The background of the slide features a light gray gradient with several realistic water droplets of various sizes scattered across the surface. Faint, white, curved lines resembling light rays or rain streaks are also visible, adding a soft, ethereal quality to the design.

UNDERSTANDING SECONDARY TRAUMA; TOOLS FOR SELF AWARENESS, SELF CARE AND BUILDING RESILIENCE

MARIE ROMEO, MSW, LCSW

INSPIRE COUNSELING SERVICES, PLLC

MARIE.ROMEO@NCINSPIRE.COM





FILL IN THE BLANKS

THE WORLD IS A _____ PLACE.

LIFE IS _____.

I AM _____ AS A HUMAN BEING.

I WANT TO CHANGE _____ ABOUT MY JOB.

I WANT TO CHANGE _____ ABOUT MYSELF.

MOST OFTEN I FEEL _____.

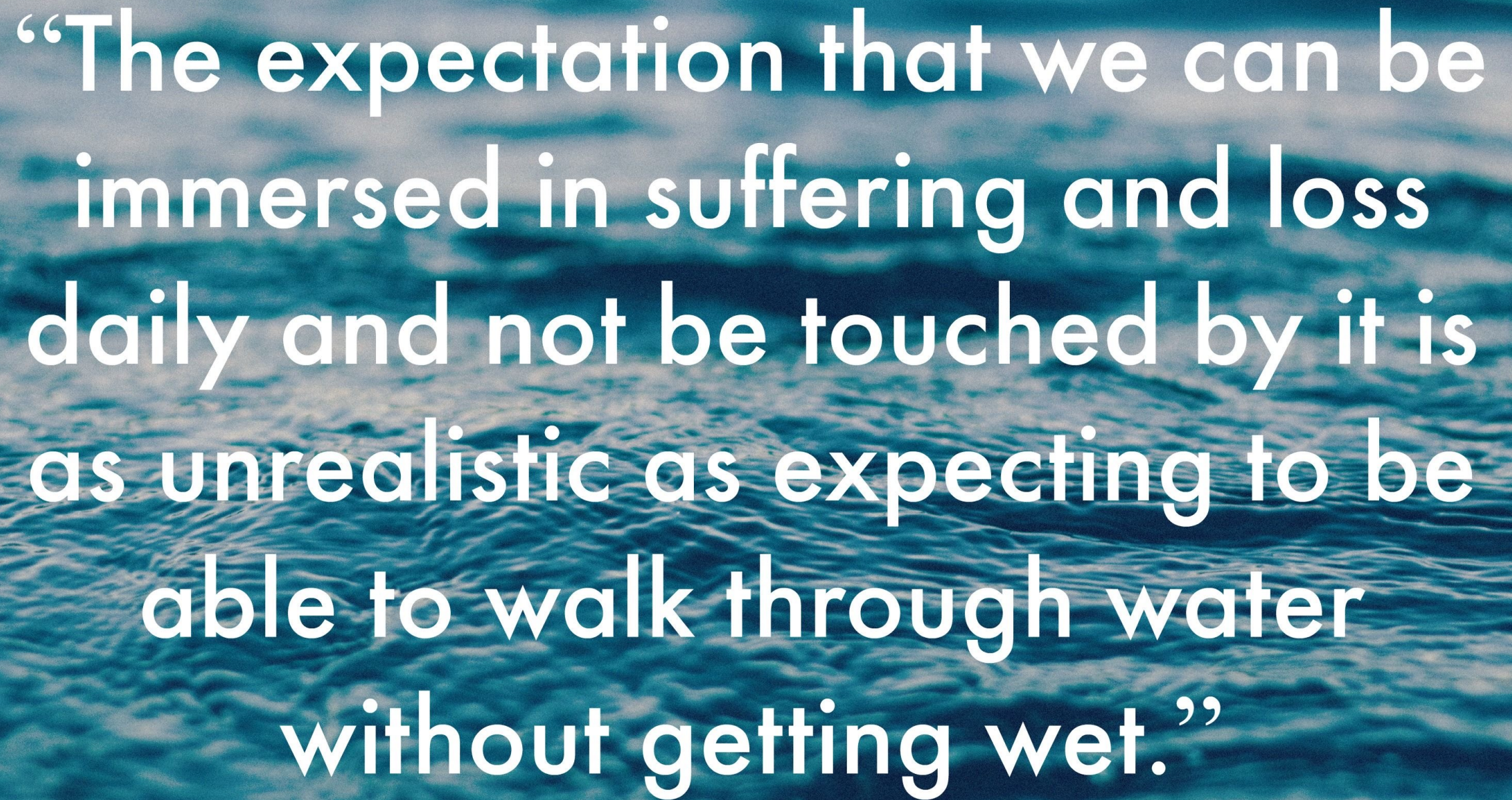


WHO ME??

© Randy Glasbergen / glasbergen.com



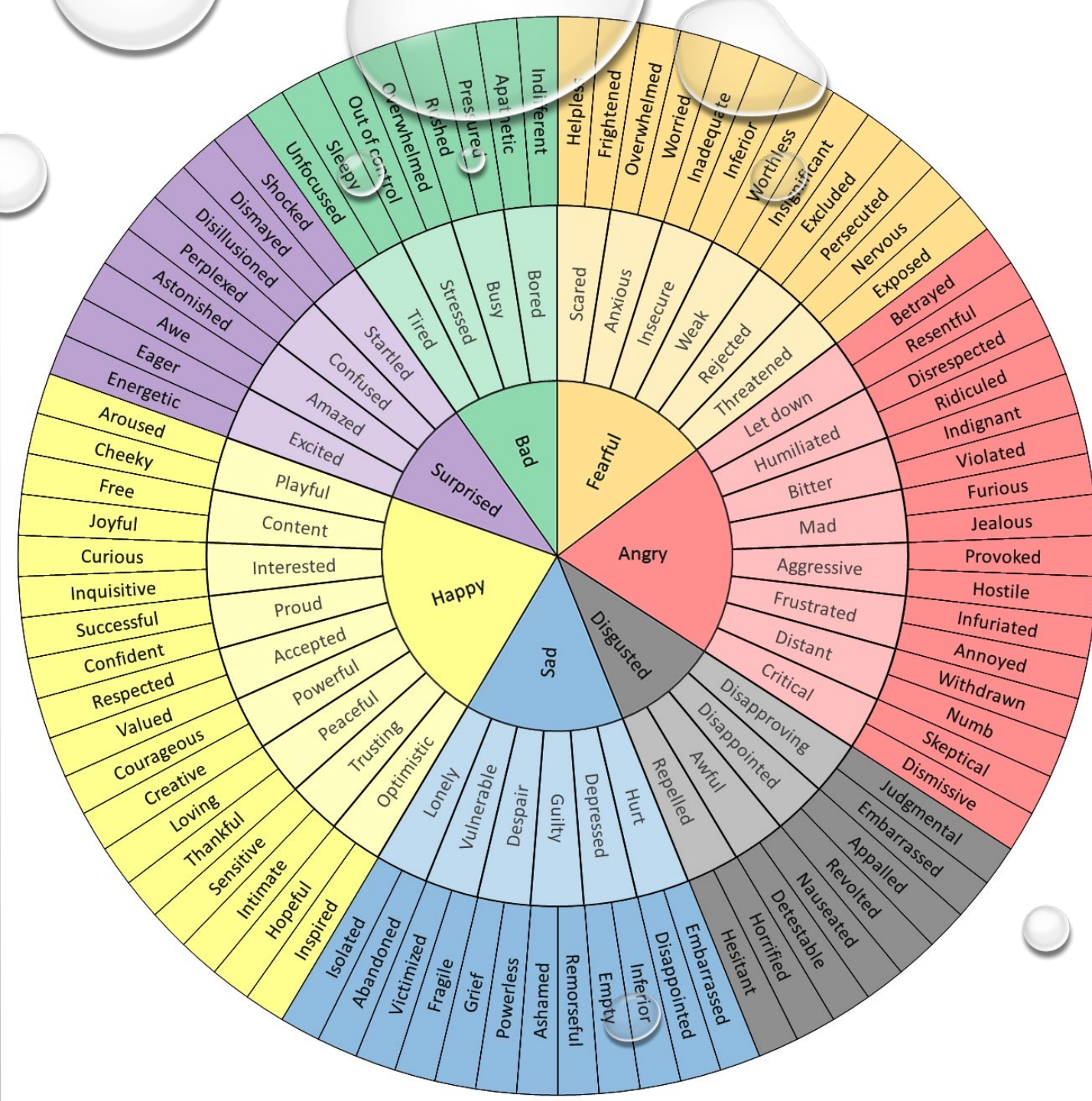
"Is this the coroner's office? I'd like to order an autopsy to find out what killed my ambition, enthusiasm and hope for a brighter tomorrow."



“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.”

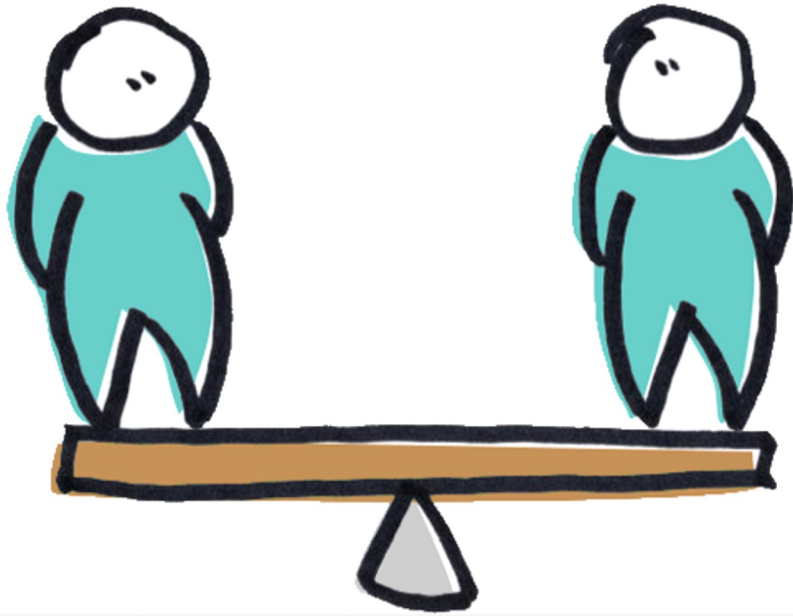
Dr. Naomi Rachel Remen

HOW DO YOU FEEL RIGHT NOW?



The image features a white background with several realistic water droplets of varying sizes. These droplets are positioned in the corners: top-left, top-right, and bottom-right. Each droplet has a soft shadow and a highlight, giving it a three-dimensional appearance.

Mindfulness Activity



BALANCING ROLES

**Society-violence, racism, oppression, Misogyny, the patriarchy,
COVID-19, political strife**

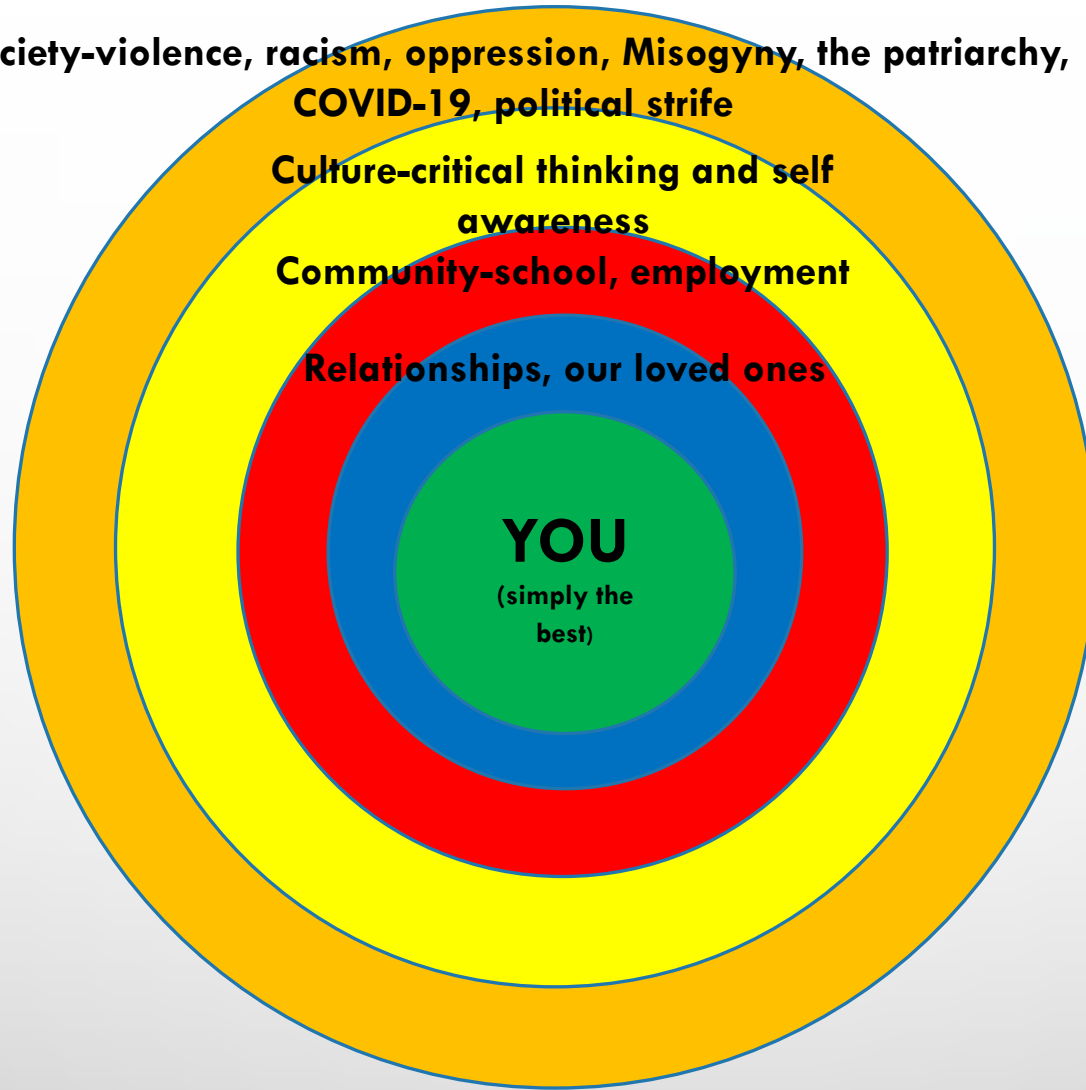
**Culture-critical thinking and self
awareness**

Community-school, employment

Relationships, our loved ones

YOU


(simply the
best)






BURNOUT


CAN COME FROM A VARIETY OF THINGS, AND ISN'T NECESSARILY LINKED TO TRAUMA. BURNOUT CAN BE EXHAUSTION FROM THE WORKLOAD ITSELF, WORK CULTURE AND TOXICITY, POOR JOB SATISFACTION, FEELINGS OF POWERLESSNESS AT WORK, OR EVEN POOR HEALTHCARE BENEFITS AND SALARY.





SECONDARY TRAUMA

INDIRECT EXPOSURE TO **TRAUMA** THROUGH A FIRSTHAND ACCOUNT OR NARRATIVE (*DETAILS*) OF A **TRAUMATIC** EVENT. IT IS SOMETIMES CALLED COMPASSION FATIGUE.



SECONDARY TRAUMA

THE NATURAL CONSEQUENT BEHAVIORS AND EMOTIONS OF
KNOWING ABOUT A TRAUMATIC EVENT-THE STRESS OF
WANTING TO HELP THE SUFFERING PERSON

SECONDARY TRAUMA IS NOT AN “IF”, RATHER A “WHEN”



REASONS SECONDARY TRAUMA GOES UNRECOGNIZED...



it can mirror the emotional burnout many teachers experience.



Teachers who find themselves drained from their days in class may chalk it up to the rigors of lesson-planning, standardized tests, behavioral challenges, and other quotidian demands of the classroom.

COMMON SYMPTOMS OF SECONDARY TRAUMA

- INCREASED ANXIETY AND CONCERN ABOUT SAFETY
- INTRUSIVE NEGATIVE THOUGHTS AND IMAGES RELATED TO STUDENTS' TRAUMATIC STORIES
- FATIGUE AND PHYSICAL COMPLAINTS
- FEELINGS OF NUMBNESS OR DETACHMENT FROM STUDENTS AND PEERS
- DIMINISHED CONCENTRATION AND DIFFICULTY WITH DECISION MAKING
- DESIRE TO PHYSICALLY OR EMOTIONALLY WITHDRAW FROM OTHERS
- FEELINGS OF PROFESSIONAL INADEQUACY



COMPASSION FATIGUE-THE RESULT OF SECONDARY TRAUMA

Compassion Stress - a natural outcome of knowing about trauma experienced by a student, friend, or family member-OR THE larger society

Compassion Fatigue - "a state of exhaustion and dysfunction biologically, psychologically, and emotionally, as a result of prolonged exposure to compassion stress" (Charles Figley, 1995)



IT CAN LOOK LIKE BURNOUT

Fatigue, no matter how much someone rests or sleeps. This is an exhaustion that runs deeper than sleep deprivation, and it cannot be cured by a few days off

A sense of inefficacy, leaving people feeling like they are exerting significant effort, but are not making any progress or gaining any recognition

Cynicism about life, numbness, or a feeling that nothing a person does really matters



VICARIOUS TRAUMA

CUMULATIVE TRANSFORMATIONAL EFFECT UPON A DIRECT
CARE PROFESSIONAL WHO IS WORKING WITH SURVIVORS
OF TRAUMATIC LIFE EVENTS

WHO IS EFFECTED?

ACCORDING TO THE [NATIONAL CHILD TRAUMATIC STRESS NETWORK](#) (NCTSN), RISK APPEARS TO BE GREATER AMONG

- EDUCATORS WITH PREVIOUS OR UNRESOLVED TRAUMA EXPOSURE
- FEMALE EDUCATORS
- HIGHLY EMPATHETIC EDUCATORS
- NEW OR INEXPERIENCED EDUCATORS, WITH A LACK OF TRAINING
- EDUCATORS WORKING WITH UNSUPPORTIVE ADMINISTRATIONS
- EDUCATORS WORKING IN COMMUNITIES THAT HAVE EXPERIENCED COMMUNAL TRAUMA, INCLUDING HIGH LEVELS OF POVERTY, HIGH LEVELS OF CRIME, GENERATIONAL/HISTORICAL TRAUMA, TRAGIC EVENTS, AND NATURAL DISASTERS

TRAUMA STEWARDSHIP

- 8:33
- [HTTPS://WWW.YOUTUBE.COM/WATCH?V=UOZDGRCVMUS](https://www.youtube.com/watch?v=UOZDGRCVMUS)

The background of the slide is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes. Some droplets are at the top, some at the bottom, and some on the right side. They have highlights and shadows, giving them a three-dimensional appearance.

**ITS NOT “IF”, ITS
“WHEN” AND ITS
NORMAL**

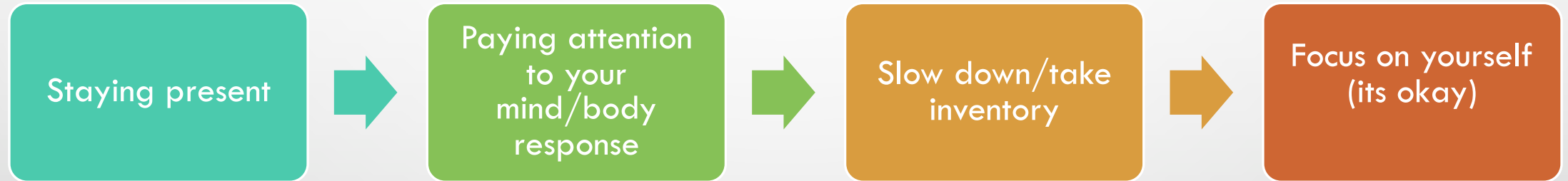


DEVELOPING RESILIENCE



TRAUMA STEWARDSHIP

— LAURA VAN DERNOOT LIPSKY/CONNIE BURK, TRAUMA STEWARDSHIP



HOW CAN WE NAVIGATE THE IMPACT OF SECONDARY TRAUMA AND BECOME STEWARDS



Self inquiry- create
the space

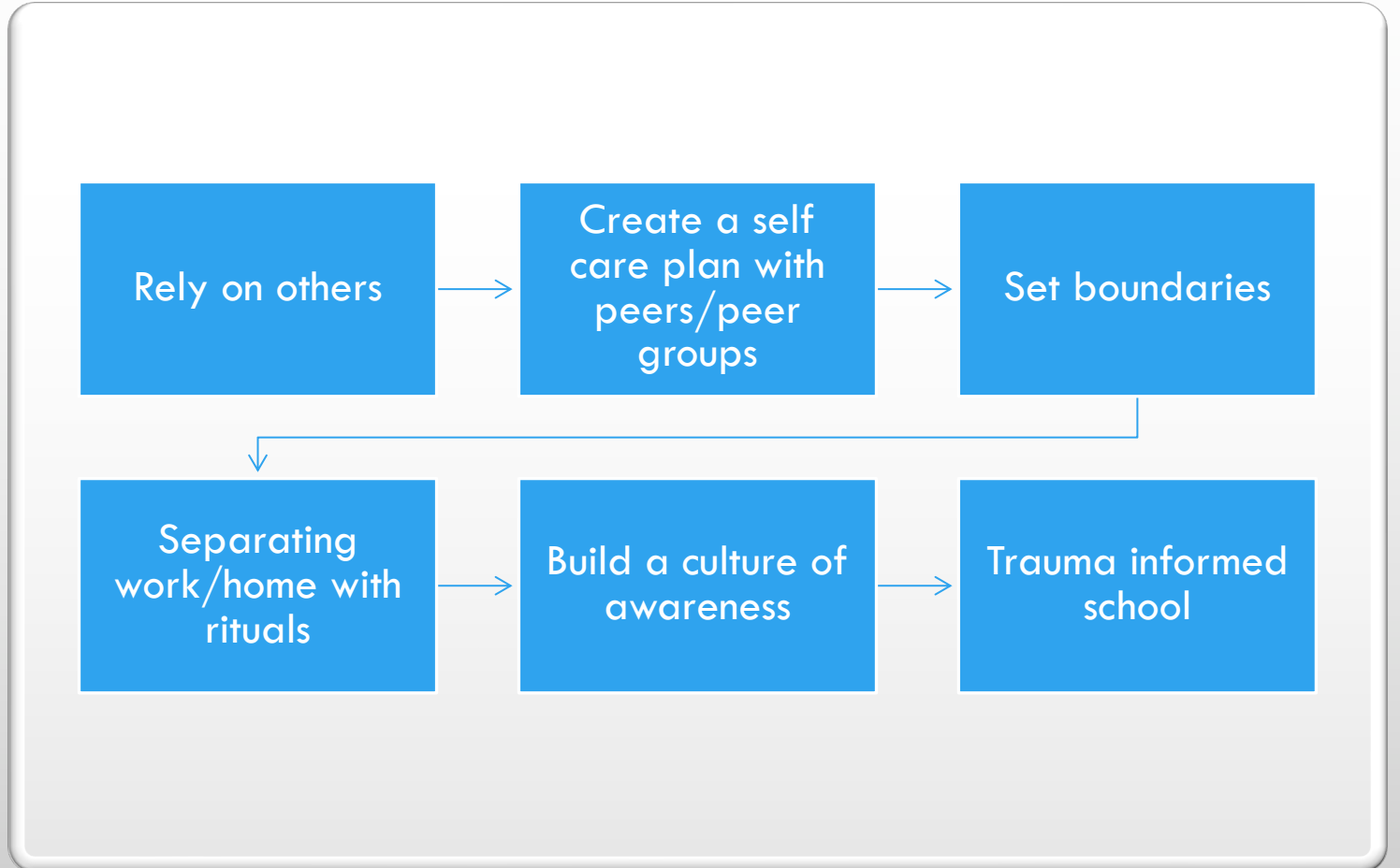


Practice self-care

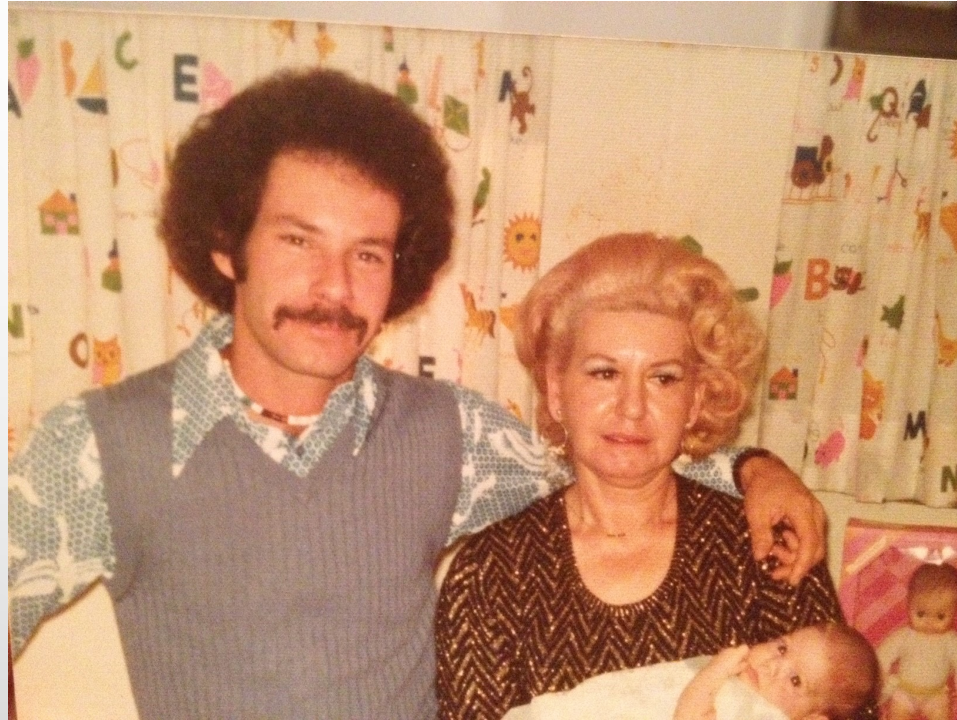


Be patient and kind
to yourself and others

HOW CAN TEACHERS STAY HEALTHY?



BUILD COMPASSION, EMPATHY AND COMMUNITY





SEEK COMMUNITY AND SUPPORT

- JUST BECAUSE WE ARE HELPERS, DOESN'T MEAN WE WON'T NEED HELP FROM OTHER HELPERS FOR OURSELVES OR OUR FAMILIES AND LOVED ONES.
- THE ACT OF SEEKING COUNSELING AND PROFESSIONAL HELP NEEDS TO BE DE-STIGMATIZED FOR HELPERS, SO APPROPRIATE HELP CAN BE ACCESSED AS NEEDED.

BRAINSTORM

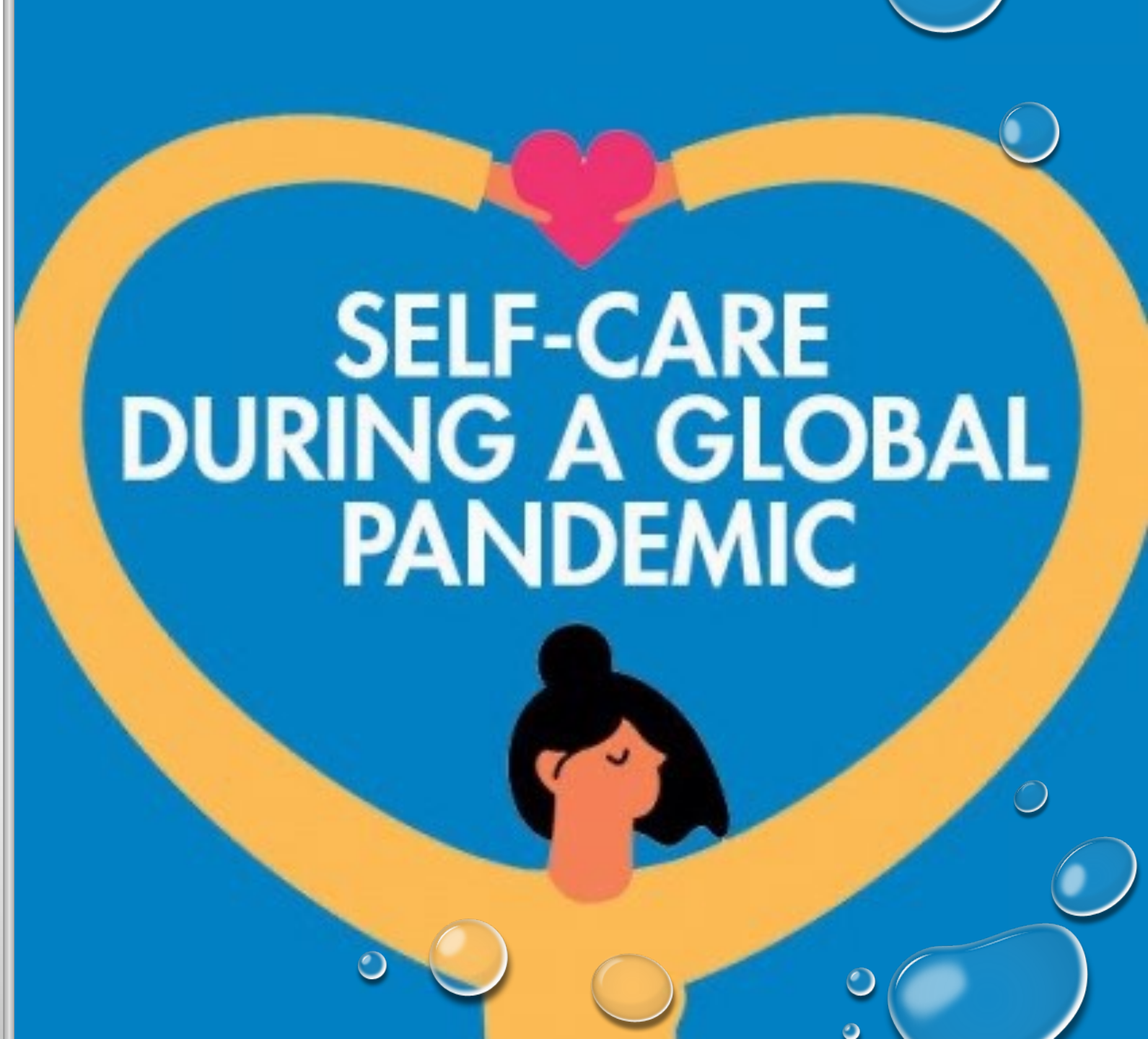
P.171 (TRAUMA STEWARDSHIP)

1. BRAINSTORM FIVE WAYS IN WHICH YOU THINK WHAT YOU ARE DOING TO MANAGE AND COPE WITH SECONDARY TRAUMA, IS WORKING FOR YOU?
2. REVIEW YOUR LIST, AND ASSESS WHICH OF THESE ARE NOT IN THE BEST INTEREST OF YOU OR THOSE THAT YOU WORK WITH?
3. CREATE A LIST OF FIVE WAYS IN WHICH YOU WOULD IDEALLY SEE YOUR WORK BENEFITING YOU AND THOSE YOU SERVE.



DEVELOPING EFFECTIVE
SELF- CARE SELF-CARE
SHOULD BE TAILORED TO
YOUR OWN AREAS OF
VULNERABILITY

- PHYSICAL
- PSYCHOLOGICAL
- EMOTIONAL
- SPIRITUAL
- PROFESSIONAL
- SOCIAL



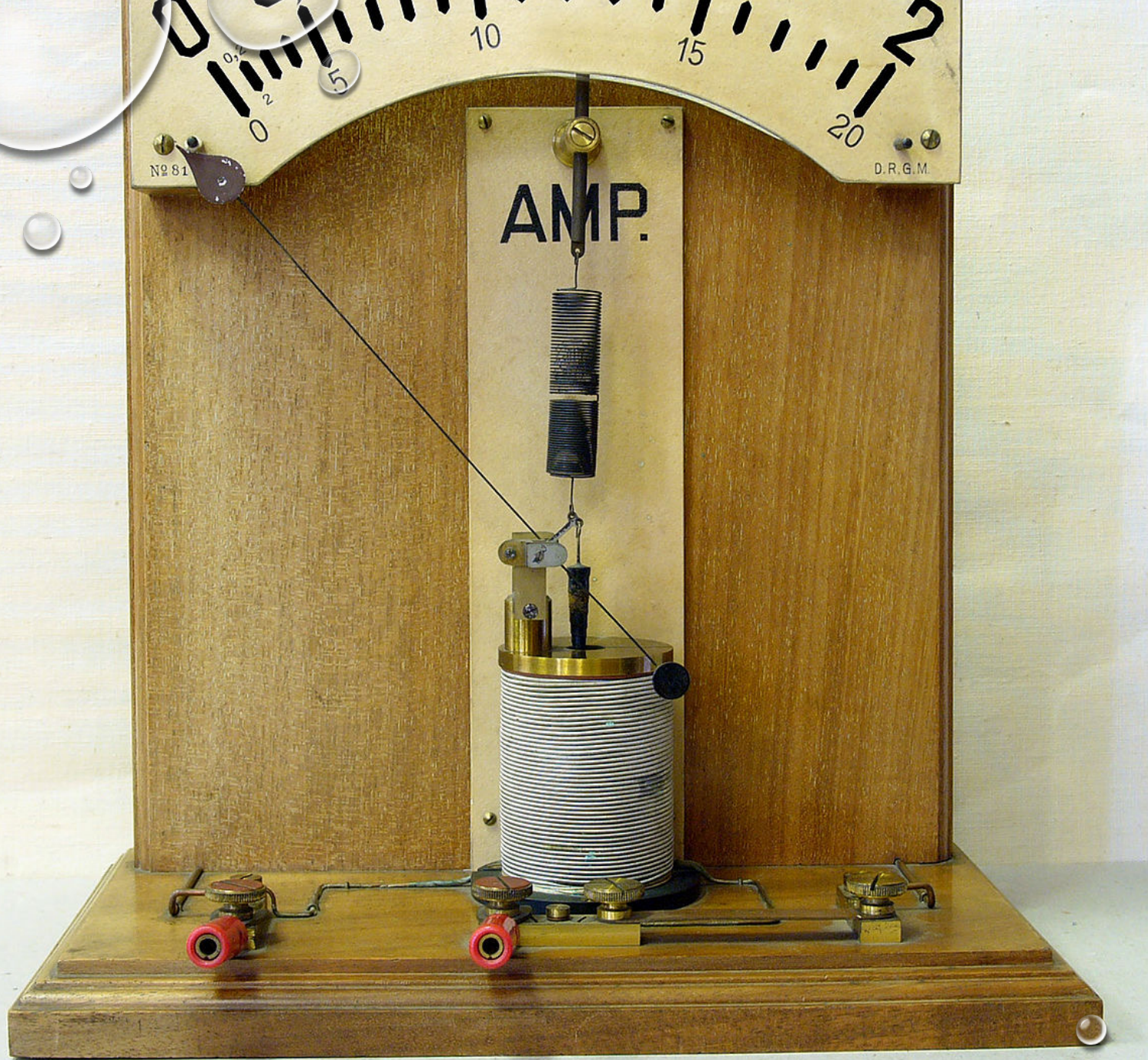
DEVELOPING A COMPASSION FATIGUE SELF-CARE PROTECTION PLAN

- WHAT COMPONENTS WILL GO INTO MY PLAN?
- WHAT ARE MY WARNING SIGNS AND SYMPTOMS?
- WHO WILL I CHECK IN WITH TO HOLD ME ACCOUNTABLE OR TO CUE ME?
- WHAT THINGS DO I HAVE CONTROL OVER IN MY LIFE?
- HOW WILL I RELIEVE STRESS IN A WAY THAT WORKS FOR ME? (INTERVENTION)



INQUIRY

WHAT DO YOU DO AT THE END OF A
WORKDAY TO TRANSITION YOURSELF
PHYSICALLY, EMOTIONALLY AND
SPIRITUALLY?



INQUIRY

- KNOW YOUR SPECIFIC WARNING SIGNS
- DEVELOP AN EARLY WARNING SYSTEM
- CHECK-IN WITH SELF DAILY

“
CARING FOR MYSELF
IS **NOT SELF-INDULGENT**,
IT IS SELF PRESERVATION
AND THAT IS AN ACT OF
POLITICAL WARFARE
”

audre lorde





TAKE THIS MOMENT...

TAKE A FEW BREATHS AND
CLOSE YOUR EYES AND THINK
OF SOMEONE IN YOUR LIFE
WHO SHOWED YOU A GREAT
DEAL OF COMPASSION. TAKE A
MOMENT TO HOLD THEM IN
YOUR THOUGHTS AND ALLOW
YOURSELF TO REMEMBER WHAT
IT FELT LIKE TO BE IN THEIR
COMPASSIONATE AND LOVING
PRESENCE.



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