

YOUR
PRESENTATION
WILL BEGIN
SHORTLY

PLEASE USE THE Q & A AND CHAT TO
COMMUNICATE WITH THE PRESENTERS
AND WITH ONE ANOTHER!



WE ARE TOGETHER, **THE VOICE**
THE **VOICE** FOR BEST PRACTICE
THE **VOICE** FOR QUALITY
THE **VOICE** FOR CHILDREN & FAMILIES

www.togetherthevoice.org

Association of Children's Residential Centers (ACRC)
Virtual Conference, 24th February 2021

Secondary Traumatic Stress and the Need for Trauma Literacy

Ruth Gottfried, Ph.D.

Lecturer & Co-Director

M.Ed. Program "Inclusion of pupils with learning disabilities and behavioral difficulties"

David Yellin Academic College of Education

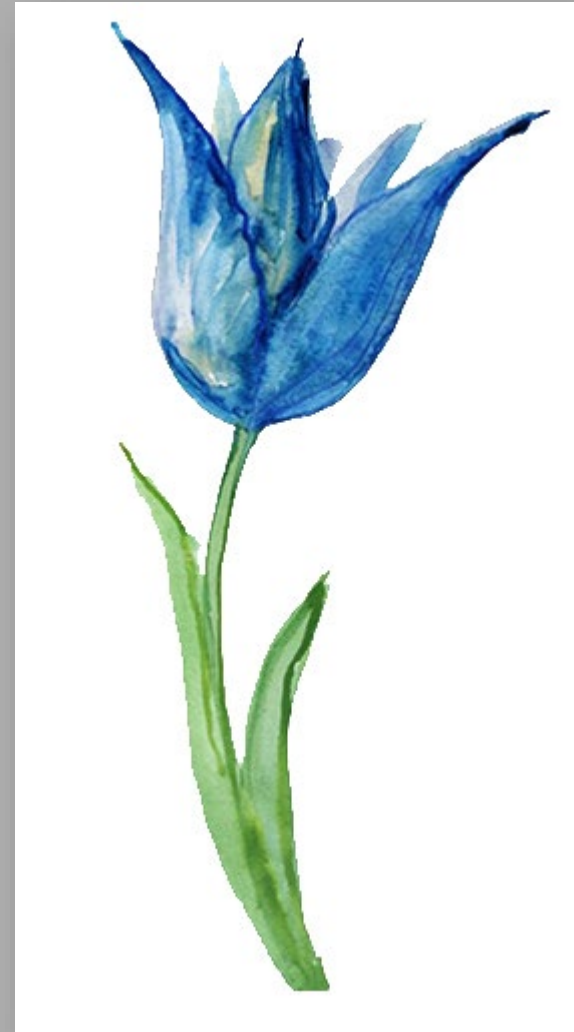
Email: ruthgottfried@dyellin.ac.il

Tel: +(972) 54-456-2000





Mindful Moment of Self Care...



Scientific Background

It is widely accepted that caregivers' exposure to individuals who have experienced traumatic life events may affect caregivers in negative ways. However, the concept of secondary traumatic stress (STS), is under-researched among residential child and youth care staff (Audin, Burke, & Ivtzan, 2018; Edmonds, 2019; Middleton & Potter, 2015).

Secondary Traumatic Stress

Secondary traumatic stress (STS) is characterized by a natural yet negative reaction, mimicking post-traumatic stress disorder, that professional caregivers may experience from being repeatedly exposed to their clients' traumatic narratives (Bride, 2012).

Related Constructs

Compassion Fatigue

- Conceptually identical to STS
- Introduced as a potentially less stigmatizing and more user friendly construct than STS
- Also used to refer to the combination of STS and burnout

Burnout

- Generally described as the result of prolonged exposure to stressful work conditions such as long hours and overwhelming workload
- Burnout can affect individuals in any professional role and is not necessarily associated with professionals who work with traumatized clients

STS Pathways

- Listening to a child or youth's account of a traumatic event
- Reading or otherwise learning about the traumatic event
- Being repeatedly or extremely exposed to aversive details of the traumatic event

The Definition of Trauma

“Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being” (SAMHSA, 2018).

Trauma Informed Care

Residential
Care Staff

**Trauma
Literacy**

Secondary
Traumatic
Stress

Children & Youth

Core Post-Traumatic Stress Disorder Symptoms

- Re-experiencing/Intrusion symptoms
- Avoidance symptoms
- Negative cognitions and mood symptoms
- Arousal symptoms
- Distress/Impairment

:

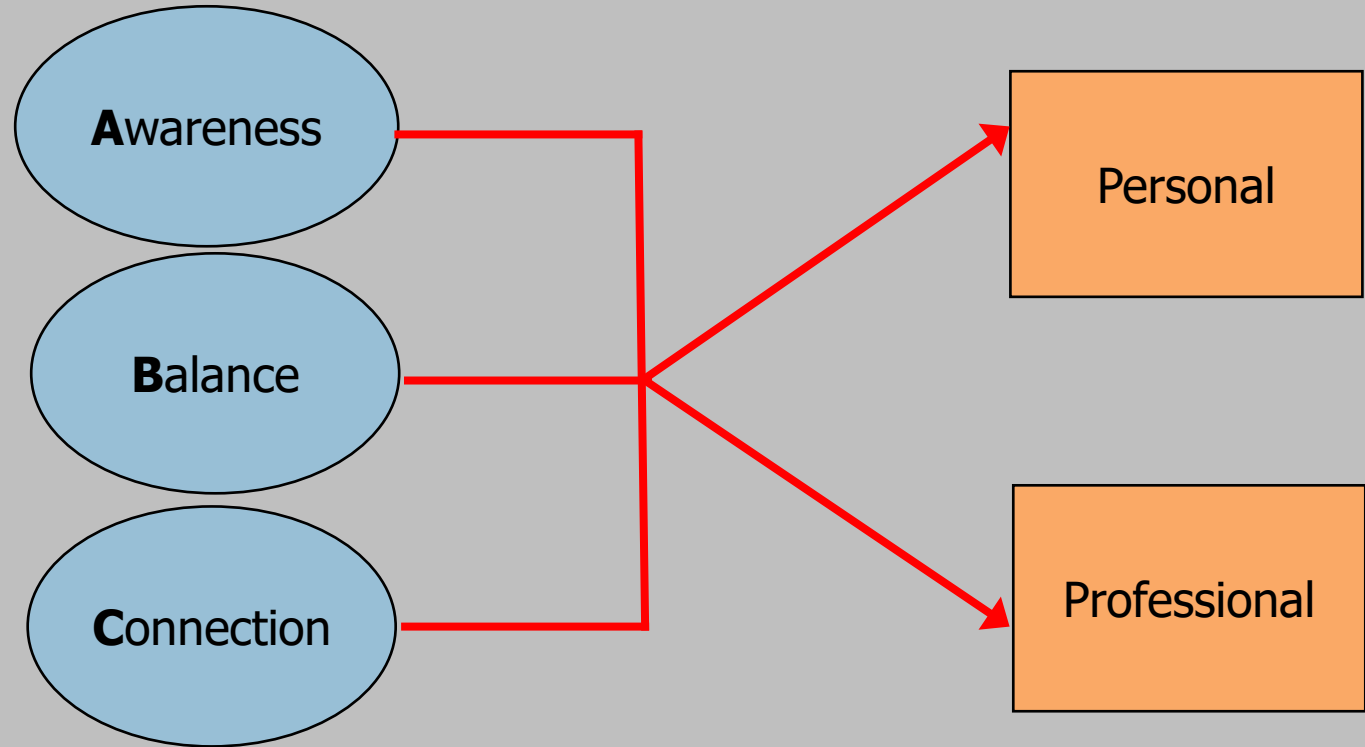
Secondary Traumatic Stress Scale (Bride et al., 2004)

https://www.naadac.org/assets/2416/sharon_foley_ac15_militarycultureho2.pdf

Risk Factors

- Younger age of residential care worker
- Unresolved personal history of past trauma
- Personal history of anxiety and/or depression
- Less work experience with traumatized children and youth
- Increased exposure to graphic images/narratives associated with children and youths' trauma
- Burnout
- Empathic enmeshment

The ABCs of Self Care



(Clemans, 2005)

Awareness

Personal:

- Recognize and identify STS symptoms
- Monitor changes in symptoms over time
- Seek help with your own unresolved traumas

Professional:

- Utilize regular supervision/consultation addressing STS
- Seek continuing education on the effects of working with traumatized populations

Balance

Personal:

- Make personal life a priority
- Practice mindfulness
- Attend to your physical health

Professional:

- Balance caseload, time, tasks
- Set and maintain appropriate boundaries
- Compassion satisfaction

Compassion Satisfaction

Compassion satisfaction is defined as the work-related satisfaction and fulfillment, professionals who work with clients afflicted by trauma derive from effectively and compassionately contributing to their clients' well-being (Bride, 2007).

Connection

Personal:

- Make relationships with family and friends a priority
- Honor your connection with your community

Professional:

- Remember why you do what you do
- Refocus on the rewards of your work
- Develop and utilize a professional support network



If your compassion
does not include *yourself*,
it is incomplete.

Jack Kornfield

:

Secondary Traumatic Stress-Informed Organizational Assessment (Sprang et al., 2014)

<http://stsinformed.com/>

Thank you for Listening!

