

# Enhancing Resilience Through Trauma-Informed Self-Care

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# Important Concepts

- Burnout and Vicarious Traumatization
- Trauma-Informed Care
- Empathy and Actual Empathy
- Self-Care and Mindfulness
- Resiliency

# Background and Motivation: Challenges in recruitment, retainment, health and well-being of human service workforce

- Human services struggle to recruit and retain enough qualified workers (Curtis, Moriarity, & Nettan, 2010; Madden Scannapieco & Painter, 2014)
- About 75% of social workers experience burnout and/or, vicarious traumatization and or compassion fatigue. The number is higher for child and family welfare workers (Bride, 2007)
- Negative impact on the health and wellbeing of workers (see Salvagioni, Melanda, Mesas, Gonzalez, Gabani, Andrade, 2017)
- Poorer quality of services (see Klein et al, 2010) and higher turnover intention (Van Bogaert et al, 2013).

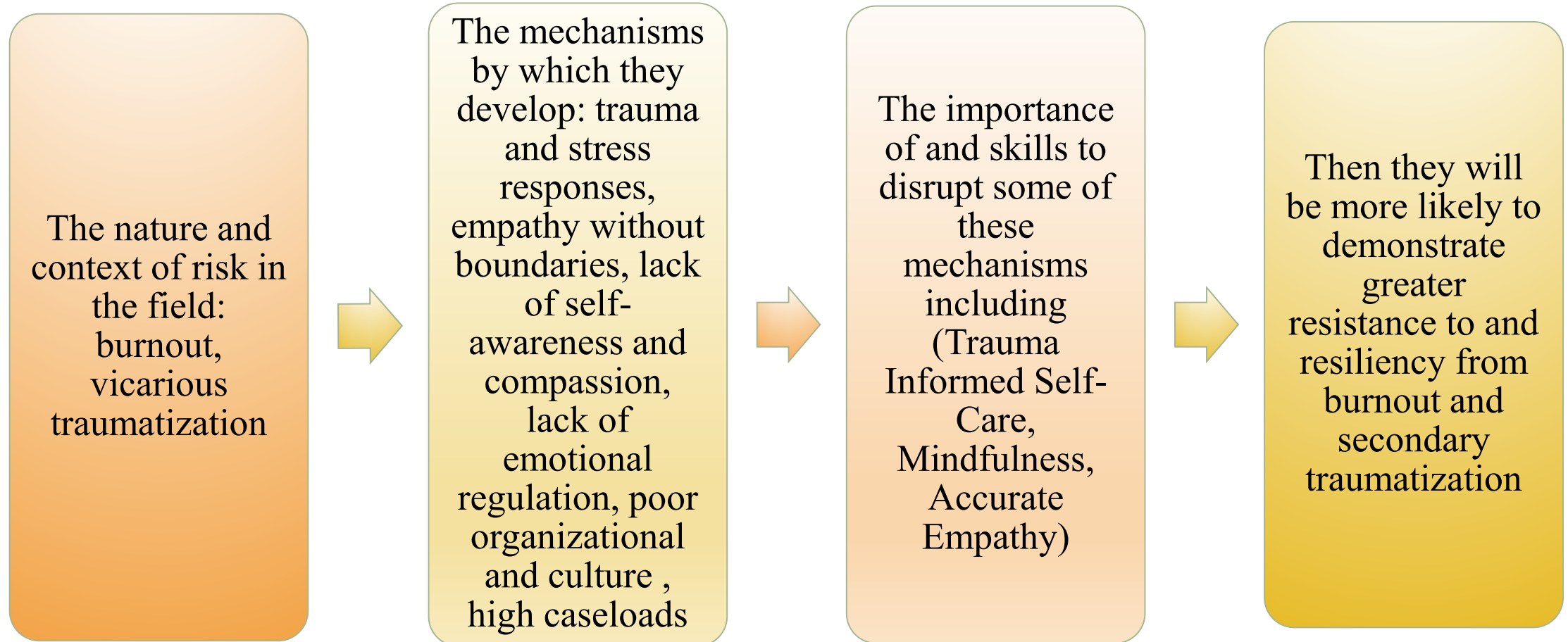
# Background and Motivation: Risk factors of human service students and workforce

- Those who enter the fields of helping, including students in the helping majors, often are motivated by their own experiences of needing help or caregiving and may have disproportional rates of adverse childhood experiences and/or adult trauma (Esaki & Larkin Holloway, 2013)
- Exposure to and engagement with the deep suffering and struggling of others requires deep compassion and empathy and empathy without boundaries carries risk (Collins, Coffey, & Morris, 2010; Leeson, 2010).

# Background and Motivation: Teaching of trauma informed self-care including mindfulness can promote resilience to secondary trauma and prevention

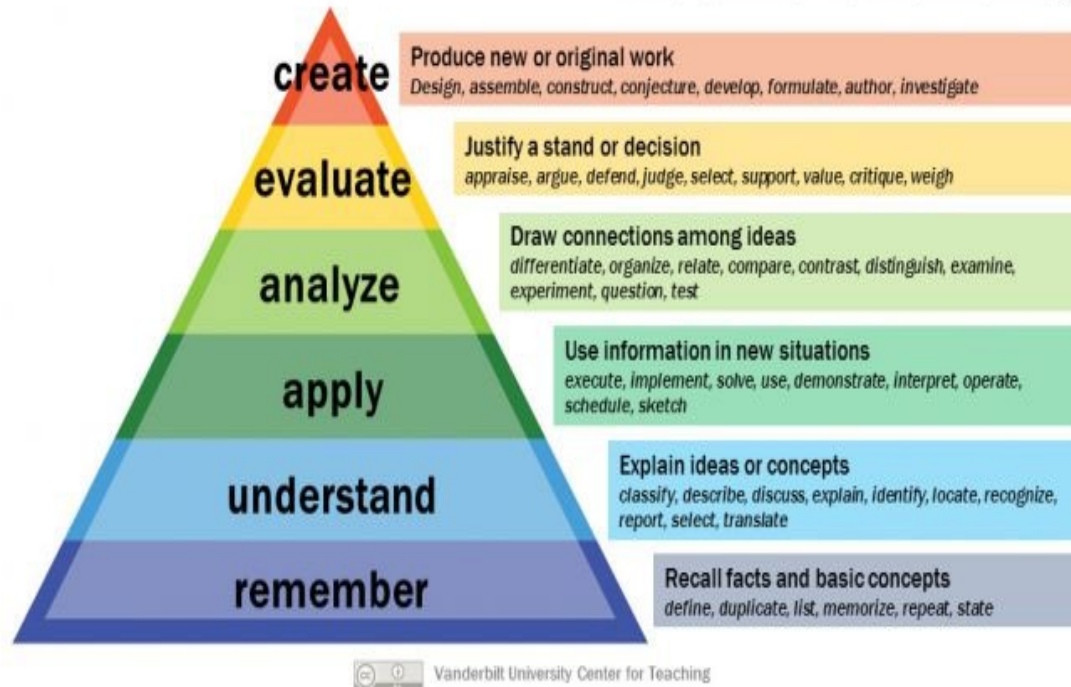
- Teaching about trauma-informed care and self-care, including mindfulness and stress reduction has been found to be related to lower levels of stress, burnout and compassion fatigue, higher levels of compassion satisfaction, greater quality of life and self-compassion (see Alkema & Linton, 2008; Shapiro, Astin, Scott, & Cordova 2005; Thomas & Otis, 2010).
- Teaching of self-care and risks of empathy have been under explored (Harr & Moore, 2011; Napoli & Bonifas, 2012)
- Mindfulness training can increase actual empathy, enhance self-regulation, self-awareness and resilience (Gerdes Segal, Jackson & Mullins; 2009; Kinman & Garnt, 2011).
- Self-care tools should be taught early in student's career (Napoli & Bonifas, 2012)
- Teaching students about trauma can reduce vicarious traumatization in the classroom (Cunningham, 2004).

# Conceptual framework: If students are effectively taught...



# Conceptual Framework

## Bloom's Taxonomy



- HSV 490 (Senior Seminar):
- HSV 220 (Practicum)
- HSV 100 (Introduction to Human Services)

Armstrong, P. (2006, September 06). Bloom's Taxonomy [Image of Bloom's Taxonomy of teaching and learning]. Retrieved October 15, 2018, from <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy>

# Intervention: Scaffolding and Differentiation Across the Curriculum

- **HSV 100:** Introduction of the concepts of trauma, resilience, burnout, compassion fatigue, accurate empathy, vicarious trauma, self-care and mindfulness over 6 course hours.
  - Document intentional activities of self-care as part of a weekly assignment.
  - Critical thinking skills of remembering and understanding assessed through multiple choice and open-ended exam items in which students select, identify or describe the concepts.



# Interventions and Activities

- **HSV 220:** Each topic is explored in greater depth. Students are lead through at least 4 mindfulness techniques.
  - Critical thinking skills of applying and analyzing are assessed through short reflection papers in which students apply the concept of trauma, trauma-informed care, accurate empathy and self-care to issues of burnout and vicarious traumatization.
  - Self-care journal in which one of the self-care activities and reflect on the activities.
- **HSV 490:** Analysis and evaluation of research on trauma informed care, accurate empathy, mindfulness and self-care.
  - Self-care plan, keep a self-care journal
  - Create and teach a lesson plan on relevant topics to the 100 level students
  - Evaluate 2 mindfulness, stress reduction and self-care interventions using relevant research

# Research Questions

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  - Does scaffolding the teaching of trauma informed self-care increase student's practice of self-care?
  - Do changes in knowledge and practice of trauma-informed self-care correlate with changes in resiliency and burnout propensity?
  - How do students experience any perceived benefits or barriers to the practice of trauma-informed self-care and mindfulness?
  - Do any benefits maintain following graduation?

# Proposed Methodological Design and Measures

- Design: Mixed-methods longitudinal design.
  - HSV 100: Pre-post measures of self-care, resiliency and burnout propensity
  - HSV 240: Pre-post measures of self-care, resiliency and burnout propensity
  - HSV 490: Pre-post measure of self-care, resiliency and burnout propensity, focus group on experiences with trauma-informed self care
  - 6-Months Following Graduation: Measure of self-care , resiliency and burnout propensity, qualitative interview on experiences with trauma-informed self-care
- Measures
  - Mindful Self-Care Scale (Cook-Cottone & Guyker, 2018)
  - Brief Resilience Scale (Smith, Dalen, Wiggins, Tooley, Christopher & Bernard, 2008)
  - Maslach Burnout Inventory (Maslach, Jackson & Leiter, 1997)
  - Focus Group Qualitative Interviews

# Anticipated Limitations and Challenges

- Sample Size
- Burnout measure transitioning from student to professional
- Repeated testing
- Changes in staffing
- Attrition
- Respondent bias

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