

Welcome! Here are a few tips.

Locate these Zoom Options

Raise Your Hand icon is located in the Participants Menu

The microphone **mute** and **stop video** are located on the navigation bar

The **chat** button is on the navigation bar

View options allows you to exit full screen or zoom in/out

Having Internet Connectivity Problems?

Close all applications on your computer that you are not using

Plug into your modem or setup in a room that gets the best internet connection. A cell phone hot spot may be another option.

You can also wait a bit to see if it gets better or log back into the session

Having Audio Problems?

Click on the arrow next to the microphone and select the **test/audio/mic**.

There is an option to call in using a phone. The number is in the invitation.

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Supervisor Foundation Training
*Supportive Supervision:
 Supervisor as Team Leader*



February 2021

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Getting to Know You....

Introductions – Virtual Ball Toss

- Name
- County
- Position
- Time in supervision/leadership position

Choose the next person to introduce themselves

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Leaders who Support

- 1. Each participant should share something a leader has done that has left them feeling supported.
- 2. What qualities or skills did this leader have?
- 3. Discuss briefly. Ensuring each person is able to share.
- You will have 10 minutes for this discussion.

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Comparison of Supervision Components

	Administrative	Educational	Clinical	Supportive
Focuses on...	Organizational structure	Professional competence	Family-centered practice	Psychological and interpersonal climate
Deals with barriers that are centered around...	Tasks and resources	Knowledge and skill	Ineffectual practice	Emotional stressors
Operates as...	Executive manager	Teacher and educator	Clinical expert	Team counselor and advisor
Power Base for supervisor...	Authority, reward and discipline (position power)	Information and expertise (personal power)	Knowledge and expertise (position power)	Goodwill (personal power)
Role model for ideal employee as...	An efficient employee	A competent employee	An effective practitioner	A compassionate, understanding employee


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Supportive Supervision Provides...

- Reassurance
- Encouragement
- Recognition for achievement
- Expressions of confidence
- Approval
- Attentive listening
- Stress and tension management strategies for the individual and unit as a whole

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Work Attitude



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Maslow's Hierarchy of Needs



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Establishing a Positive Work Climate

- Openness
- Mutual Trust
- Mutual Respect
- Mutual Concern
- Challenge
- Excitement

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Work Satisfaction

- Interesting work - mix it up assigning different types of cases, tasks, and committees
- Information is power - provide workers with information about job and organization as well as training so they can remain involved and up to date
- Involvement - give opportunities to be involved in decision making

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Work Satisfaction Cont.

- Independence - trust worker and give latitude
- Increased visibility - give worker recognition and share successes with others

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Techniques for Building a Positive Climate

1. Select a reporter and recorder.
2. In review of your assigned techniques listed below and Handout 4, think about and discuss your experiences with a previous supervisor and how that supervisor's performance in these areas helped to create a positive work environment.
3. Make a list of your own ideas and techniques that you use or have seen others use to build a positive work climate.

Be prepared to report out your ideas and techniques.

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Rewards

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**Supervisor as Secondary
Trauma Prevention Specialist:
Strategies for Worker
Retention**

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**Child Welfare is Not
Rocket Science.
It's Harder Than Rocket Science**

$\sum_{n=1}^{\infty} \frac{(n+1)}{2}$

π

$(\bar{a})_{n|i} = \frac{\bar{a}_n - nv^n}{\delta}$

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Professional Quality of Life Scale

- Please complete the survey (based on experiences in the **last 30 days**)
- You will also score your own results (directions on the survey)
- This information will be critical for the training today

Thank you.....

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Professional Quality of Life Scale

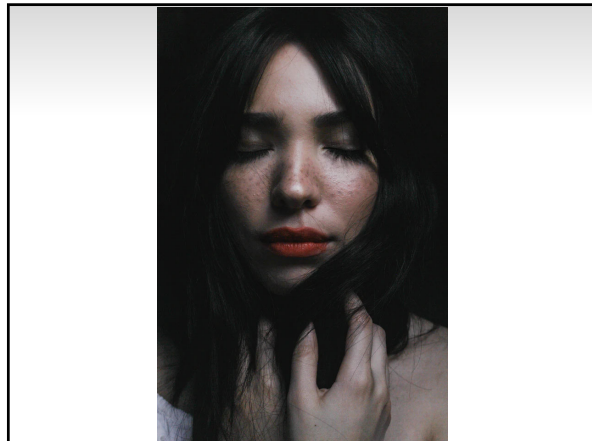
Reverse the score on items 1, 4, 15, 17, 29

Compassion Satisfaction:
Add numbers: **3, 6, 12, 16, 18, 20, 22, 24, 27, 30**

Burnout:
Add numbers: **1, 4, 8, 10, 15, 17, 19, 21, 26, 29**


STS:
Add numbers: **2, 5, 7, 9, 11, 13, 14, 23, 25, 28**

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When I hear the word "Burnout", I automatically think....



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Burnout

"A state of physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations."
(Pines & Aronson, 1988)

Characteristics:

- A "process" rather than a fixed condition
- Erosion of idealism
- A void of achievement
- Emotional exhaustion

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Terms Related to Burnout

Tired	Underpaid
Angry	Ineffective
Frustrated	Overwhelmed
Immobile	Dumped on
Unwilling	Stressed
Sarcastic	Absent
Uncaring	Rigid
Hostile	Impatient
Can't make a decision	Ready to quit
Procrastinate	

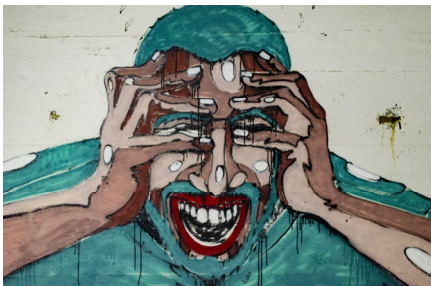
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When I hear the word "Trauma", I automatically think....



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Secondary Traumatic Stress

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Secondary Traumatic Stress Defined

"The natural consequent behaviors and emotions resulting from *knowledge about a traumatizing event experienced by a significant other*. It is the stress resulting from *helping or wanting to help a traumatized or suffering person.*"

(Figley, 1995)

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Secondary Traumatic Stress

- A form of stress that is the result of indirect exposure to trauma
- It arises from a helping professional working with a traumatized person
- Comes from our perceptions of the person's traumatic experience
- If ignored or left unattended, can develop serious consequences
- Also referred to as "compassion fatigue" or "vicarious trauma"

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Terms Related to Secondary Traumatic Stress

Danger	Emergency
Injury	Emotional upset
Death	Fear
Anxiety	Helplessness
Shock	Hopelessness
Sudden	Panic
Tears	Victim
Despair	Life Altering
Graphic images	Scarring emotions, grief

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Differentiating between Burnout & STS

- Burnout happens over time (as a result of high case loads, lack of acceptance by the public, personal and professional pressures, etc.), while STS "can emerge suddenly and without warning"
- It only takes one traumatic event to trigger STS

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Professional Quality of Life Scale

- Compassion Satisfaction
 - Burnout
- Compassion Fatigue/Secondary Traumatic Stress

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Compassion Satisfaction

Characterized by:

- Feeling satisfied by one's job as well as from the helping itself
- Feeling invigorated by work
- Feeling successful and happy with the work one does, wanting to continue to do the work and believing one can make a difference.
- The pleasure one derives from being able to do work well

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Burnout

Characterized by:

- Feelings of unhappiness, being disconnected and feeling insensitive.
- Exhaustion, feelings of being overwhelmed, bogged down, feeling that one is not the person they want to be and that they have no sustaining beliefs.
- Feelings of hopelessness and difficulties in dealing with work or in doing a job effectively.
- These negative feelings can reflect the feeling that one's efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment
- Usually has a gradual onset

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Compassion Fatigue/Secondary Traumatic Stress

Characterized by:

- Being preoccupied with thoughts of people one has helped - feeling trapped, on edge, exhausted, overwhelmed, and infected by trauma.
- Inability to sleep, sometimes to remember important things, and an inability to separate one's personal life and their life as a helper—and experiencing the trauma of someone who one has helped
- The symptoms of are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into one's mind, or avoiding things that are reminders of the event.

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PQLS – Creating Meaning

Compassion Satisfaction
 0-32 (low)
 33-42 (medium)
 43-100 (high)*
 Average = 37

Burnout
 0-17 (low)*
 18-27 (medium)
 28-100 (high)
 Average = 22

Secondary Traumatic Stress
 0-7 (low)*
 8-17 (medium)
 18-100(high)
 Average = 13

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Why are Child Welfare Professionals Vulnerable to Secondary Traumatic Stress?

- Empathy
- Insufficient Recovery Time
- Vulnerable populations
- Unresolved Personal Trauma or Reminders of Resolved Trauma
- “Don’t Feel; Be Strong”

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ACTIVITY: PERSONAL IMPACT

- In your small group list at least 3 examples under each category (potential or actual)
- Choose a “recorder”
- Be prepared to share with the large group

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Personal Impact Re-visited

- Take a few minutes to:
- Write down signs of STS in your personal life
- Refer back to the 6 domains
 - Cognitive
 - Emotional
 - Behavioral
 - Spiritual
 - Interpersonal
 - Physical

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Professional Impact of Secondary Traumatic Stress

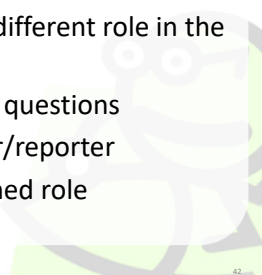
- Identify any examples from the list where you see the impact of STS in the work environment
- Do not share
- We will use this later in the training

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Σ Case Scenario Instructions

ACTIVITY:

- Each group has a different role in the case scenario
- Work through the questions
- Choose a recorder/reporter
- Stay in your assigned role

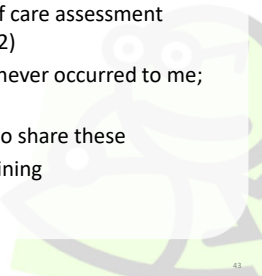


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Σ Your Self Care Assessment

ACTIVITY:

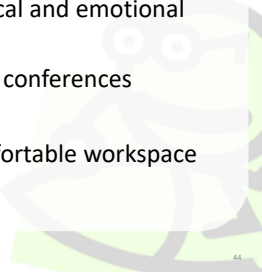
- Complete your own self care assessment (Handout 6, pages 1 & 2)
- Rate each strategy (1 =never occurred to me; 5 = frequently)
- You will NOT be asked to share these
- Save for later in the training



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Σ Individual Professional Coping Strategies

- Balance your workload
- Respond to your physical and emotional needs
- Attend workshops and conferences
- Set clear boundaries
- Create a safe and comfortable workspace
- Connect with peers



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Individual Personal Coping Strategies

- Don't make work the center of your life
- Create less serious spaces
- Embrace physical, emotional and spiritual wellness
- Rest and play
- Tell your "stuff" to non-judgmental listeners
- Allow yourself time to be spontaneous, [frivolous, silly and irrelevant](#)

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The most important strategy in your personal life is to have one.

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Social Support

"...the comfort, assistance, and / or information one receives through formal or informal contacts with individuals and groups."

(Wallston et al, 1983)

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Types of Social Support that Mitigate Stress

- Emotional Support
- Social Companionship
- Informational Support
- Instrumental Support

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“The solidarity of a group provides the strongest antidote to trauma.”

Judith Herman
(Scholar in the field of trauma)

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Building Organizational Support

Activity:

In your groups, please identify:

1. Support needed from team members in my unit
2. Support needed from colleagues (within the agency, across units, outside the agency, across counties)
3. Support needed from my supervisor/agency
4. Things I can do to build support within my unit
5. Things I can do to build support across units, counties, etc

Choose a recorder to report out

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Transfer Time- Day One



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February 2021

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Impact of Organizational Climate:

- Climate is created through **workers shared perceptions**
- Positive climate = safe, supportive, fair, conflicts well-managed, and resources to do a good job
- Meaningful work makes a difference
- Empowers workers professionally and personally


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 **Organizational Climate**

The psychological impact the work environment has on the worker

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 **Culture**

- Shared assumptions, values, and beliefs that guide behavior, thinking and practices
- Culture is derived from the social system that reinforces the above
- **Culture – social system that drives “the way things are done in the organization”**

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 **What Supervisors Can do to Influence Climate and Culture:**

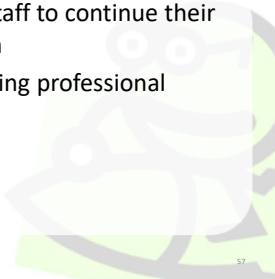
1. Demonstrate willingness to help and assist staff when problems arise
2. Provide assistance to enhance the quality of case decisions and service to clients
3. Demonstrate empathy and personal concern for staff as professionals
4. Encourage staff to fully actualize their potential

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Σ What Supervisors Can do to Influence Climate and Culture:

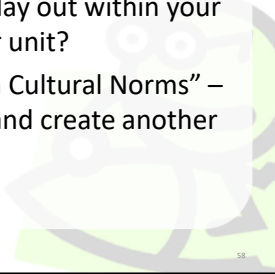
5. Provide support for staff to continue their social work education
6. Participate in continuing professional activities



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Σ Culture and Climate


1. How do these two concepts (climate/culture) play out within your organization? Your unit?
2. Use HO “Unspoken Cultural Norms” – read the example and create another



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Σ

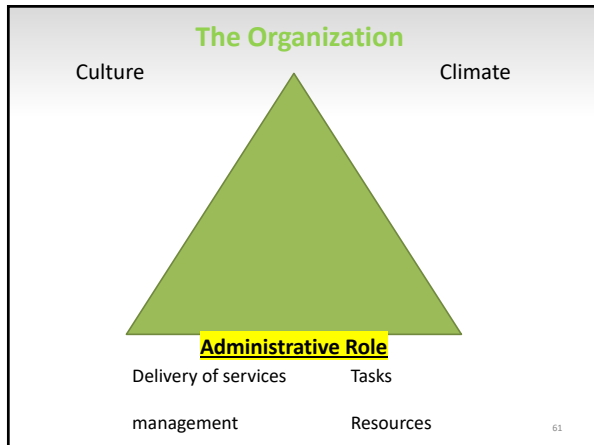
Culture, Climate and STS



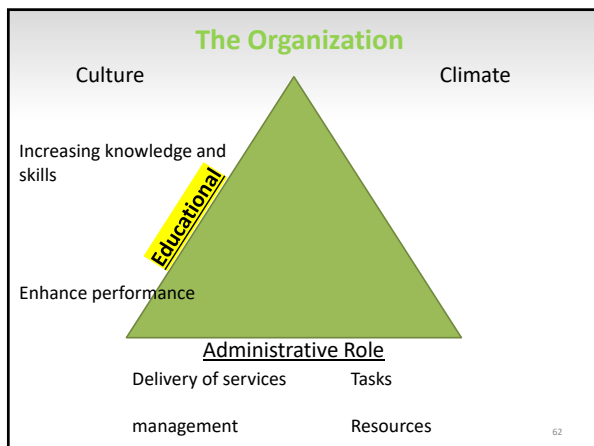
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Supervising in Crisis


1. Please read the case scenario
2. Each group will take on the role of the supervisor in the case
3. Discuss and come up with a plan on how you as a supervisor will address the need of the staff person from each area or supervision: Administrative, Educational, Supportive

Choose a recorder to report out when finished

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Resilience

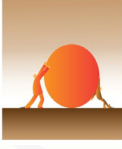
One's ability to return to healthy functioning after being in a stressful situation. Resilience is a dynamic process of adaption to significant adversity...



(Luther, et al., 2000)

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*Considering
Your Own
Resiliency*




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Resilience
Reasons workers stay


Personal characteristics:

- Sense of personal mission
- Making a difference
- Strong feeling of effectiveness
- Fit with mission
- Relevant education and length of time in field
- Feeling of belonging and personal pride in the agency & its mission



Staff retention in child and family services (2007)

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Resilience
Reasons workers stay

Supervisory Relationships

- Support from and a good relationship with an effective supervisor
- A supervisor who focuses on professional learning, career and personal development
- Recognition and encouragement from the supervisor and agency

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Resilience

Reasons workers stay

Professional Organizational Culture

- Opportunities to learn and develop
- Safe work environment
- Concern for employee's families and personal needs
- Agency investment in staff development
- Support for handling stress, burnout and STS
- Supportive and satisfying relationships with peers
- Respect from management
- Flexibility in work hours


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Fostering Organizational Resilience

- Acknowledgment and definition of problems
- Commitment to the agency as a whole
- Orientation toward solutions rather than problems
- High tolerance for others' differences
- Frequent expressions of concern and affection
- Open and effective communication
- Significant and genuine concern for each other
- High role flexibility
- Absence of violence and substance abuse

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Core Elements of Resilience

- Self Knowledge and Insight
- A Sense of Hope
- Coping in Crises
- Personal Perspective and Meaning
- Strong Relationships

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The Supervisor's Role in Increasing Safety for Workers



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Safety First Activity

1. You will discuss current policy established.
2. You will discuss your role in supporting safety and process considerations for safety in various settings.
3. You will make a plan for steps you can take to support safety.

Instructions provided in Google doc.

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Safety Scenarios

- Please Reference **Handout 23**.
- Your google doc will also have written instructions available.

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STS Informed Organizational Assessment

- Complete the STS Informed Organizational Assessment
- Groups review a section of the assessment:
 - Summarize
 - Identify area of improvement

Report Out

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Characteristics of Teams

- Team members share a common goal- they produce outcomes
- Team members are interdependent regarding some common goals and need each other in order to successfully achieve those common goals
- Teams have a defined identity, distinct from the individual members and are stable over time

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Characteristics of Teams Cont.

- Team members have some level of authority and independence in managing the work of the team
- Team operates in a social system context and within a larger organization

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Team Building

- Build rapport
- Decrease stress
- Increase team cohesiveness
- Bonding

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Symptoms that Signal a Need for Team Building

- Decreased productivity
- Conflicts or hostility among staff members
- Confusion
- Decisions misunderstood
- Lack of involvement

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Symptoms that Signal a Need for Team Building Cont.

- Lack of initiation
- Complaints of favoritism
- Ineffective staff meetings
- Negative reactions
- Complaints about quality interactions

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Team Building Structure

- Clear idea of what you need to accomplish
- Set ground rules for the team
- Encouraging listening and brainstorming
- Have Fun!

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Team Building Brainstorm

1. Start by reviewing **Handout 27- Team Building Activities** and then together as a group brainstorm ideas for COVID friendly team building activities.
2. Next, brainstorm a few ideas of ways you would like to bring your team together when COVID is no longer an issue. Jot down some ideas of what you will do together when it is safer to be together.
3. Please select a reporter and pick your top 3 favorite COVID friendly ideas and then 1 or 2 ideas for how to provide team building activities once your team is able to be together again safely. Be prepared to share these with the larger group.

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Implementing Change



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