



SECONDARY TRAUMA UPDATES

Child Welfare Services



BEHAVIORAL HEALTH TEAM



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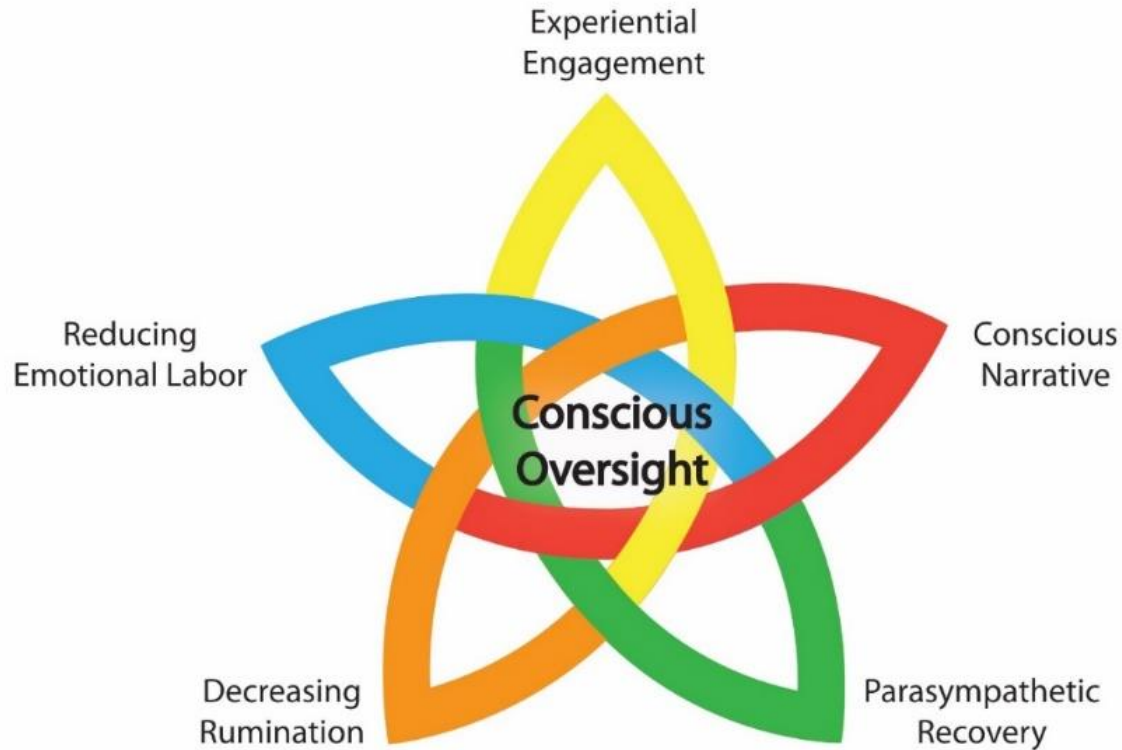


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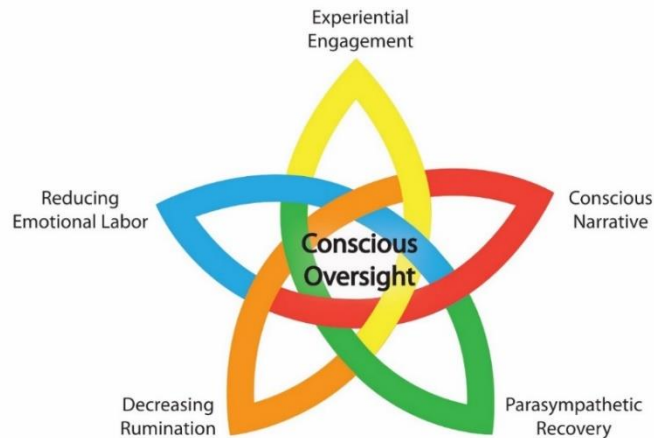
THE CE-CERT MODEL REVIEW: COMPONENTS FOR ENHANCING CAREER ENGAGEMENT AND REDUCING TRAUMA



Two main goals:

- 1. How do we gain control of symptoms when we are dysregulated/triggered/activated by secondary trauma symptoms.*
- 2. How do we maintain a state of feeling relaxed and engaged while working – which helps us stay in this career long term.*

THE CE-CERT MODEL REVIEW: COMPONENTS FOR ENHANCING CAREER ENGAGEMENT AND REDUCING TRAUMA



Experiential Engagement

- Research has shown that avoidance of negative emotions is the leading cause of burnout and fatigue.
- Leaning into the feelings we tend to avoid
- When we avoid feelings, they don't go away.. And often revisit us later in uncontrolled or inopportune times.

Reducing Rumination

- Research has shown that the more time we spend in rumination, the less happy and effective we are.
- Knowing how to prevent and address repeating thoughts, images, and feelings that keep us stuck.

Conscious Narrative

- Intense and traumatic experiences demand a narrative in order to become integrated.
- Becoming conscious of the stories we are telling ourselves and learning how to rewrite them to be career sustaining.

Reducing Emotional Labor

- Research indicates that those who thrive in this kind of work genuinely like their job.
- Learning how to make our work less effortful.

Parasympathetic Recovery

- Learning how to continually return to homeostasis. Bringing our nervous system back into a state of calm.
- Changing your practice from one where you take a deep breath and hold until the end of the workday when you get to go home - to exhaling after each and every stress event during the day.

CE-CERT TRAINING OVERVIEW



REFLECTIVE SUPERVISION EXAMPLE: EXPERIENTIAL ENGAGEMENT



Supervisor Example: Experiential Engagement

- A supervisor opened the discussion about rumination with a worker.
- The worker admitted they were thinking about a certain case all the time and just couldn't stop seeing what they saw and trying not to get overly emotional. They also didn't want to be seen as weak or not up to handling the job.
- It was clear the worker needed to talk to someone about how emotionally upsetting this was for them. The supervisor normalized this experience as something many of us have felt at one time or another.
- The supervisor asked the worker to talk about their feelings with regard to this family. The worker expressed sadness about the child and anger at the parents. The worker indicated it was hard to admit those feelings of anger. The supervisor normalized this experience, as well as asking the worker to become curious about the parents and what was going on with them (Radical Compassion).
- This then led to problem solving and how best to try to help these parents and this child.
- When the supervisor checked in with the worker the next day, they indicated the rumination had stopped and they had a new plan for working with the parents.

REFLECTIVE SUPERVISION EXAMPLE: CONSCIOUS NARRATIVE



Supervisor Example: Conscious Narrative

- Caseloads and workloads have increased. I have some workers that have responsibility and achiever as strengths, and I worry about the expectations that they place on themselves, especially now with an increased workload.
- We have discussed that they may need to shift or have more realistic expectations of what they can accomplish and that it may take longer to complete tasks, because they have more of them to complete.
- I have tried to pre-empt a negative narrative of “I am a bad worker because I cannot keep up, etc.” with “I am still a good worker, and I am doing all that anyone can reasonably get done.”

REFLECTIVE SUPERVISION

EXAMPLE: PARASYMPATHETIC RECOVERY



LIVE WELL
SAN DIEGO

Supervisor Example: Parasympathetic Recovery

- PSW shared feeling overwhelmed by job, run ragged, and yet felt good about being productive
- We discussed the “**end of day transition**” and the specific things they did to set a marker for work ending, and home life beginning, which was especially important on days when working from home.
- How did they acknowledge what they had accomplished that day?
- What would they pick up tomorrow?
- Could they write these down as tasks for tomorrow morning?
- Then to let go and be fully present for their family.
- They described their exercise routine, meal planning with their daughter, and relaxation activities in the evening. Doing these made them happy. And more ready for the next workday.
- They were thankful for the end of day transition ideas.
- We reiterated. Taking care of ourselves is important. We all know we cannot drink from an empty cup.

SECONDARY TRAUMATIC STRESS



Other supports offered:

- Check-ins to staff related to serious incidents and other requests from individuals and supervisors. These check-ins provide support for secondary trauma symptoms after stressful situations. Group check-ins may occur as needed.
- Other check-ins are offered each month at the same time and grouped by program.
- Briefings help workers prepare for a difficult situation (ex. telling a child their parent has died) and provides support afterward.
- Individual case consultations and weekly Multidisciplinary Team (MDT) meetings support workers in navigating the often-complex mental health needs of our parents, caregivers, and youth.

TRAININGS AND PRESENTATIONS



- Educational Trainings related to Mental Health
 - Substance Use, Personality Disorders, and Serious Mental Illness
- Secondary Traumatic Stress (STS) Educational Trainings
 - STS Presentation at social worker initial training
 - Resilience Builders series for all staff ongoing

Resilience Builders topic examples:

- Improving Sleep
- Increasing Energy/Mood
- Increasing Coping Skills (problem-based versus emotion-based)

TRAINING AND PRESENTATIONS



- Manager level coaching
 - Focus on STS, conflict resolution and stress management
- Restorative Practice Circles – The practice emphasizes the importance of valuing each other’s contributions and promotes healing by listening and supporting one another. It moves systems from a punitive to a restorative practice that promotes strengthening.
- Cross trainings and advanced trainings

CHALLENGES



- Time: Supervisors and staff feel there is not enough time to work on CE-CERT skills
- Remote Learning: New staff learning during COVID and remote work
- Vacancies: Staffing vacancies

QUESTIONS





PROMISES2KIDS

Creating a brighter future for foster children®

Youth2Youth Peer Advocates

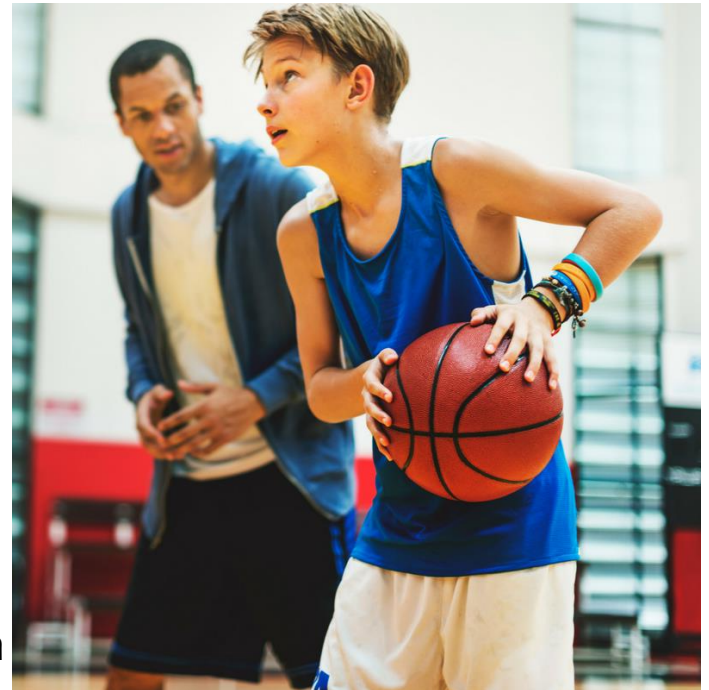


PROMISES2KIDS

Youth2Youth History

San Diego's foster youth identified a need for **more information regarding what life is like after foster care** and what skills will be needed to succeed independently.

To address the needs of current foster youth and to assist them in developing goals and skills that will help them succeed after foster care, the Youth2Youth Program at PCC, in collaboration with Casey Family programs and the County of San Diego, was established in October 2000. Promises2Kids then partnered with Access to continue the program and in 2012, Promises committed to the entire budget and began expanding the program.





Youth2Youth employs former foster youth to provide peer support, mentoring, and advocacy for current foster youth.

“Research indicates lived experience provided services, particularly peer roles, contribute to an improved sense of hope, empowerment and social inclusion for those accessing services”

*<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8998053/>

a lived experience



Program Goals

- Help current foster youth develop successful strategies for coping with the complexities of the foster care system.
- Motivate current foster youth to complete high school and pursue career goals.
- Promote active participation in the programs, services, and resources available to foster youth.
- Help former foster youth obtain work experience, develop job skills, earn a livable wage, and broaden their own life skills.





PROMISES 2 KIDS

Polinsky Children's Center



Youth2Youth mentors work in the teen girls and boys cottages to support young people in transition with making good choices, exploring future program and services, and providing guidance during their stay at Polinsky Children's Center.

Youth2Youth mentors support the cottage daily with engaging activities that encourage open lines of communication.

Recent Story... Fitness and Communication

Andres joined the Youth2Youth team three months ago. During his time at PCC, he has been adamant about getting the young men outside and active. He has led the young men in weight training and in basketball. During one of his weight training sessions, a young man opened up about wanting to leave because he was frustrated about having to stay at Polinsky. Andres was able to talk to him about how he managed stress and his frustration. The youth did not leave and ultimately spent the next four days training with Andres as a form of stress relief.





PROMISES 2 KIDS

Extended Foster Care

Youth2Youth mentors each work independently with up to ten youth enrolled in Extended Foster Care.

Youth2Youth meet one on one with foster youth to set goals and create a plan to help youth achieve a path to self-sufficiency after exiting care.





PROMISES 2 KIDS

Recent Story... Pregnant and Parenting Support



Vanessa works as the Youth2Youth Lead assigned to 9 youth. Vanessa met one youth when she was six months pregnant with her second child. The youth was fast approaching her due date and she would be losing a host of services upon her birthday. Vanessa worked with the Guardian Scholars team to find resources for her. She supported her with going to court to establish proper custody for her first child and parenting classes for her newborn. Vanessa encouraged her to apply for Guardian Scholars and today the youth is exploring the CNA Program at Palomar College.



COVID and Foster Youth

COVID 19 had a significant impact on youth in Guardian Scholars.

- 65% of transition age foster youth who were working prior to the pandemic lost their job
- 50% of those who applied for unemployment benefits did not receive them
- Nearly 20% had run out of food
- 23% reported being forced to move or feared that they would be forced to leave their current living situation.

20% reported being completely on their own

**<https://firstfocus.org/resources/key-stats-on-the-effect-of-covid-19-on-kids>*



PROMISES 2 KIDS

COVID Support

During the COVID 19 Pandemic, Youth2Youth expanded their support:

- Began helping with remote learning at PCC – they already knew the technology and were experiencing the same learning challenges.
- Helped with health and wellness – lead activities outside when staffing was challenging.
- Supported youth with case management while still following pandemic protocol.
- Increased visits to weekly and added digital visits for youth who were struggling.
- Advocated intermittent financial support for youth.
- Hosted an informational session about COVID 19 and the vaccine in partnership with Family Health Clinic.



P R O M I S E S 2 K I D S

Youth2Youth and High School Students

- Partnering with FASE Social Workers.
- Supporting all students at San Pasqual Academy
- Career planning, social emotional learning, and high school graduation support.



PROMISES2KIDS



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