A Supervisor's Role: Strategies for Combating Burnout, Fostering Wellbeing, and Cultivating Quality through DEI Principles.

Presented By:
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Our Last Program

▸Professional Development

▸Hard Conversations

▸Superpowers of supervisors

Acquisition to Application

Each one of you will have an opportunity to identify one action step you can apply relatively quickly and practically to enhance your supervisory knowledge and skill.

From Acquisition to Application

"One good idea applied immediately is better than 5 ideas memorized and stored unused in the mind"

- Master Del Pe

Master Del Pe (2006) 8 Types of Leaders, MDP Global Resources
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Agenda

Section 1: The Supervisor's role in identifying and addressing the emotional side of the work

- Compassion satisfaction
- Compassion fatigue
  ◦ Burnout
  ◦ Vicarious trauma

Section 2: The supervisor's role in promoting a socially just culture and continuous quality improvement guided by the principles of….

- Diversity
- Equity and
- Inclusion

Section 1: Supervision and Work Wellness

Poll Question: What are the major sources of work stress among your supervisees? Check the Top 3

A. The challenges associated with meeting the needs of the people receiving services

B. The interpersonal relationships at work with co-workers

C. The physical environment/work setting

D. The policies, procedures and rules that need to be followed

E. The lack of support from leadership

F. Workload

G. Lack of autonomy-powerlessness to influence work related concerns and problems

H. Other (Please chat in other sources of stress)

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Poll: How challenging is it to support your supervisees in managing stress and maintain health and wellness?

A. Very Challenging
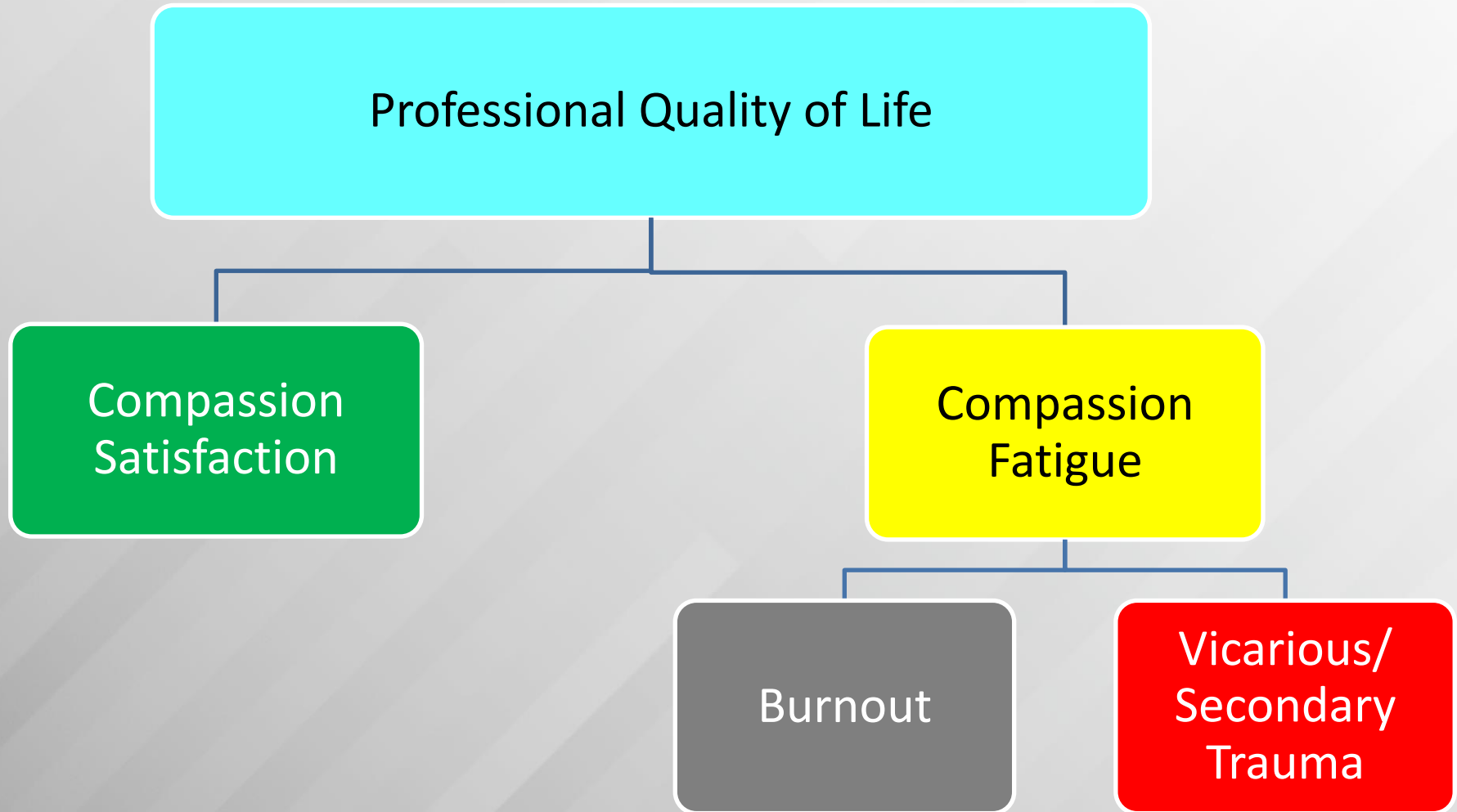
B. Challenging

C. Somewhat challenging

D. Not challenging

Adapted Compassion satisfaction-compassion fatigue Model (Hudnall-Stamm, 2009)

Professional Quality of Life

Compassion Satisfaction

Compassion Fatigue

Burnout

Vicarious/ Secondary Trauma

Compassion Satisfaction

- The pleasure you derive from being able to do your work. (sense of accomplishment)

- Feel satisfied and enjoy your work (on balance, a good deal of my time involves activities that are satisfying)

- Feel positive towards the people you support (I recognize the struggles of the people I serve, and I value them as people first and foremost)

- Feel you are helping others ("*I make a difference.*")

- Feel you can keep up with the expectations at work (I am successful at work)

(Stamm, 2012)

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Compassion Fatigue

"affects those who do their work well" (Figley, 1995)

- Shift in hope and optimism about the value of the work
- Deep physical, emotional and spiritual exhaustion
- Compassion fatigued helpers continue to give themselves fully to the people they support, finding it difficult to maintain a healthy balance of empathy and objectivity.
- Can be a typical response to work overload; can ebb and flow depending on demands

(Mathieu, 2007;Pfifferling & Gilley, 2000)

Burnout

- **Feelings of being emotionally exhausted and overextended by the work.**

- **Feelings of depersonalization which result in negative, cynical attitudes toward people they support.**

- **Diminished personal accomplishment, reflecting a sense of lowered competence and a lack of successful achievement in work with people they support.**

- **Associated with high workloads and non-supportive work environment**

- **Similar to learned helplessness**

(Maslach & Jackson, 1986; Stamm, 2012)

Vicarious Trauma (VT)

Service providers who work with people who have had and or continue to face and experience serious and painful adversity may cope in ways that adversely affects their own health and wellbeing.

"The _process of change_ that happens because _you care about other people_ who have been hurt and _feel committed or responsible to help_ them. Over time this process can lead to changes in your psychological, physical, and spiritual well-being." (Perlman & McKay, 2008)

defining feature of VT is a profound shift in world view

Secondary Traumatic Stress

- Secondary exposure to extremely stressful events (exposure to others' trauma or reexperiencing the trauma of the people you support)
- Something terrible has happened to one or more of the people you support and through your interactions with the person, you are strongly affected by the person's pain.
- You might find it difficult to stop thinking about the event and the impact on the person.
- Intrusive thoughts associated with the event might occur at anytime and result in upset feelings.
- Symptoms: afraid, difficulty sleeping, images of upsetting event, avoiding the client and reminders of the event (Figley, 1995, Stamm, 2012)
- Symptoms rapid in onset and specific to a particular event.

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Poll: Is it part of your job to identify and address the emotional impact of the work on the people you supervise?

A. Yes, it's an essential part of my job that should get addressed in supervisory meetings

B. Yes, but only if it directly affects the persons performance

C. Somewhat, I let supervisee know that they can get help from EAP

D. Not really, each employee is responsible for managing their work stress.

E. Not comfortable with this role, I don't feel prepared to address burnout. I worry that I might take on the role of a therapist.

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Let's Chat

Why might a Direct Support Professional (DSP) not discuss or share their emotional stress associated with the work?

Potential DSP Psychological Barriers to Workplace Wellness

What hurts

- "If I talk about my stress, my supervisor may think I'm not cut out for this work."

- "I have to be able to show I can be effective in my work."

- "We all just need to suck it up and move on."

- "It's best to keep my issues to myself"

What Helps

- "It is because I am good at my job that it affects me."

- "I have to take time to take care of myself in order to be effective."

- "Ups and downs are part of this work and life."

- "When I'm feeling stressed, its best to share with others."

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Helpful resource to consider
The Professional Quality of Life Scale (ProQOL)

- **The ProQOL is free and available at www.proqol.org**

- **A 30 item self-report measure of the positive and negative aspects of caring**

- **The ProQOL measures Compassion Satisfaction and Compassion Fatigue**

- **Compassion Fatigue has two subscales**
  - Burnout
  - Secondary Trauma

ProQol items

1. I am happy.

2. I am preoccupied with more than one person I [help].

3. I get satisfaction from being able to [help] people.

4. I feel connected to others.

5. I jump or am startled by unexpected sounds.

6. I feel invigorated after working with those I [help].

7. I find it difficult to separate my personal life from my life as a [helper].

8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].

9. I think that I might have been affected by the traumatic stress of those I [help].

10. I feel trapped by my job as a [helper].

11. Because of my [helping], I have felt "on edge" about various things.

12. I like my work as a [helper].

13. I feel depressed because of the traumatic experiences of the people I [help].

14. I feel as though I am experiencing the trauma of someone I have [helped].

15. I have beliefs that sustain me.

ProQol items

16. I am pleased with how I am able to keep up with [helping] techniques and protocols.

17. I am the person I always wanted to be.

18. My work makes me feel satisfied.

19. I feel worn out because of my work as a [helper].

20. I have happy thoughts and feelings about those I [help] and how I could help them.

21. I feel overwhelmed because my case [work] load seems endless.

22. I believe I can make a difference through my work.

23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].

24. I am proud of what I can do to [help].

25. As a result of my [helping], I have intrusive, frightening thoughts.

26. I feel "bogged down" by the system.

27. I have thoughts that I am a "success" as a [helper].

28. I can't recall important parts of my work with trauma victims.

29. I am a very caring person.

30. I am happy that I chose to do this work.

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What's a supervisor to do? Possible Action Steps

▸ **Invite supervisees to fill out the ProQol and discuss results in individual supervision.**

▸ **Review and select items from the 3 sections of the ProQol to explore the degree to which the person is positively oriented towards compassion satisfaction, burnout and secondary trauma.**

▸ **Use the concepts discussed to start a conversation with supervisees.**

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COMPASSION SATISFACTION: recognition of the value, purpose and human benefit associated with the work

Supervisor initiated conversations that are designed to maintain morale and commitment to the work.

- What have been the most rewarding moments in your job?

- What do you love about your job?

- Reflect upon the people you have touched? How you have contributed to the experience of your co-workers, the family members of the people you serve and the overall organization.

- What are you most proud of in your work?

Action Step Poll: How practical and helpful is the ProQol as a formal survey with one or more supervisees?

A. Definitely helpful and practical

B. Helpful and practical

C. Not sure

D. Not likely to be helpful or practical

E. Definitely not helpful or practical

F. Afraid it might cause more harm than good

Action Step Poll: How practical and helpful is the ProQol items as a resource you could use to guide your discussion about the emotional impact of the work with one or more supervisees.

A. Definitely helpful and practical

B. Helpful and practical

C. Not sure

D. Not likely to be helpful or practical

E. Definitely not helpful or practical

F. Afraid it might cause more harm than good

Are you ready to take an action step to explore and address the emotional impact of the work on your supervisees?

A. Yes, I have already decided that I will initiate this discussion with one or more of my supervisees.

B. Mostly yes, not sure exactly how I will initiate this discussion

C. Not sure, I need more time to think about what makes sense for me.

D. Right now, I'm not likely to initiate this type of discussion

E. I already do this. The information provided reinforces that my current efforts.

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Developing a Self-Care Plan

Self-Care Entails Being Intentional

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Two Types of Plans

Maintenance Self-Care

- **Identifying what you value/need in your everyday life**
- **Small steps can make a difference.**

Emergency Self-Care

- **When you are experiencing a crisis related to burnout**
- **Requires more planning and possibly supervisory or professional support**

Personal Relationships

- **Stress can impact and strain relationships**
- **Maintaining positive relationships helps to balance the stress one is experiencing**
  - What are you doing to build relationships?
  - Are you expanding your support networks?
  - Do you have friends you can speak with about how work affects you?
  - Can you tell your friends and family not to expect you to solve their problems since you are "so good at it"?

(Volk, Guarino, Grandin, & Clervil, 2008; Stamm ,2002)

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Supervision Meetings

Supervision as support is a protective factor and helps enhance satisfaction

- Include time to discuss self-care

- Encourage open communication of self-care and use of strategies to overcome any concerns

- Facilitate development of a self-care plan with each employee

- Actively attempt to recognize signs of stress/ burnout in your staff and encourage implementation of self-care plan

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Setting Boundaries

Your empathy and compassion for others help you do this work, but it is vital to take good care of yourself by setting boundaries between work and personal life.

What do you do to set boundaries?

Personal Self-Care: If you only have a few minutes…

2 minutes
- Breathe
- Stretch
- Daydream
- Take your stress temperature
- Laugh
- Doodle
- Acknowledge one of your accomplishments
- Say no to a new responsibility
- Complement yourself
- Look out the window
- Spend time with your pet
- Share a favorite joke

5 minutes
- Listen to music
- Have a cleansing cry
- Chat with a co-worker
- Sing out loud
- Jot down dreams
- Step outside for fresh air
- Enjoy a snack or make a cup of coffee/tea

10 minutes
- Evaluate your day
- Write in a journal
- Call a friend
- Meditate
- Tidy your work area
- Assess your self care
- Draw a picture
- Dance
- Listen to soothing sounds
- Surf the web
- Read a magazine

30 minutes
- Get a massage
- Exercise
- Eat lunch with a co-worker
- Take a bubble bath
- Read non-work related literature
- Spend time in nature
- Go shopping
- Practice yoga
- Watch your favorite television show

Volk, Guarino, Grandin, & Clervil, (2008)

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Self Care Plan Example

University of Buffalo School of Social Work

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). Transforming the pain: A workbook on vicarious traumatization. Norton.

https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html

Self Care Life Domains

▸ **Physical Self-Care**

▸ **Psychological Self-Care**

▸ **Emotional Self-Care**

▸ **Spiritual Self-Care**

▸ **Relationship Self-Care**

▸ **Stay in contact with faraway friends**

▸ **Workplace or Professional Self-Care**

▸ **Overall Work-Life Balance**

▸ **Other Areas**

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Workplace or Professional Self-Care Section

- Take a break during the workday (e.g., lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with clients and colleagues
- Balance my caseload so that no one day or part of a day is "too much"
- Arrange work-space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for my needs (benefits, pay raise)
- Have a peer support group
- (If relevant) Develop a non-trauma area of professional interest

"Talk to yourself like you would talk to someone you love."

Brene Brown

SECTION 2
DEI principles promote…

A. Workforce wellness: address sources of harm and distress associated with discriminatory and unfair practices related to one's social identity.

B. A Culture of Continuous Quality Improvement

DEI and the wellness of the workforce

Creating a socially just organization

ctac

What is meant by a socially just organization?

▸ The term social justice refers to fair and equitable treatment that is respectful of the diversity across the workforce.

▸ This diversity refers to a person's sex, gender identity, religion, ethnicity, race, sexual orientation, or disability.

▸ These various identities are collectively referred to as social identities.

A socially just organization meets a variety of standards

STANDARD 1: The organization creates a culture of safety and trust that encourages productive disagreements, and the communication of complaints, concerns, and criticisms without the fear of explicit or implicit reprisals.

STANDARD 2: The organization expects and provides education and training to supervisors that emphasizes the principles and practices of supportive supervision.

A Socially Just Organization and the Role of Supervisors.

Supervisors are expected and supported to increase their education in the following topic areas

a) skills to engage and explore with supervisees experience of discriminatory practices at work that is related to one's social identity.

b) recognizing the role that implicit bias may play in the supervisor-supervisee as well as the DSP- person supported relationship.

c) approaches to support the supervisee in enhancing their comfort level, sense of safety and trust and success and satisfaction with their work that is respectful of their social identity.

What's a supervisor to do? Let's give it some thought!

▸How might you, in your role of a supervisor, ask questions to better understand if one or more of your supervisees has experienced discriminatory and unfair treatment associated with their social identity?

What's a supervisor to do?

How does a supervisor implement their role in a way that promotes a socially just culture?

It all starts with a conversation.

Ask yourself:

▸ Have you asked your supervisees about any experience of unfair, discriminatory or biased treatment due to their social identity?

▸ Have you ever asked your supervisees if differences in social identities affects your relationship in helpful or unhelpful ways?

Action Steps: Social Justice

▸ You might choose to engage one or more supervisees in a conversation designed to identify experiences of discrimination and unfair practices associated with the person's social identity.

Creating a Continuous Quality Improvement Culture

DEI and the wellness of the workforce

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The Leader-Manager Challenge

▸ **Leadership is not the same as management**

▸ **Leadership is not better than management**

▸ **Leadership and management are distinct, complementary and necessary in a changing environment**

Am I a Manager?

Am I a Leader?

Modern Supervision: Integrating Leadership and Management

Management Functions

- Coping with complexity
- Order and consistency
- Procedures and policies
- Staffing (roles and responsibilities)
- Documentation
- Fiscal viability
- Risk management

Leadership Functions

- Coping with change
- Adapting to shifting conditions, expectations and environments
- Anticipating changes
- Initiating changes
- Finding and improving quality

Leaders as Change Agents

You are a leader when your role involves

- Intentionally and systematically improving one or more quality indicators (Solving a recurring problem)

- contributing to a change process that includes executive leadership (you are part of a leadership level team)

- Implementing a new policy, practice or procedure

- Participating in organizational Strategic Planning

- Adapting to a shock change (unexpected, dramatic and often unwelcomed)

Goals of Change Management: Improve One or More Dimensions of Quality

- **Safety**
- **Efficiency & Cost Management**
- **Coordination**
- **Integration**
- **Equity**
- **Efficacy**
- **Effectiveness**
- **Timeliness**
- **Continuity**
- **Appropriateness**
- **Access**
- **Staff Wellness/Retention/Turnover**

What does DEI have to do with creating a culture of excellence and quality

▸ **Supervisors are in a unique and critical position to support continuous quality improvement.**

▸ **They are the key bridge between executive leadership and the workforce**

What is Quality?

Doing what you said or intended to do in the first place

"The ultimate judge of quality is the patient, end of story."   Don Berwick MD

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Central law of continuous quality improvement

▶ "Every system is perfectly designed to achieve the results it achieves"

(Berwick, 1996, p. 619).

If you want to change results and you must change the….

SYSTEM

Common responses to problems associated with poor quality: Will this do it?

- **Working harder (more sweat)**

- **Get rid of the bad apples**

- **Throw more money at the problem**

- **Find a scapegoat-We can't do it because of…………..**

Supervision and Continuous Quality Improvement

Does your organization directly and consistently expect you to identify problems of quality?

Yes   No   Not sure

Do you see your role as identifying problems associated with quality?

Yes   No   Not sure

Are you expected to communicate problems of quality and provide possible improvement strategies.

Yes   No   Not sure

Poll: How comfortable are you with identifying and informing leadership about quality problems?

A. Very comfortable
B. Comfortable
C. Somewhat comfortable
D. Uncomfortable
E. Very uncomfortable

Engaging your supervisees in the quality Improvement Process

GOAL: The KISS approach

What to KEEP

What to IMPROVE

What to START doing

What to STOP doing

▸ In individual or group supervisory meetings:

▸ Setting the stage- managing expectations

▸ Not all sources of distress, upset, irritation and frustration are changeable

▸ Acknowledging negative realties

DEI as a guide to designing effective improvement processes

▶ **Organizations differ in their commitment to continuous quality improvement.**

▶ **Organizations with a continuous quality improvement culture…**

  ◦ Improve and outperform less ambitious organizations

  ◦ Create environments that promotes the recruitment of "quality" employees

  ◦ Establish a reputation of excellence in the community

  ◦ Utilize the entire range of talent and wisdom in the organization

What is diversity

▸ "Diverse perspectives refer to a range of different viewpoints, experiences, and backgrounds that people bring to the table. This includes differences in race, ethnicity, gender, sexual orientation, age, religion, nationality, socioeconomic status, and more."

Diane Moura

The value of a diversity valuing organization

▸ "We are talking about creating an environment where people feel valued and respected for who they are, where they can bring their full selves to work, and where their unique perspectives and experiences are seen as assets rather than liabilities."

What the research tells us about diversity

▸Innovation and creativity are two of the most important benefits that can result from hearing different points of view.

- **Enhanced ability to make choices**

- **Positive Effects on Morale and Productivity**

- Increased opportunities to connect with people you serve

https://www.linkedin.com/pulse/benefits-diverse-perspectives-workplace-diane-moura

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More research

"scientists think that diverse teams may outperform homogenous ones in decision making because they process information more carefully".

▸ **David Rock and Heidi Grant (November 2016) Why Diverse Teams Are Smarter. Harvard Business Review**

"A review of numerous studies suggests that the process of adapting to greater diversity **stretches 'cognitive flexibilities', making everyone on the team more creative and improving collective and individual judgement"**

▸ Crisp, R. J., & Turner, R. N. (2011). Cognitive adaptation to the experience of social and cultural diversity. *Psychological Bulletin, 137*(2), 242–266. https://doi.org/10.1037/a0021840

Diversity and Quality Improvement

▸ Organizations designed to continually improve the dimensions of quality engage individuals who can offer diverse perspectives based on experiences associated with their social identity, unique life experience, expertise associated with their role in the organizations and personal and professional values.

▸ Identify the full spectrum of problems adversely affecting quality

▸ Generate the full spectrum of possible solutions

What about Equity?

▸ Avoidance of creating a culture that only values people associated with a particular social identity, set of credentials, position of power and authority status.

▸ Everyone's is given a safe space to share their experience and perspective.

▸ Equity and fairness is established when supervisors are mindful of any tendency to value perspectives based on these factors

▸ The experience of the workforce is one in which they feel safe (not intimidated, discriminated against, unfairly treated, fearful, insecure, self deprecating)

What about equity?

▸ Individual capacities for success may be affected by the persons comfort with speaking up in groups, comfort with the English language, insecurities associated with limited education, attitudes about asserting oneself or speaking up to authority, fear levels.

▸ When a supervisor recognizes and creates options for individuals with differing capacities to participate in decisions, that supervisor is in the business of promoting equity.

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Bottomline for Supervisors

- equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to these differences.

- Equity means providing as much support as needed to ensure that the supervisee can participate in and benefit from the quality improvement process.

Inclusion and Quality Improvement

▸ DSP's know the system at the critical interface between support staff and the person served more than any other level of the organization.

▸ Individuals closest to the central purpose and mission of the organization are in the best position to identify the organizational barriers, irritating policies and practices, sources of unnecessary stress.

▸ Individuals closest are also an invaluable source of brainstorming solutions.

▸ Individuals closest are also most likely to be inextricably involved in implementing the quality improvement changes

People know who is in and who is not!

► Individuals are acutely aware of favoritism, preferential treatment and exclusion due to differences in power, credentials, experience and affinity based on one or more social identities.

Key questions to elicit the insights of the workforce

Numerous questions to start and explore the problems in quality.

What is working

- What is most satisfying about working here?
- What are you most proud of in working here?
- What keeps you most committed to the work?
- How would you respond to a colleague asking you what is good about working here?

What is not working

- What are you expected to do that frustrates you?
- What would you improve in how we do things around here if you could?
- Does anything expected of you seem unfair?

ACTION STEP: Engaging supervisees in the continuous quality improvement process

Poll Question: How practical and meaningful is it for you to have conversations with supervisee to identify problems and solutions?

A. Very practical and very meaningful
B. Practical and meaningful
C. Somewhat practical and meaningful
D. Not practical and not meaningful
E. Meaningful but not practical
F. Practical but not meaningful

Consider noting an action plan outline

If you plan to apply one idea you learned during this presentation to enhance your role as a supervisor, consider writing down your plan that includes the following:

My Action Step is most likely to involve…

A. Identifying sources of burnout and compassion fatigue among my supervisees.

B. Identify supervisees who may experience discrimination/bias associated with their social identity

C. Engage my supervisees in identifying problems and solutions influencing quality.

Action Step Plan Outline

▸ **Action step goal**_____

_____

▸ **When will I complete the goal**_____

▸ **Where/place**_____

▸ **Who will I engage**_____

▸ **What I hope to accomplish**_____

_____

Final Poll: of all the ideas that have been presented, what are you most likely to apply in your work in the coming weeks?

A. Identifying the degree to which my supervisees experience compassion satisfaction, fatigue, burnout and/or secondary trauma.

B. Exploring with my supervisees the degree to which they have experienced unfair treatment related to one or more of their social identities.

C. Engage one or more supervisees in identifying organizational problems and improving quality.

D. Other (please type in)

Resources

- **ProQol - www.proqol.org**

- **Maintenance Self-Care Plan - see handout**

- **Emergency Self-Care Plan http://socialwork.buffalo.edu/content/dam/socialwork/home/self-care-kit/emergency-self-care-worksheet.pdf**

- **Self-Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html**

Resources

Fisher, P. (2015). *Building resilient teams: Facilitating workplace wellness & organizational health in trauma-exposed environments.* Victoria, BC: Fisher & Associates Solutions, Inc.

Fisher, P. (2016). *Resilience, balance & meaning: Supporting our lives and our work in high stress, trauma-exposed workplaces.* Victoria, BC: Fisher & Associates Solutions, Inc.

Mathieu, F. (2012). *The compassion fatigue workbook: Creative tools for transforming compassion fatigue and vicarious traumatization.* New York: Routledge Taylor & Francis Group.

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Rothschild, B. (2006). *Help for the helper. The psychophysiology of compassion fatigue and vicarious trauma.* New York: W.W. Norton.

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Online Resources

- **Compassion Fatigue Self Test: http://www.ptsdsupport.net/compassion_fatugue-selftest.html**

- **ProQOL-5: http://proqol.org/ProQol_Test.html**

- **Secondary Traumatic Stress Consortium: stsconsortium.com**

- **Secondary Traumatic Stress-Informed Organizational Assessment (STSI-OA): http://www.uky.edu/CTAC/STSI-OA**

- **Self-Care Assessment Worksheet: http://www.ecu.edu/cs-dhs/rehb/uploa Wellness_Assessment.pdf**

- **TEND Academy: https://www.tendacademy.ca/**

- **The Resilience Alliance: www.nctsn.org/products/nctsn-affiliated-resources/resilience-alliance-promoting-resilience-and-reducing-secondary-trauma**

- **What about You? A Workbook for Those Who Work with Others: http://508.center4si.com/SelfCare-forCareGivers.pdf**

More resources

▸ **The American Psychological Association identifies 10 strategies individuals may employ to strengthen resilience against the harmful effects of burnout https://www.apa.org/topics/resilience**

▸ **• The Harvard Business Review has offered a list of five ways to build resilience at work, and you can read this Mindful article on the implementation of a mindfulness program for staff at Harvard. https://www.mindful.org/building-resilience-at-harvard/**

▸ **You can use the Professional Quality of Life Scale (ProQOL) to measure staff burnout, compassion satisfaction and fatigue at your organization. https://proqol.org/proqol-measure**

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High tech resources

- [The Provider Resilience app](#), the first app focused on building resilience for health care providers, was developed by the Defense Department's National Center for Telehealth and Technology. The app allows providers to complete self-assessments of the ProQOL to help providers measure their level of burnout and secondary traumatic stress as well as compassion satisfaction.

- The [Trauma Resource Institute's iChill app](#) allows users to monitor their stress levels and suggests methods for reducing stress and preventing burnout and/or compassion fatigue using the [Trauma Resiliency Model](#) and [Community Resiliency Model](#).

Follow-Up Webinar

April 3, 2024 10am-11am

Registration Link

https://registration.nytac.org/event/?pid=6&id=1322

Evaluation

Please complete the evaluation by using the following link:

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