley, 1995)

How do these terms Stress, Burnout, Transference and Trauma differ from STS?

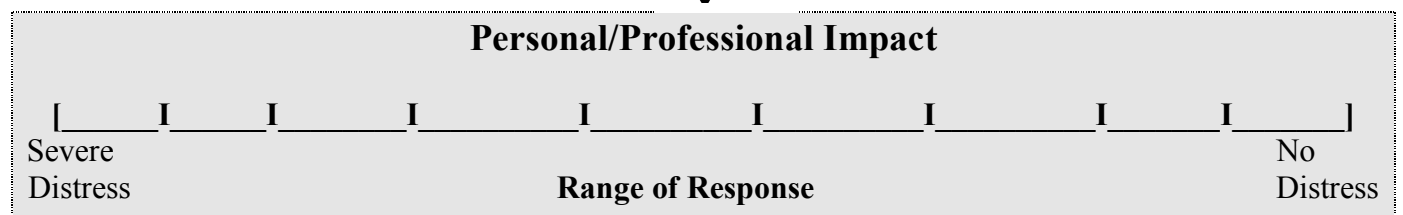
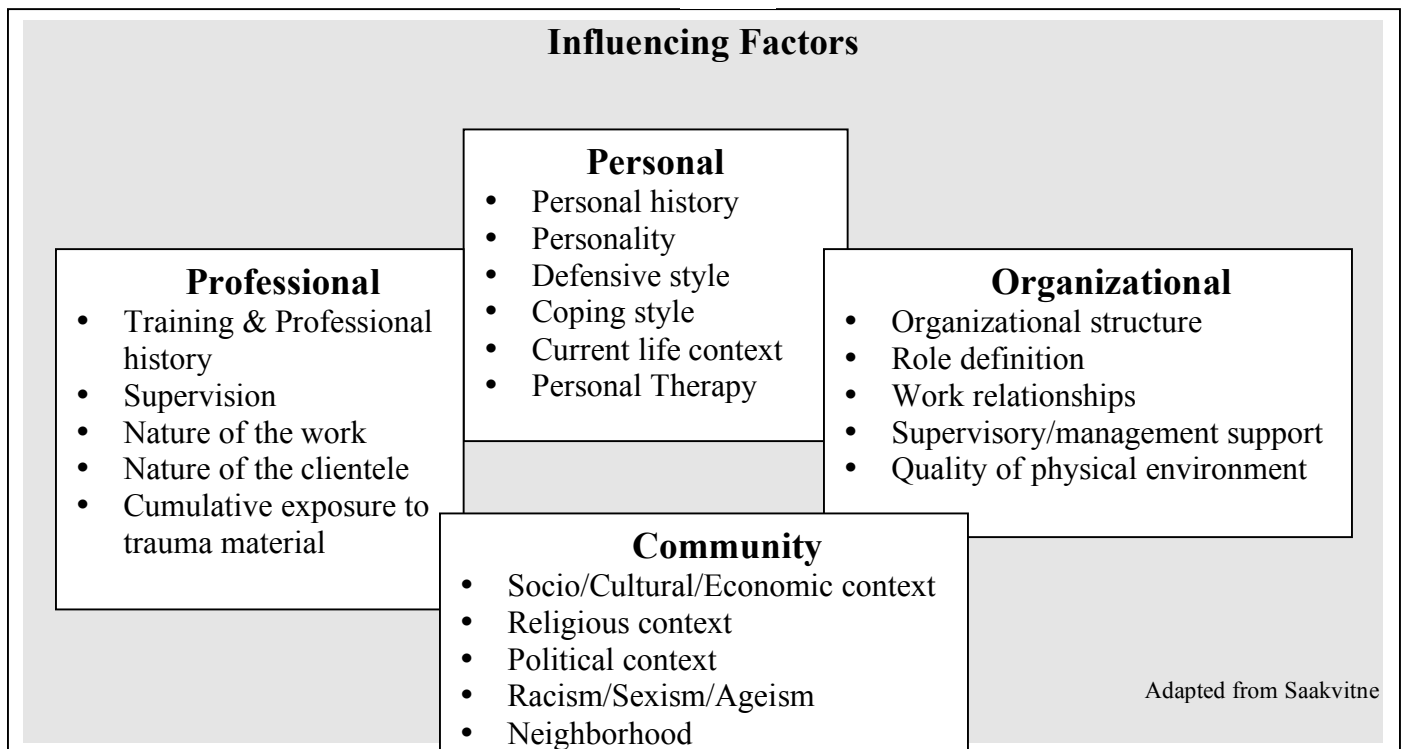
- **Stress** is in the ebb and flow response to everyday demands. Expectations, obligations and just moving from place to place require constant adjustments to particular people and situations. Unlike STS, it does not involve trauma, nor is it a cumulative process.
- **Burnout** primarily has to do with one’s work conditions or job requirements and develops gradually. It is a generalized physical and emotional exhaustion as well as a cynical, negative (even hostile) response to coworkers and the job. STS comes on more quickly than burnout and is more responsive to solutions.
- **Transference** is a reminding of positive or negative historical information or emotion. STS is a response to current day events or situations.
- **Trauma** or traumatic stress has very similar symptoms and reactions as STS, but you are not the primary victim of the traumatic, unusual event.

The Development of Secondary Traumatic Stress

Role
Responsibilities of an advocate



Input
What do you hear? What do you observe?
From the population with whom you work.



Examples of Effects of Secondary Traumatic Stress:

PERSONAL

- Physical:*** • Rapid heartbeat/breathing; Aches and pains; Dizziness; Shock; Sweating; Somatic reactions; Impaired immune system
- Emotional:*** • Powerlessness; Anxiety; Guilt; Anger; Rage; Shutdown; Numbness; Fear; Helplessness; Sadness; Depression; Hypersensitivity; Emotional roller coaster; Overwhelmed; Depleted.
- Behavioral:*** • Clingy; Impatient; Irritable; Withdrawn; Moody; Regression; Sleep disturbances; Appetite changes; Nightmares; Hypervigilance; Elevated startle response; Use of negative coping (smoking, alcohol or other substance misuse); Accident proneness; Losing things; Self-harm behaviors.
- Spiritual:*** • Questioning the meaning of life; Loss of purpose; Lack of self-satisfaction; Pervasive hopelessness; Ennui; Anger at God; Questioning of prior religious beliefs.
- Interpersonal:*** • Withdrawn; Decreased interest in intimacy or sex; Mistrust; Isolation from friends; Impact on parenting (protectiveness, concern about aggression); Projection of anger or blame; Intolerance; Loneliness
- Cognitive:*** • Diminished concentration/self-esteem; Confusion; Spaciness; Loss of meaning; Preoccupation w/trauma; Apathy; Whirling thoughts; Perfectionist standards; Thoughts of self harm or harm toward others; Self doubt; Minimization.

PROFESSIONAL

- Job Performance:*** • Decrease in quality/quantity of workload; low motivation; Avoidance of job tasks; Increase in mistakes; Setting perfectionist standard; Obsession about details.
- Morale:*** • Decrease in confidence; Loss of interest; Dissatisfaction; Negative attitude; Apathy; Demoralization; Lack of appreciation; Detachment; Feelings of incompleteness.
- Interpersonal:*** • Withdrawal from colleagues; Impatience; Decrease in quality of relationship; Poor communication; Subsume own needs Staff conflicts.
- Behavioral:*** • Absenteeism; Exhaustion; Faulty judgment; Irritability; Tardiness; Overwork; Irresponsibility; Frequent job changes.

From Janet Yassen in Figley (1985)

When should you, or your supervisee seek professional help?

Anytime an advocate notices several of the signs and symptoms of secondary traumatic stress (as defined in the handout) over a 3-6 month period, or finds these symptoms to be interfering with personal or professional relationships, they should seek outside professional help. (Your facilitators can help you with a referral or feel free to call the AESP for more information).

ADVOCATE EDUCATION AND SUPPORT PROJECT

WORKPLACE CURRICULUM

PART II

PREPARING AGENCY LEADERS



Welcome to the AESP Workplace Curriculum

We are glad you are joining us in this effort to build staff resilience and reduce secondary traumatic stress in the staff of your agency. After reviewing the attached materials with you, you will be ready to introduce this material and exercises in staff meetings and other venues at your discretion. We suggest these materials be integrated in an ongoing way to build your team, enhance your supervision and sustain and retain your staff.

While agency leadership will initiate this effort, preventing STS is the responsibility of everyone in the agency. To that end, please invite other staff to participate in facilitation and encourage them to bring in their own ideas and activities.

As you begin this process, it is essential for everyone: leadership and advocates to recognize and value the richness of the diversity of the staff. Additional training may be needed to create a full and truly respectful and culturally competent environment. This must be an ongoing process, for without constant attention to these issues the agency cannot flourish.

Throughout the Curriculum we have made choices about language that we feel are respectful of staff & survivors. We use s/he & her/his throughout, as well as client for victim/survivor. We also made the decision to refer to all staff as advocates, since that term covers the widest range of staff and describes us all at heart.

Thank you for joining us in this exciting initiative and good luck!

Best,

Katherine Manners and Lisa Tieszen

617-667-8239

kmanners@bidmc.harvard.edu

617-667-8241

ltieszen@bidmc.harvard.edu

***ADVOCATE EDUCATION AND SUPPORT PROJECT
WORKPLACE CURRICULUM***

***PART II
PREPARING AGENCY LEADERS***

Goals:

Help agency staff integrate knowledge of and response to Secondary Traumatic Stress (STS) into agency culture.

Objectives:

- ❖ To develop agency-specific strategies that will reduce the incidence of STS in staff.
- ❖ Agency director and/or leadership designate co-facilitators from their staff to carry out the ongoing training.
- ❖ Assist agency leadership in determining the best way to integrate this material into ongoing efforts.
- ❖ Assist Leadership in setting timing and priorities.

❖ Advocate Education and Support Project
PART II

TABLE OF CONTENTS

1) SETTING LIMITS, CREATING BOUNDARIES

(With Clients, Coworkers, Agency work, Community)

- *Self Assessment for Personal and Professional boundaries –Survey*
- *Role and Relationship- Discussion*

2) PEER SUPPORT / TEAM BUILDING / TRUST BUILDING

- *Survey*
- *Exercises*

3) SUPERVISION: client, peer, supervisor, STS

- *Supervision Survey*

4) WORKPLACE ENVIRONMENT AND PRACTICES

- *Survey and discussion*

5) AGENCY IN AGENCY

- *A Sunny Day*

6) SAFETY

- *Brainstorm Discussion*

7) SECONDARY TRAUMATIC STRESS

- *Consultation*

8) PERSONAL AND PROFESSIONAL MEDITATION

- *Some exercises/ideas*

I. Setting Limits, Creating Boundaries (with clients, co-workers, agency, & community)

Being clear about one's professional boundaries is not only important for the advocate, but is essential for the relationship with the client, co-workers and agency. There is a beginning and end to the job, to the day, to the energy of each advocate— this needs to be recognized by the advocate, co-workers, agency and client. The goal of this section is to work together as a staff on identifying and setting limits and boundaries.

A special note on the advocates role: it is important for the advocate to be clear about the parameter of his/her role. This clarity will help the advocate and client in establishing their working relationship. Without clarifying one's role, the advocate may appear to be more of a friend or confidante than s/he may wish. This can be confusing to the client and the work.

An advocates culture and family experience will impact his/her relationship with clients. It is important for the advocate to be attentive to how s/he is perceived by the client and be in discussion with the supervisor by how these factors may be influencing the relationship.

The advocate & client work *together* toward the goals that they have set out to accomplish. While the advocate has a particular role with the client, a role in which s/he has more power, authority, and knowledge, this does not mean that the advocate uses this power *over* the client. It does mean, however, that the advocate has the responsibility to maintain the focus of the work and to insure that all aspects of the helping relationship are in the service/best interests of the client.

Self Assessment for Personal and Professional Boundaries

Goal: Identifying boundary issues in the agency - Identifying solutions, allowing for all voices to be heard.

Part I

Directions:

Share in pairs, or as a group, where you are able to set limits, and where you are challenged, professionally and/or personally – and where you have questions about these boundaries.

Include:

- **Boundaries with clients**

Spending more time than you have
Sharing your cell/home phone numbers
Giving rides
Giving/getting gifts
Giving money
Personal sharing

- **Boundaries with colleagues**

Coverage
Picking up the slack for others
Confidentiality
Dealing with negativity

- **Boundaries with supervisors or agency**

Working beyond your job description
Working beyond contracted hours
Working without proper training

- **Boundaries with community**

Being seen as representing “the cause”
Living and working in the same community

*Consider: The impact that **your culture** and your family has on your view of boundary setting.*

*Consider: The impact that **your agency culture** has on your view of boundary setting.*

Part II

Each pair will identify two boundary weaknesses and then strategize ways in which the agency could be more proactive in helping staff to maintain boundaries.

Option 1 – Bring these suggestions back to larger group for discussion and action planning.

Option 2 – Deliver suggestions anonymously to leaders for management review and action planning. Managers will present solutions at future meeting.

Option 3 – Staff bring suggestions to small work groups/teams for discussion and action planning. They bring suggestions to future staff meeting.

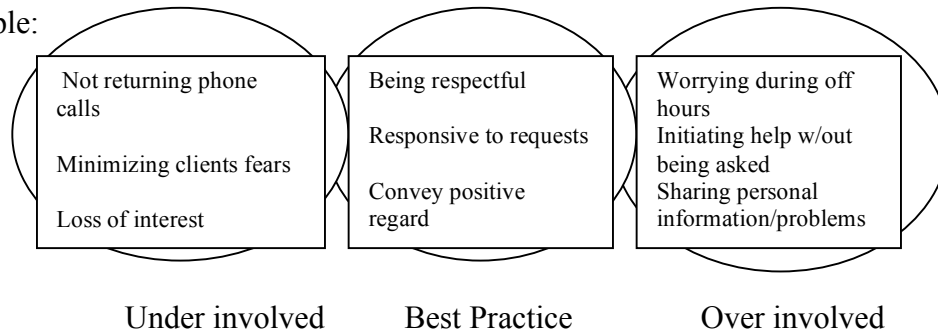
Closing discussion in large group: What was this exercise like?

ROLE AND RELATIONSHIP: Best Practice Exercise

Working with clients who have been traumatized is challenging, compelling, exhausting, and exhilarating. At the core of this work is our relationship with our clients. The work that we do must always be focused on what is in the best interest of the client. By this we mean that our relationship is a professional one in which we always consider first what the client needs, not what we need.

In considering our relationships with clients, it is useful to think of a continuum of under- and over-involvement, with best practice as the goal.

Example:



Consider both **role** and **space** on the continuum: under-involvement, over-involvement, best practice. See if you can come to consensus on each of these, developing the team/staff models of best practices. The leader may need to give examples to help the staff engage in the process. Be sure to include the following:

A. Role

- i. **Best practice discussion:** What does under-involvement look like? (distant? Unresponsive?) What about over-involvement? (Doing too much for the client? Relating more as a friend than client?) Help staff to understand the importance of clarity about his/her role with clients, i.e., what you do, how you do it, when and for how long you do it. The discussion of one's role with one's clients is important and useful, especially at the beginning of a working relationship.
- ii. **Differences/Diversity:** Some differences are external and visible to our clients, some are not: Race, ethnicity, gender and gender identity, sexual orientation, immigrant status, physical ability, religion all inform who we are and how we orient to the world. It is important to recognize that these differences inform our relationships with clients: they may create a closer bond, and/or sense of obligation, or they may not. For discussion: Consider your work: what relevance does your [_____ i.e. ethnicity] have on your role and relationship with your clients?
- iii. **Discuss role of personal sharing/disclosure:** Help staff to consider when/why personal sharing is happening. Is the advocate sharing because s/he believes it will be helpful to the client/survivor's healing or because s/he needs to talk about her/his issues? Agencies vary on their stance about personal disclosure. Some

agencies hire survivors with the express wish for staff to share their stories; others prefer for staff not to do so, and may find it unprofessional. Personal stories of healing can be shared in the third person, as well, so as not to be too revealing. While personal disclosure can provide the client with hope, it may also create an expectation within the client that s/he needs to follow the advocate's path or else will be considered a failure. Other problems with personal disclosure include client feeling the need to take care of the advocate; the client may interpret the sharing as a step toward a more intimate relationship; the client may rely too much on the advocates experience to guide her own. These may negatively impact their relationship.

- iv. **Discuss how the advocate makes decisions regarding the client.** This process involves the needs of the client, the role of the advocate, agency rules, and state mandates. For example, the advocate is worried about the safety of a client's child. The advocate likes the client and they have a good relationship. She is worried that by filing a 51-A, she will alienate the client and their relationship will be lost. With these conflicted feelings, she has decided not to speak with her supervisor. Might she be over-involved? What would be the best practice here?
- v. **Feelings/Reactions:** Discuss what it feels like to set a limit with a client (and the client's reaction to that limit-setting). Obviously clients do not always respond positively and it may be difficult for the advocate to experience this reaction. Staff might want to role play a negative experience with this and the group could process it. An example might be an instance where a client invites the advocate for dinner to her new home and the advocate declines (because of agency policy and/or her own discomfort). The client becomes angry and challenges the advocate by asking if she "...thinks she is better than I am". What might be the best practice in this situation?

B. Space

- 1. **Physical space:** Discuss staff's comfort/discomfort with physical closeness and distance with clients (one's own comfort level along with what the client needs/wants; respecting client's culture/religion, as well as one's own). This discussion provides an opportunity to learn more about other cultures & religions. Invite staff to share from their own experiences, and what they have learned in their communities and cultures. Consider best practice here—which may be responding uniquely to each client, rather than a "fixed" practice or stance.
- 2. **Physical Contact:** Consider best practice with physical contact. This may be a fixed—no touch—agency standard or may be individually (staff with client) determined. Discuss what physical contact could be appropriate and what it might mean. Be aware that traumatized clients may be re-traumatized or frightened by close proximity of any kind. Physical closeness or touching may also be misinterpreted by clients, as a sexual advance. Discuss how culture or religion may play a role. Open up discussion about these issues, reinforcing for participants that the agency's rules/mandates take precedence and then personal

ethics/values/feelings. Any physical contact must be in the best interests/service of the client.

2. Peer Support and Team Building

Having an effective team atmosphere with a high level of peer support has been shown to be one of the most effective deterrents to the development of burnout, secondary traumatic stress and staff turnover. Essential characteristics of an effective team are listed below. Using the attached survey, review these with your management team, worker teams or with the entire staff to identify where the strengths and weaknesses of your teams may lie:

- ❖ High level of interdependence among members
- ❖ Leader has good people skills and is willing to contribute
- ❖ A relaxed climate for communication
- ❖ Members develop mutual trust
- ❖ The group and individuals are prepared to take risks
- ❖ Group is clear about goals and establishes targets
- ❖ Member roles are defined
- ❖ Members know how to examine errors without personal attacks
- ❖ The group has capacity to create new ideas
- ❖ Each member knows s/he can influence the agenda

▪ *The Leaders Institute*

Below are listed a variety of team-building activities/exercises that can be implemented in the workplace or on retreat days at the agency's discretion.

Fostering and acknowledging success

- Success Stories (see *)
- Ultimate Team Member (attached)
- Staff Appreciation Day
- Co-worker group appreciation letters (see *)
- Celebrating coworkers honors/recognition

Having fun

- Potluck meals
- Outside retreat
- Outdoor activity, i.e. ropes course, softball game, nature walk, etc.
- Group needs me because... (attached)

Sharing in struggle and sadness

- Creating forum for expression and support
- Join others in recognizing personal losses, struggles

Emphasize Collaboration and Team work

- Reach out and Touch Someone (attached)
- Newspaper shelter (attached)
- Please pass the clay... (attached)
- Co facilitate groups and presentations as much as possible
- Assign tasks to pairs and small groups as much as possible

Essential Characteristics of a Successful Team

Please mark on the scale below where you feel your teams' strengths and weaknesses may lie... (0 = very weak or absent; 10 = very strong)

High level of interdependence among members

0 1 2 3 4 5 6 7 8 9 10

Leader has good people skills and is willing to contribute

0 1 2 3 4 5 6 7 8 9 10

A relaxed climate for communication

0 1 2 3 4 5 6 7 8 9 10

Members develop mutual trust

0 1 2 3 4 5 6 7 8 9 10

The group and individuals are prepared to take risks

0 1 2 3 4 5 6 7 8 9 10

Group is clear about goals and establishes targets

0 1 2 3 4 5 6 7 8 9 10

Member roles are defined

0 1 2 3 4 5 6 7 8 9 10

Members know how to examine errors without personal attacks

0 1 2 3 4 5 6 7 8 9 10

The group has capacity to create new ideas

0 1 2 3 4 5 6 7 8 9 10

Each member knows s/he can influence the agenda

0 1 2 3 4 5 6 7 8 9 10

***Success Stories-**In pairs, advocates will take turns describing a particular professional moment in which they felt they were at their best – that they were acting exactly as the competent, intelligent and compassionate advocate they aim to be. The first advocate will speak for 3-5 minutes without interruption. Her/his partner will then provide feedback about what s/he heard and how s/he thinks about this advocate’s success (2-3 min). Switch roles. Then come back to the larger group for reflective discussion about the exercise: What were the traits and qualities you heard from your partner? How was it to speak about yourself so positively? How was it remaining silent? (20 minutes total)

* **Group Letter:** Have each participant select a piece of colorful paper and put their name at the top (could decorate if time allows). Tape the papers to wall. Participants move around the room to write on each paper a positive messages/attributes/gifts received from that person – for members to keep.

Team Building Exercise: Reach Out and Touch Someone

- Objective: An exercise in group affirmation and teambuilding
- Group size: 15 or more
- Time: 45 minutes or more depending on the group size
- Materials: Touch someone worksheet.
Optional: Space for participants to safely lie down on the floor.

Instructions: This exercise should be done with a group that has worked together for a while as a way of affirming each member's contributions. The facilitator will instruct each of the participants to sit down on the floor (if able) with their eyes shut. Once everyone is comfortable the facilitator will tap 3-7 individuals to open their eyes and stand up. Once standing they will be instructed to tap (on the shoulder, arm or back) the individual that the "someone" statement most pertains to. Once the facilitator has read through several statements the tapped individuals will resume their positions sitting on the floor with eyes closed and the next group will be tapped. This will continue until all members of the group have had the opportunity to *reach out and touch someone*.

Some Suggested Processing Questions:

1. How did this activity make you feel?
2. How important is it to affirm the contributions of group members?
3. How did you feel when someone touched you?
4. At the beginning of this exercise you felt ____, now you feel ____?
5. What are some other ways to affirm each other?
6. What if any are some "someone" statements that you wished had been said? Would you like to recognize a few of those who you would have touched had that statement been read?

The Leadership Center at Washington State University

Reach Out and Touch...

- ❖ Someone who makes you laugh
- ❖ Someone you wish you knew better
- ❖ Someone who is a leader
- ❖ Someone you admire
- ❖ Someone who has taught you something important
- ❖ Someone who has shared a secret with you
- ❖ Someone who is a friend
- ❖ Someone you trust
- ❖ Someone you respect
- ❖ Someone who really leaves out loud
- ❖ Someone who is a good listener
- ❖ Someone who had helped you when you need it most
- ❖ Someone who can rally brighten your day
- ❖ Someone you can depend on
- ❖ Someone who really carries the team
- ❖ Someone who has made you try harder
- ❖ Someone who has inspired you
- ❖ Someone who s fun to be with
- ❖ Someone you have told a secret with
- ❖ Someone who has touched your life
- ❖ Someone who gives it their all
- ❖ Someone who has given you good advice
- ❖ Someone who is very special to you
- ❖ Someone who is very strong
- ❖ Someone who does a good job
- ❖ Someone who challenges you
- ❖ Someone who shows compassion
- ❖ Someone who you appreciate
- ❖ Someone you believe in
- ❖ Someone who has recently done something nice for you
- ❖ Someone with values that you admire
- ❖ Someone with a good sense of humor
- ❖ Someone with dreams and ability to make them happen
- ❖ Someone who is creative
- ❖ Someone with good ideas
- ❖ Someone reliable someone who is patient
- ❖ Someone who is forgiving
- ❖ Someone who represents the group well

The Group Needs Me Because...

Objective: Cooperative energizer. This exercise brings out humor and competitiveness, together with team spirit.

Materials: None

Time: 2 minutes per person plus 10 minutes preparation and processing

Instructions:

1. Give participants five minutes to write down three reasons why they believe that the organization needs them.
2. They should then be asked to individually walk around the room shouting out these three reasons with commitment and belief.
3. As the individual is presenting his/her reasons, the other participants each give a maximum score of 20 points each for
 - a. Creativity
 - b. Humor
 - c. Conviction

The winner is the one with the highest total.

Alternative:

- Group the members into pairs. Have each pair brainstorm 3 reasons each why they believe the organization needs each one of them.
- Each member then follows the directions from above shouting out these 3 reasons about their partner with commitment and belief.

Suggested Processing Questions:

1. How did this activity make you feel?
2. Were you surprised at the response you received from the crowd?
3. Prior to this activity, had you shared your reasons why you are an asset to the group with anyone?
4. How did it make you feel to reveal to others why you feel that you are a needed part of the group?
5. Do you now have a better sense of others after hearing their personal reasons?
6. Were you surprised at any of the presentations?
7. Do you feel that you have displayed your commitment to the group in doing this?

Adapted from: The Leadership Center at Washington State University

Newspaper Shelter

Objective: To allow for observation of team interaction while exploring communication skills, cooperation, planning and having fun.

Create: 2-3 Teams

Materials: Newspapers and making tape.

Instructions:

The group is told they are stuck in the desert or on a deserted island. They have to build a structure that is free standing and will protect the entire group from the sun.

They have 20 minutes to plan how they are going to build the structure. After the 20 minutes they have 20 minutes to build the structure, but they cannot talk during the building phase.

Suggested Processing Questions:

1. What worked during the process? What hindered the process?
2. How did you plan your structure?
3. What roles emerged during the process? Was there a leader?
4. Did everyone have an active role?
5. How did it feel to not be able to talk during the building phase?
6. Did you work as a team? How do you know?
7. What did you learn about yourself and your organization during this exercise?

Facilitator Notes:

Take care not to set this exercise up as a competition between teams. They will probably assume it is, but one interesting question you can ask is why the teams did not work together to build the shelter.

Please Pass The Clay...

Objective: To work as a team to build a clay structure

Materials: Whistle or noise maker
Clay, Playdough, or another type of sculpting material

Instructions: Break the group up into teams of 2-6 members each and give each team a large lump of clay. Each team must sit in a circle so that they can easily pass the clay around. Start with one team member holding the clay. The leader shouts out an object, scene or something else that can be made out of clay (some ideas follow), on the “go” signal the first person begins to build as fast as they can. After a few seconds the leader blows the whistle and the clay must be passed to the next person who picks up where the first person left off. Continue in this manner with the leader frequently blowing the whistle at irregular intervals. On the “stop signal, the person holding the clay must set it down. At the end of each round allow each group to show their creation to the rest of the group, with any description or story they want to make up about it. You may do several rounds of this fast-paced game with a different person starting with the clay each time.

Sculpture ideas:

- A bus stop
- A popcorn stand
- A clown
- A barn with animals
- A plate of spaghetti with meatballs
- A musical instrument

Discussion Prompts:

1. Would this task have been easier or harder if you were by yourself?
2. Does being on a team make life easier or harder for you?
3. Did some of you get more time with the clay than others? How did this make you feel?
4. What is the advantage of being part of a team? Are there any disadvantages?

Variation:

- Give each person a different color of clay that they must add to the sculpture as they get it.
- Have the first person start making something of his or her choice without talking. The next person has to continue the original sculpture when the whistle is blown. The group can’t talk but tries to create something by the time everyone has had a turn with the clay.

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Ultimate Team Member

Objective: For each person to share with the group their individual strengths and positive traits that contribute to the overall success of the group.

Materials: Large sheet of paper
Writing paper
Pens or pencils
Marking pens

Instructions: Break the group into smaller groups of four to eight. Give each team one large sheet of paper, some writing paper, marking pens and a pen or pencil. Instruct the groups to make the “ultimate team member” by combining all of their best traits into one imaginary person. They need to give this “person” a name and draw a picture of him/her on the large sheet of paper with different attributes labeled. Then the group needs to write a story about this person. The story should highlight all of the amazing things their imaginary person can do with all of the awesome characteristics s/he has been given. Allow time at the end of the group time for each team to share their person and to read their story.

Suggestion Discussion Prompts:

1. If one person had all of your best traits would s/he be much better than any one person in your group?
2. How can you as a group member contribute to the team?
3. How does working as a team make things easier for each person?
4. What can you do as a team that you can't do by yourself?
5. What other attributes do you think you have to contribute to the team that was not mentioned in your story?
6. What other attributes do others in your group have that were not mentioned in your story?

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3. Supervision

Quality supervision is another way that the agency enhances performance and protects the staff from experiencing Secondary Traumatic Stress (STS) and burnout. Regular supervision with a trusted, respected, experienced advocate and/or clinician, allows the advocate to review her/his work, discuss other business, as well as talk about the impact of the work.

Accessibility, consistency and quality, rather than quantity, are the most important factors.

Supervision Survey

Listed below are key aspects of a quality supervisory relationship.

Step 1: Please look this over with the other managers and consider the management structure that exists currently in your agency. What do you think is working? What do you think needs to be modified? Are you all clear on how supervision is being provided? Do all staff have access to supervision? If not, how can you remedy this? If you are a supervisor and a supervisee, look at this survey twice, from both roles.

Step 2: Discuss this material with your supervisees. (Pay attention to the comfort level of your staff in talking with you about this material). You may choose to share the material below (also provided as a handout on the next page) or have a less structured conversation. Does your assessment of current supervision match your supervisee's? Where is it similar? What is different?

- Meet regularly
- Build trusting, mutually respectful relationship
- Confidential & respectful of privacy
- Express openness
- Acknowledge negative impact of trauma work-take STS seriously
- Availability, flexibility and responsiveness.
- Cultural competency within the agency

Step 3: Consider, with the other managers, whether there exists a standard supervisory practice within the agency. If yes, is the standard practice acceptable? What, if anything, needs to change? If there are different practices throughout the agency, is that good or is it a problem? What, if anything, needs to change? What mechanisms are in place to address problems in the supervisory relationship?

Supervisory Survey

Please think about the structure & quality of your current supervision. After you complete this survey, you will discuss with your supervisor.

1. Supervisory Structure: (check all that apply)
Scheduled: Individual Group Peer
On-the-fly: Individual Group Peer

Meetings are regular and consistent yes sometimes no
Meetings are irregular and are often cancelled yes sometimes no

This works/doesn't work for me because:

2. Out of 100%, how much of your supervision is:

Programmatic/Administrative Clinical

This works for me I wish it were more like this: Prog/Admin Clinical

Because:

3. We have a trusting, mutually respectful relationship in which I can discuss the work-related issues that I need to discuss yes sometimes no

What makes this so:

4. I find my supervisor to be open to the issues I bring as well as to new ideas:

yes sometimes no

5. S/he acknowledges and discusses the impact of the work on me:

yes sometimes no

How:

6. S/he is flexible & accessible. yes sometimes no

How does s/he make this known?

8. I feel comfortable speaking with my supervisor about issues of oppression (i.e. racism, homophobia, able-ism, etc.) that present in the workplace.

____yes ____sometimes ____no

If no, what steps can you take to address such issues within the agency?

9. My supervisor is available to me in crisis situations.

____yes ____sometimes ____no

This works/doesn't work for me because:

10. Your agency maybe one in which survivor status is never discussed. Therefore your response to this question may have more to do with the culture of your agency than with your relationship with your supervisor:

My supervisor is aware of and sensitive to my status as a survivor of violence/trauma.

____yes ____no _____ not applicable

4. Workplace Environment & Practices

Advocates may spend up to 40-50 hours each week in their office/cubicle/area, responding to the needs of clients/colleagues/agency as a whole. The physical setting as well as policies and practices all play a role in how the advocate feels about the job and the agency's mission and work.

While certain aspects of the work environment may be set (i.e., the location of the office, budgetary limitations, overarching institutional regulations), attention can and must be paid to the areas that are open for modification.

The ability to be flexible plays a significant role in enhancing one's resilience. By allowing staff some leeway in scheduling or in role, they may feel empowered to do more and be more creative.

Work Place Practices Survey

Part I

On the following page is a survey of a variety of workplace practices. Staff can fill these surveys on their own, in pairs or in small groups. Staff should be directed to consider those issues marked with 4's and 5's as opportunities to strategize improvement or policy change. After completing the survey, pairs or small groups return to those items and develop creative strategies to improve these practices.

Part II

Option 1 – Bring these suggestions back to larger group for discussion and action planning

Option 2 – Deliver suggestions anonymously to leaders for management review and action planning. Managers will present solutions at future meeting.

Option 3 – Staff bring suggestions to small work groups/teams for discussion and action planning. They bring suggestions to future staff meeting.

WORKPLACE PRACTICES

Please consider the following practices and rate on the scale how you think the agency performs in this particular area.

How are we doing?

Practice	Great 1	2	3	4	Needs Attention 5
1. Role					
Task Variety					
Rotating on call or other less agreeable tasks					
Back up / coverage – real and available					
Clear lines of authority					
Clear lines of support					
Role flexibility within personal interests					
Ability to move within agency					
Regular expectation of working beyond hours (i.e. on-call, community events, etc.					
Comments:					
2. Job Descriptions					
Descriptions are prepared for all jobs					
Relevant and clear					
Do-able					
Reviewed annually by staff and supervisor					
Regularly expected to carry others' job descriptions					
Comments:					
3. Flexible Time					
Vacation					
Family/Medical Leave					
Sick Time					
Comp Time					
Comments:					
4. Opportunities for Education and Training					
Money for outside conferences					
Time for outside conferences					
Encouragement to present internally/externally					
Sufficient training for new employees					
In-services					
Team building activities, staff retreats					
I get the training I need to take on new tasks					
Comments:					

Work place Practices, continued	Great 1	2	3	4	Needs attention 5
5. Compensation and Benefits					
Adequate salaries					
I work more than one full time job to make ends meet					
Regular raises					
Equity (i.e. salaries seem to match experience and job level)					
Adequate benefits					
Money or comp time given for extra hours worked					
Comments:					
6. Physical Environment					
I have a designated workspace					
I have access to phone/computer, etc					
Workspace is comfortable and private					
Workspace feels safe					
Workspace is clean and in good repair					
Comments:					
7. Funds and resources for clients and workplace					
I have access to petty cash/emergency funds for clients					
I often give clients money, rides, help out of my own pocket					
The agency has access to resources for clients' basic needs					
My agency is creative in responding to clients' needs					
I feel pressure to contribute to workplace events, i.e. farewell parties, showers, birthday, etc.					
Comments:					
8. Valuing Diversity					
My experience & background are welcomed, respected and included.					
Disparaging comments about staff or clients are not tolerated.					
I feel comfortable raising issues about my experiences and/or my community(ies)					
Accommodations have been made for me, as needed.					
Comments:					

5. AGENCY WITHIN THE AGENCY

SHARED POWER / VOICE WITHIN AGENCY

Each staff person needs to feel safe in expressing her/his ideas and opinions. Further, s/he needs to know that her/his voice will be heard and have an impact on decision-making. Distinct personality styles and backgrounds affect how staff express themselves and managers need to listen in a variety of ways to these expressions. Learning how to encourage staff to participate in agency discussions can be a painstaking process, however, it is essential. If one staff does not feel comfortable or heard, the reverberations can be felt across the agency. Finally, the agency will benefit from developing collaborative decision-making processes, as much as possible. This is another way in which staff truly are contributing and feel included in agency operations and successes.

Recognition of a Sunny Day

This exercise illustrates differing styles of communication, participation in process and ability to collaborate. Each staff person is assigned a character “type” during this mock staff meeting that will attempt to enact a new policy for the agency. In Part 1 of the exercise, the Director or manager will attempt to run the meeting as usual, trying to draw out the voices and opinions of each participant. In Part 2, staff will reflect on their roles and experience and brainstorm possible solutions or strategies for their character that will enable all voices to be heard.

Directions:

Part 1: With all staff assembled, the facilitators will inform them they will be participating in a role play that illustrates differing styles of communication, participation and collaboration as one member makes a suggestion for an agency policy change. The “character types” are handed out randomly and privately. The facilitator opens the meeting, staff enact their roles. Role play is brief: 15-20 minutes.

Suggested policy change: Recognition of a Sunny Day.

Part 2: Facilitator(s) end role play and lead a group discussion about their experiences. Staff will be guided to consider their obstacles to communicating in their role. Brainstorm solutions and strategies that encourage respect, participation and collaborative communication – record these for future guidance.

Suggested questions for discussion:

- What was your experience enacting your “character type?”
- Did you manage to make your voice heard?
- What were your particular obstacles to making your voice heard?
- Did you feel that everyone’s voice was included?
- How can we ensure that staff feel respected and encouraged to participate in a collaborative conversation?

Character Types:

You start the meeting by proposing the new policy that the agency will from now on, hold a formal “Recognition of a Sunny Day”. That staff will be released from work for 10 minutes to recognize the sunny day in whichever way they choose to recognize it.

You think this is a great idea and are fully in support of it. You like to speak in large groups.

You are a brand new staff member. You think this is a great idea and are fully in support of it. You are a little shy about getting involved.

You aren’t sure what to think about this idea, but have a lot of questions about it and need lots of time to think about it, maybe a couple of days.

You are so unsure of how you feel about this issue that you find yourself agreeing with whoever is talking.

You think this is the stupidest idea you have ever heard. But you don’t want to say that because you don’t want to hurt anyone’s feelings.

You have been working here for 20 years and think this is the stupidest idea that you have ever heard. You want to persuade everyone of this.

You have an allergy to the sun, but you are unsure of whether or not you feel comfortable sharing this in the group.

You are aware that others of the staff may have “sun-issues” yet might not speak up for themselves.

In the past couple of years, you have discovered that sunny days have really helped you maintain your health, well being and happiness. You think that the agency has an obligation to take care of the staff in this way.

You belong to a sunny day recovery group – you are unsure of whether or not you feel comfortable sharing this in the group

You are easily intimidated by stronger voices and opinions. You find it difficult to put your thoughts into words in this moment.

English is your second language and you are not sure what the meaning of this policy change is – but you don’t want to feel foolish or ignorant by asking.

You are so busy with all the work you have to do – you barely have time for a bathroom break.

6. SAFETY

(Personally; with clients; in your agency and in your community)

Feeling safe or unsafe at work has a powerful impact on staff. Safety—freedom from danger—can be experienced on many levels. Having the opportunity to discuss the range of ways that staff feel in danger or unsafe can provide managers with new ways to support staff and alter agency practices.

Safety Discussion

Pose the question: “What comes to mind when you think about safety at work?”

Use newsprint to write up the areas that staff raise when asked about Safety.

You could then explore each of the topics as they make sense, in that session or in another. Here are some examples:

Workplace environment: You may have covered this sufficiently in Workplace Environment & Practices discussion. However, see if any additional staff are speaking up or raising issues here.

You will also want to raise issues of racism, ageism, ableism, homophobia, or other oppressions. These issues have been woven in throughout the discussions. However, your agency may have a particular blind spot for managers, or an issue that has been presented by a staff person, or you have heard about vaguely. We encourage you to pursue this, and to request outside consultation, if needed.

“Feeling safe” or “feeling abused” are loaded terms in a survivor services organization and must be considered very seriously. Be alert to the use of this type of language by one or more advocates. Approach them openly and work to understand, one on one, what that individual means. The two of you may decide, along with other managers, that this needs to be discussed at a team meeting. What would increase your safety in the workplace?

*For more, see Work place practices section

Relationship with clients: Advocates focus on providing all clients with consistent and high quality advocacy and other services. At times, the advocate might feel uncomfortable around a client because that client is pushing boundaries on intimacy or space in a way that leaves the advocate uncomfortable. The advocate might also feel uncomfortable, even a bit frightened of a client by something s/he does, says, or simply by his/her presence. Encourage the advocate to pay attention to this perception and talk with her/his supervisor. Any feelings of being unsafe need to be taken seriously. Even if the manager/supervisor believes the client to be of no risk to staff, that advocate’s feelings need to receive a respectful response and potentially some safety planning. A client’s story and/or personality may trigger an advocate’s own experience of trauma.

If, for whatever reason, an advocate does not feel safe with a client, consider transferring the client to another advocate, or having the advocate “share” the work with another staff person. What would increase your sense of safety?

*For more see section on Setting Limits, Creating Boundaries

Relationship with colleagues: Feeling safe and respected by colleagues is an important component of the overall functioning of an agency. A strong and supportive peer atmosphere can contribute to an advocates' sense of safety. An atmosphere that is unsupportive, "clique-y", critical, judgmental or where confidences are broken is not safe. Examine these issues as they arise, but also lay the groundwork everyday for safe, team development. What would increase your sense of safety?

*For more see section on Team Development

Relationship with supervisor/managers: While addressed in the Supervision section of this manual, you may want to consider another discussion about the ways that senior staff (including one's own supervisor) help advocates to feel safe and accepted. Feeling safe means being able to express one's opinion and ideas without fear of reprisal; consider this aspect again, as it is important. Feeling safe is also the ability for the advocate to share where s/he may be feeling unprepared, unsure or untrained without fear that s/he will be considered incompetent. What would increase your sense of safety?

*For more, see section on Supervision

AESP Peer Consultation Guide

How to structure a peer led STS consultation meeting

Goal:

Provide opportunity for group participants to present experiences of secondary traumatic stress in their work and develop strategies to minimize the impact.

The consultation process in the AESP group is distinct from case consultation on the job. Instead of a client centered focus on what to do on behalf of a client, what resource is optimal, or whether you made the right decision in your work with her/him, you will focus in on YOUR experience with the client. We mean to help you better understand your reactions resulting from your work with the client and her/his trauma. In some situations, a specific traumatic incident may be particularly disturbing to you. In others, the client's reactions may puzzle or confuse you. By better understanding the ways that a client's traumatic experience affects you, you may be better able to take care of yourself, better able to assist your client and better able to anticipate your response to a similar incident in the future and to prepare yourself.

Your homework: Consider a client, situation or encounter that was particularly disturbing, has "stuck with you" for some time or gets "triggered" or lingers in your thoughts. You may understand perfectly why this person/situation/case "gets to you", or it may not be so clear. But what is clear is that you end up thinking about this case often and when you do, it may affect you in a variety of ways. You may feel more worried or unsafe; you may worry more about the other people you help; or you may get angry with your coworkers or the failure of "system". Consider all aspects of the situation and use these questions below as a helpful way to frame your presentation to the group.

- Provide a brief description of a situation or case that is troubling you. It may be current or in the past.
- What are you noticing about how this situation may be affecting you personally and professionally? Describe and give details to the group.
- Think about what you have tried, or what gets in the way of you trying to improve the situation.
- Discuss what you experience as the most difficult part of this situation
- Consider the role your supervisor/agency plays in your feelings/responses to the situation. If they play no role, why not?

Non-presenting group members will listen for signs of Secondary Traumatic Stress and provide feedback to the presenting advocate. They may also monitor and note their own STS reactions to the presentation.

Presentations can be limited to 20-30 minutes each or longer depending on the needs of the group and the presenter. Facilitators should plan this prior to getting started.

Facilitators may want to list the following in preparation for this session on newsprint to guide the group in the consultation process:

- Description.
- Personal and Professional effects.
(Optional: As a reminder, you may choose to list out the categories):
 - *Physical*
 - *Psychological*
 - *Spiritual*
 - *Cognitive*
 - *Behavioral (personal and professional)*
 - *Interpersonal (personal and professional)*
 - *Job performance*
 - *Job morale.*
- Roadblocks.
- The most difficult part
- Supervisor/Agency Role.

AESP Consultation

Example:

When working intensively with a sexual assault survivor who is your age and seems like someone you could easily befriend, you might find yourself affected, and/or coping, in a variety of ways.

Presentations should include:

1. Personal Impact (physical, psychological, spiritual, cognitive, behavioral, interpersonal)

- You are anxious, actually feeling frightened of being assaulted when walking to the T.
- You can't sleep, all you do is review what has happened that day in court.
- You find yourself unable to get close
- to or be intimate with your partner, because you are flooded with the images of the assault.

2. Professional Impact (Behavior, work relationships, job performance, morale)

- You focus in on work, reading all you can about sexual assault and prior cases, in an effort to do your best for your client. You cannot tolerate interruptions and find yourself becoming irritable with and withdrawing from colleagues and getting angry about their flippant attitudes.
- This case was the last straw, you are feeling so overwhelmed by the number of serious cases you have that you dread coming to work. You find yourself coming in late and calling in sick.

With the group members observing, the facilitator will lead the presentation using the question format presented on the proceeding page. The presenting advocate will respond and provide information regarding the personal and professional impact of this case. On newsprint, the facilitator will record significant symptoms or effects.

The advocate is free to include any of the following information that would be considered “Contributing Factors” to the development of STS. The advocate may also practice discretion and determine what may be too personal to share. For example: the advocate may not want to share that her roommate was raped in college because that information may be too difficult for her.

Contributing Factors:

- **Personal:** Your roommate was raped in college.
- **Professional:** Your supervisor has recently left the agency.
- **Organizational:** You share an “office” that is actually a converted closet, with 2 co-workers.
- **Community:** There has been a rash of house breaks in your neighborhood over the last 6 months and everyone is feeling nervous.

STRATEGY SESSION:

Following the gathering of information by the facilitator, the larger group then joins in developing concrete strategies for this advocate in order to minimize their symptoms of STS. Facilitators will divide a fresh piece of newsprint into four sections: Personal, Professional, Organizational and Community to record the strategies developed by the group. This goes home with the advocate at the conclusion of the consultation.

Example:

- **Personal:** Go to the gym 3x/week to relieve anxiety; Arrange to walk with someone to the T every evening to feel safer.
- **Professional:** Talk with a co-worker you trust about your reactions.
- **Organizational:** Speak with the Agency Director about assigning a new supervisor for you and the stress of working in such a small office space.
- **Community:** Organize a neighborhood block party or invite a few neighbors for a cookout to discuss neighborhood safety and forge new connections/relationships

STRATEGIES FOR MINIMIZING THE IMPACT OF SECONDARY TRAUMATIC STRESS

Personal

- Body work
- Sleep
- Good nutrition
- Social support
- Getting help
- Balance
- Relaxation
- Contact with nature
- Creative expression
- Skill development
- Meditation/Spiritual Practice
- Self-awareness
- Humor

Add your own:

Professional

- Balance
- Boundaries/Limit Setting
- Getting Support/Help
- Plans for Coping
- Professional Training
- Job commitment
- Replenishment
- Supervision and consultation
- AESP workshops/series

Add your own:

Organizational

- Improve physical setting
- Clarify values of the system
- Advocate for support from Supervisor/Management
- Develop collegial support
- Enhance safety in the workplace
- Clarify job tasks & personnel guidelines

Add your own:

Community

- Participate in public awareness activity
- Build coalitions with other agencies/stakeholders.
- Get involved in legislative reform
- Create or participate in social action effort.
- Initiate community effort
- Attend religious/spiritual services

Add your own:

Advocacy, Education and Support Project, 2004
Adapted from J. Yassen in Figley
(1995)

Advocate Education and Support Project

Staff should feel encouraged to bring in their own ideas for meditation/relaxation – Either practices that they already do on their own or something new they would like to try out. Below are several types of suggestions you can use or that will get you thinking. Try integrating some of these practices into the daily/weekly or monthly work time to encourage taking breaks, slowing the body down while focusing on self-care and re-energizing.

MEDITATION

Traditional:

- Visualization, guided imagery
- Progressive muscle relaxation
- Breathing

Music tape

Poetry tape or reading

Short story tape or reading

PHYSICAL

Stretching

Yoga (tape or video)

Stress relieving massage – face and head; hand

Take a walk outside

Dance!

ART / CREATIVE

Sculpy/Air drying clay – creating an object that may bring you a sense of peace

Drawing – person(s), place(s) and/or thing(s) from where you draw strength

Look at art books while listening to music

Create a collage in 3 parts: Where I come from; Who I am now; Where I intend to go

Watercolor of nothing in particular

WRITING

Reflect on phrase “Being good to myself” listing all that comes to mind

Write a letter to self, listing all of your blessings/attributes.

Free writing:– pen to paper without lifting it for 20 minutes: examples: I feel relaxed when...; List everything you can think of why you do this work; Write about something positive that you participated in at work in the past week, what happened and what you thought and felt about it; List one or more ways in which you have grown personally or professionally as a result of working with trauma survivors.

Writing goals to achieve in the next five years in the form of an affirmation (i.e. “I am living in a beautiful ranch house on one hundred acres of land in northern New Mexico”) Categories: Geography (where living); relationships, profession, self-care, fun, lifestyle, innerlife, world situation.

Write a news headline of you 10 years from now when you have achieved your dreams.

HUMOR

Share some jokes, funny stories, videos and LAUGH!