Trauma-Informed Clinical Supervision

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Presenter

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Director, Trauma-Informed Services, National Council for Behavioral Health
Vulnerability is not weakness... Vulnerability is the birthplace of innovation, creativity and change.
- Brene Brown
Learning Objectives

- Develop a minimum of 3 methods to infuse Trauma-Informed (TI) Principles into their current supervision practice.
- Develop a TI Supervisory Disclosure form and understand the importance of transparency in the supervisory relationship.
- Identify what is needed to Keep, Change, Start, and Stop in their current practice to increase supervisee engagement, satisfaction, and clinical outcomes.
Caregiver Health

When is the last time you experienced JOY at work?
TIC: Basic Assumptions

1. People are doing the best that they can.
2. Symptoms are adaptations.
3. Trauma shapes the survivor’s basic beliefs about identity, world view, and spirituality or meaning-making.
4. Implementing Trauma Informed Universal Precautions improves all outcomes.
5. When worker and client share a trauma perspective, they can collaborate.
6. Workers need support from one another, including respect, information, connection, and hope.
7. Working with survivor clients affects the person of the helper too.

(Saakvitne, et al., 2000)
What to Ask First
We need to have...
SAMHSA’s 8 Dimensions of Wellness

- **Emotional**: Coping effectively with life and creating satisfying relationships.
- **Environmental**: Good health by occupying pleasant, stimulating environments that support well-being.
- **Intellectual**: Recognizing creative abilities and finding ways to expand knowledge and skills.
- **Physical**: Recognizing the need for physical activity, diet, sleep and nutrition.
- **Financial**: Satisfaction with current and future financial situations.
- **Social**: Developing a sense of connection, belonging, and a well-developed support system.
- **Spiritual**: Expanding our sense of purpose and meaning in life.
- **Occupational**: Personal satisfaction and enrichment derived from one’s work.

Trauma Organized

Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.

- Reactive
- Reliving/retelling
- Avoiding/numbing
- Fragmented
- Authoritarian leadership

Trauma Informed

These are organizations that develop a shared language to define, normalize and address the impact of trauma on clients and workforce. They operate from a foundational understanding of the nature and impact of trauma.

- Shared language
- Foundational understanding of trauma and healing
- Understanding of the nature and impact of trauma

Healing Organization

Organizations where staff policies, procedures, services and treatment models apply an understanding of trauma embedded within them. Their approaches to providing services are trauma-shielding or trauma-reducing.

- Reflective
- Collaborative
- Culture of learning
- Making meaning out of the past
- Growth- and prevention-oriented
- Relational leadership
What is to give light must endure burning.

Viktor Frankl
Supervision is...

Relationship over time

In a positive, growth focused atmosphere

That builds healthy, cohesive teams

And develops quality improvement & the successful implementation of consensus & evidence-based practices
Supervision: Why Is It Important?

- The work demands support
- Mitigates risk of burn out and vicarious trauma
- Enhances the commitment of staff to the organization and the work
- Strengthens the competency of both supervisor and supervisee
Supervision Aligns with Principles and Practices of Trauma-Informed Care (TIC)

✓ **Growth**: Mutual professional development process designed to reinforce and enhance the skills and knowledge of both parties

✓ **Safety**: Drives out fear and drives in trust

✓ **Respect**: Language, tone and body language demonstrates value for each person’s integrity and worth

✓ **Control**: Relationship recognizes different levels of responsibility without exertion of dominance and power

✓ **Transparency**: Interactions are honest without hidden agendas

✓ **Support**: Recognition that all individuals working in human services are at risk for emotional exhaustion, depersonalization and lack of accomplishment and meaning
Key Components of Trauma-Informed Supervision

✓ Clear theoretical orientation
✓ Education about symptom management and common responses to trauma
✓ Focus on the therapeutic relationship
✓ Safety and respect to respond to and manage our reactions to the work
✓ Education about and attention to impact of trauma work/trauma exposure response

(Saakvitne, et al., 1996)
You are the Catalyst

- “Walk the Walk” as a way to “Teach the Talk”
- Power of Influence
- Visibility
- Teaching Opportunity
Trauma Informed Supervision

CORE CONCEPTS
The National Council’s Framework for Trauma-Informed Supervision

**Supervision Components**
- Safety
- Trustworthiness and Transparency
- Peer support and mutual self-help
- Collaboration and mutuality
- Empowerment, voice, and choice
- Confronts cultural, historical, and gender issues to promote meaningful inclusion
- Diversity, equity, and inclusion as central principles
- Safety includes physical, psychological, moral, and emotional considerations
- Opportunities for collaboration without punishment for failure
- Dare to Lead™ Heart of Daring Leadership principles
- Administrative — performance reviews, clear expectations, accountability, and recognition, training
- Practice — learning mindset, trauma-informed basic assumptions, professional development, collaborative problem-solving
- Reflective — wellness focus, recognition of whole self, safety, and respect in responses, education regarding trauma and its impact

**Supervision Skills**
- Administrative — disclosure statement, data-informed decision-making, ensure diversity, equity, and inclusion
- Practice — creating a holding environment, utilizing engaging approaches, such as active listening, motivational interviewing, collaborative problem-solving
- Reflective — identifying adaptive challenges, relationship-building, building compassion resilience, managing conflict, focusing on values
• Safety – physical, psychological, emotional and social
• Trustworthiness and Transparency – among staff, clients/patients, family members and partners
• Peer support and mutual self-help
• Collaboration and mutuality – partnering to level power differentials
• Empowerment, voice and choice – for staff, clients/patients, family members and partners
• Confronts cultural, historical and gender issues to promote meaningful inclusion
Supervisor strives to infuse TIC principles into all areas of supervision:

• Safety
• Trust and Transparency
• Collaboration and mutuality
• Empowerment
• Voice and choice
Safety

Throughout the organization, staff and the people they serve, whether children or adults, feel physically and psychologically safe; the physical setting is safe and interpersonal interactions promote a sense of safety.

- Survey service recipients to gain feedback about their experiences, including the physical environment
- Solicit staff to suggest improvements to care and the environment
- Ensure individuals feel welcome and comfortable from reception through exiting
- Do no harm – prevent re-traumatization
- Provide trauma sensitive practices and care

- Modeling Safe and Secure cultural values
- Compassion
- Vulnerability
- Empathy
- Creating an Agency Workspace Culture
- Positive Work Culture components
- Adaptive Leadership Skills
Focus on the Relationship

- Between the worker and those served
- Between the worker and the supervisor
- Between the supervisor and the supervisor’s supervisor
- Role of parallel process (Kadushin, 2002)
- Evidence-Based Relationships (Norcross, 2011)
- Session Rating Scale (Miller & Duncan, 2000)
Trustworthiness and Transparency

Organizational operations and decisions are conducted with transparency and the goal of building and maintaining trust among clients, family members, staff, and others involved with the organization.

- Assessments: Agency Culture, Employee, Leadership
- Update, Update, Update
- Consistent Meeting Time
- Inclusive Speech “We”/ “Our”
- Role of Feedback
- Conflict Resolution
- Knowledgeable of EBPs in Programs and Field
- Implementation Guide to Fidelity and CQI

- Clear is Kind, Unclear is Unkind (Brene’ Brown)
- Measurable
- Routine
- Integrated into Agency’s Strategic Plan
- Examples: pre-employment, pre-/post-training, performance reviews
- Open, Honest Communication
- Communicate, Communicate, Communicate
Minimum Conditions For Successful Feedback

1. Making standard for work clear
2. Create a supportive learning environment
3. Believe people can learn, grow, and change
4. Everyone has strengths
5. Seeing feedback as helpful rather than punitive
6. Be specific
Conflict

Success depends on your ability to distinguish observations from judgments
Collaboration and Mutuality

Partnering and leveling of power differences between staff and clients and among organizational staff from direct care staff to administrators; demonstrates that healing happens in relationships and in the meaningful sharing of power and decision-making. The organization recognizes that everyone has a role to play in a trauma-informed approach; “one does not have to be a therapist to be therapeutic.”

- Building and Maintaining Role in Community
- Building Community Resilience
- Welcoming Space
- Strategic Partnerships
- Training
- Dual Relationships
- Who is “Us”?
- Moving to With Us not For Us
- Language
- Policies and Procedures
- Hiring
- Shared Decision Making
Collaboration and Mutuality

✓ This

✓ Not This
Empowerment, Voice and Choice

Throughout the organization and among the clients served, individuals’ strengths and experiences are recognized and built upon; the experience of having a voice and choice is validated and new skills developed. The organization fosters a belief in resilience and in the ability of individuals, organizations, and communities to heal and promote recovery from trauma; building on strengths and not just addressing perceived deficits.

- Trauma related materials in waiting areas
- Posters inviting individuals to talk about trauma and/or needs located in exam rooms
- Asking questions about trauma and/or needs before and during exams
- Wellness Oriented Staff worksheets
- Trauma Informed Supervision
- Communication with Staff
- Motivational Interviewing Skills in Supervision
Empowerment

• How do your supervisees learn?
• Supervising to Strengths
• Providing Tools and Resources
• Acknowledge Accomplishments
• Clear Expectations
• Shared Vision
• Monitor for Compassion Fatigue
Voice and Choice

• Staff voice is embraced, and choices are offered in all aspects of work whenever possible
• Open forum for staff feedback and direction
• Decisions “With us not for us”
• Reflective Supervision
• Spirit of Motivational Interviewing
The organization actively moves past cultural stereotypes and biases (e.g. based on race, ethnicity, sexual orientation, age, geography, etc.), offers gender responsive services, leverages the healing value of traditional cultural connections, and recognizes and addresses historical trauma.

- Diversity, Equality, Inclusion
- Cultural Humility
Fostering a Supportive Environment

- Diversity, equity and inclusion as central principles
- Safety includes physical, psychological, moral, and emotional considerations
- Opportunities for collaboration without punishment for failure
- Dare to Lead™ Heart of Daring Leadership principles (Brown, 2018) – courage and vulnerability, self-awareness and self-love, rewarding brave work, tough conversations and whole hearts
“Diversity is about embracing differences, and recognizing the amazing things that are possible when it’s woven into an organization’s culture”
Components of Diversity

https://u.osu.edu/osupac/diversity/
Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Diversity is the mix, inclusion is respecting the difference

Cultural Humility is another way to understand and develop a process-oriented approach to competency.

“the ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]”

Hook et al, 2013
Professional Growth, Accountability and Self-care

Changing organizational culture requires ongoing communication and training

• *Establish processes and systems* of:
  • Communication
  • Distribution of policies and procedures
  • Methods to review and track staff competency (manager tools)

• *Training* should include:
  • Key topics beyond trauma-informed care (ex. Motivational interviewing)
  • Supervision and leadership development (ex. Reflective supervision, clinical supervision, general management techniques/dos and don’ts)
  • Self-care/Employee wellness – supporting staff taking care of themselves and preventing compassion fatigue and burnout
  • Address all employees, not solely clinical/licensed professionals
Professional Developmental Stages

• Supervisee
• Supervisor
THE SECRET KILLER OF INNOVATION IS SHAME.

-Peter Sheahan-
Find Your Why

“The most productive people start with purpose and use it like a compass.”

- Lorne Whitehead
Sone, 2008
Psychosomatic Medicine
What professional development goals could you identify that you could support for your supervisee that would not relate directly to their Job Descriptions or Performance Metrics?
Importance of Engagement
“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

- THEODORE ROOSEVELT
You can’t get to courage without rumbling with vulnerability.

“Courage and fear are not mutually exclusive. Most of us feel brave and afraid at the exact same time.”
Let's Rumble

... with the same passion with which we want to be heard.
loving ourselves through the process of owning our story is the bravest thing we will ever do.

- Brene Brown
“**Courage is contagious**... we have to cultivate a culture in which *brave work, tough conversations, and whole hearts* are the expectation, and *armor is not necessary or rewarded*...we have to be vigilant about creating a culture in which people feel *safe, seen, heard, and respected*.

Daring leaders must **care** for and be **connected** to the people they lead...”

Brene’ Brown, Dare to Lead
Teachable Leadership Skills
Rumble With Vulnerability
Live With Values
Braving Trust
Learn To Rise
You can’t get to courage without rumbling with vulnerability.

EMBRACE THE SUCK.

FEEDBACK TOOLBOX

Rumble Language

___ The story I make up
___ I’m curious about
___ Tell me more
___ That’s not my experience
___ I’m wondering
___ Help me understand
___ Walk me through that
___ What’s your passion around this
___ Tell me why this doesn’t fit/work for you
Daring leaders who live into their values are never silent about hard things.
There is no greater threat to the critics, cynics, and fearmongers than a woman who is willing to fall because she has learned how to rise.

Brené Brown
MANIFESTO of the

BRAVE and

BROKENHEARTED

https://vimeo.com/135475648
Continuum of Traumatic Stress

Primary Trauma
(Primary Trauma Victim)

Secondary Trauma
(Trauma Experienced by Family Members, Friends, First-Responders, Helping Professionals, etc.)

Secondary Trauma

Compassion Fatigue
(Trauma Experienced by Care-Givers and Helping Professionals)

Organizational Trauma

Burnout

CeDAR

University of Colorado Hospital
Professional

*Transforming Compassion Fatigue into Compassion Satisfaction*

By Françoise Mathieu, M.Ed., CCC., Compassion Fatigue Specialist

- Take stock of what’s on your plate
- Start a self-care idea collection
- Find time for yourself every day – rebalance your workload
- Delegate - learn to ask for help at home and at work
- Have a transition from work to home
Professional

• Learn to say no (or yes) more often
• Assess your trauma inputs
• Learn more about Compassion Fatigue and Vicarious Trauma
• Consider joining a supervision/peer support group
• Attend workshops/professional training regularly
• Create a wellness plan, such as WRAP
• Balint Groups (http://americanbalintsociety.org/)
Tips for Supervisors

• Walk around the office to check in on staff
• Suggest that staff take mini breaks throughout the day
• Engage staff in team huddles, meetings to debrief and allow for support of each other
• Empower staff to start their own staff support group
• Ensure that staff has opportunities for learning
• Give staff the tools and resources they need
• Celebrate individual and collective successes
The Need to Practice Self-Care

You know what's the problem with being the strong one?

Nobody realizes we too need a shoulder to cry on, sometimes.
The expectation that we can be immersed in suffering and loss daily and not be touched by it is as realistic as expecting to be able to walk through water and not get wet.”

Rachel Remen, Kitchen Table Wisdom
What is to give light must endure burning.

Viktor Frankl
• **Administrative** – performance reviews, clear expectations, accountability and recognition, training
• **Practice** – learning mindset, trauma-informed basic assumptions, professional development, collaborative problem-solving
• **Reflective** – wellness-focus, recognition of whole self, safety and respect in responses, education regarding trauma and its impact
Performance reviews
Clear expectations

https://www.tacresults.com/article/clear-expectations-are-critical/
Accountability and recognition

Training
Creating a learning mindset
Professional Development

TRAINING

COACHING   TEACHING   KNOWLEDGE   DEVELOPMENT   LEARN   EXPERIENCE   SKILLS
Collaborative Problem Solving

Regulate
Relate
Reason
COLLABORATIVE PROBLEM SOLVING

SKILL DEFICITS

DEMANDS OF ENVIRONMENT

UN SOLVED PROBLEMS

PLAN A
MAKE THEM

PLAN B
COLLABORATE

PLAN C
DROP IT

1. EMPATHY
Fully understand their concerns and their perspective.

"I've noticed that (observation), what's up?"

2. PROBLEM DEFINITION
Place your concern on the table.

"The thing is... (describe your concern)?"

3. INVITATION
Support them in exploring solutions that are workable and mutually satisfactory.

"I wonder if there's a way (to address both concerns)?"
Reflective Supervision

• Reflective supervision supports professional development through promoting understanding of what the worker brings to the situation that can help or hinder the change process.

• Reflective supervision promotes and supports the development of a relationship-based organization.
Wellness Focused
Recognition of Whole Self

https://www.gapingvoid.com/blog/2015/12/01/31267/

https://www.themindfulword.org/2014/learning-to-be-fully-present
Safety and Respect in response

http://eliseenriquez.com/the-converstations-you-arent-having/
Education regarding Trauma and its Impact

SIGNS & SYMPTOMS

TRAUMA
- **Administrative** – disclosure statement, data-informed decision-making, ensure diversity, equity, and inclusion
- **Practice** – creating a holding environment, utilizing engaging approaches, such as active listening, motivational interviewing, collaborative problem-solving
- **Reflective** – identifying adaptive challenges, relationship-building, building compassion resilience, managing conflict, focusing on values
Supervision Disclosure Statement

Name of Supervisor: 

Name of Supervisee: 

Areas to Include:

1. Supervisor disclosure of credentials/education and philosophy of supervision
2. Supervisor responsibilities in supervisory relationship
3. Expectations of supervisee in supervision
4. Frequency of supervision sessions
5. Supervisee’s goals for supervision
6. Attach job descriptions: supervisor, supervisee
Data-Informed Decision Making
A Good Metric Is....

- Actionable: When metric changes the cause & required actions are clear.
- Accessible & Credible Data: Data can be collected with modest effort from a source that is trusted.
- Common Interpretation: Staff know what the metric means.
- Transparent & Simple to Calculate: Method for generating metric is shared & well understood.

First Law of Quality Improvement

*Every system is perfectly designed to achieve exactly the results it gets!*
Second Law of Quality Improvement

To change the **RESULTS**
you must change the **SYSTEM!**
Data-Informed

Being data informed means using data as a factor in decision making rather than using it as the entire basis. In a data informed business, teams may take other factors like brand consistency or subjective customer experience into consideration in addition to data when making decisions.

**Pros**

- Takes into account the limitations of available data
- Uses multiple sources to make decisions, rather than just relying on data
- Can facilitate a more creative or “out-of-the-box” decision making process, potentially leading to better results

**Cons**

- May be less efficient to take into account multiple voices and factors when making a decision
- Can lead to a lax approach to tracking and monitoring data in immature organizations

Why Data Informed and not Data Driven

In a data driven business, data leads the decision-making process.

In other words, decision makers see data as the Holy Grail from which they can extract information to steer the business. Data driven businesses use data across the whole organization – from sales and marketing to IT, warehousing, and so on.

Generally speaking, the bigger the company size, the more difficult it is to be truly data driven due to the sheer volume of data that needs to be analyzed.

Three Ways to Impact QI

1. Connect data to the **mission**
2. Make data **meaningful**
3. Effectively **communicate** data
How do we know.....?

Performance Indicators:
Measures that indicate your improvement efforts are moving in the desired direction

• Reliable and practical measures that are easily collected
• Simple, understandable and meaningful
• Can often be accomplished with counting and/or scoring by hand
Measuring Improvement

- Two Primary Performance Indicators
  - Process Indicators
  - Outcome Indicators

- Two data sources to measure performance
  - Quantitative data: type of numerical value to be used to express the indicator (percentage, rate, number of occurrences etc.)
  - Qualitative data: Focus groups, expert opinions, interviews, surveys involving written feedback

https://kenandeen.wordpress.com/2015/01/18/quantitative-vs-qualitative-data/
Performance Indicators: Outcomes

• The degree to which the organization accomplishes its stated aims that align with the purpose and mission of the organization
• The benefit to the recipient of services
• Consider the quadruple aim of healthcare
  • Improves the patients’ experience of care
  • Improves population health
  • Improves staff’s experience of care
  • Benefit to cost ratio is high
Remember: You MUST Communicate Results

• Share your goals and performance data – including client feedback – with your ENTIRE team
• Remember: communicate six different times – six different ways
• Celebrate success and reinforce your mission
Ongoing Evaluation

1) Keep the changes small, but continue to test
2) Involve care teams that have a strong interest in improving care
3) Study the results after each change. All changes are not improvements, so discontinue testing of anything that does not work.
4) If help is needed, involve others who do the work—even if they are not on the improvement team
5) Ensure overall performance is improving; changes in one part of a complex system may adversely affect another
What meaningful data could you use regularly in your supervision practice?
Diversity, Equity and Inclusion

https://www.jltampa.org/about/diversity-equity-inclusion/
Practice Skills
Creating a Holding Environment

A holding environment is a place where:
• Difficult adaptive challenges can be discussed
• Diversity of opinion is welcome
• Experiences, values and assumptions are shared and challenged
• Stress is expected and tolerated
What is Active Listening?

• A skill, developed over time and improved with practice
• Requires listening to understand, not listening to respond
• Includes listening with all your senses, being fully present in the conversation
• Includes active exploration and interest in what the speaker is sharing with you
• Conveys your investment in the relationship with the speaker
Step 1

Active Listening starts with Reflective Listening

1. Listening to understand
2. Paraphrasing what was heard
3. Verifying what you think you heard
Reflective Listening

“What I hear you saying is....”
“Is that Correct?”

Yes - “Is there anything you’d like to add?”  No - “What did I miss?”

• Continue process until the speaker has nothing else to add
• Do not provide any response to what is said
  – Including non-verbal responses
Now that we’ve heard, we need to respond with Active Listening

1. Responding to what we heard
2. Not sharing your opinion if it wasn’t asked for
3. Not answering questions that weren’t asked

Only respond to what you heard the speaker say
Motivational Interviewing Spirit

- Partnership
- Acceptance
- Compassion
- Evocation
Some Motivational Interviewing Principles

1. Motivation is not static.

2. Ambivalence is normal to the change process.

3. Pushing too hard for change will evoke resistance to change.

4. Evoking a person’s own change talk will enhance behavior change.
Technical Problems vs. Adaptive Challenges

The single biggest failure of leadership is to treat adaptive challenges like technical problems

Technical Problems
- Easy to identify
- Often lend themselves to quick and easy solutions (cut and dried)
- Often can be solved by an authority or expert
- Require change in just one or a few places – often contained within organizational boundaries
- People are generally receptive to technical solutions
- Solutions can often be implemented quickly – even by edict

Adaptive Challenges
- Difficult to identify (easy to deny)
- Require changes in values, beliefs, roles, relationships and approaches to work
- People with the problem do the work of solving it
- Require change in numerous places usually cross organizational boundaries
- People often resist even acknowledging adaptive challenges
- Solutions require experiments and new discoveries – they can take a long time to implement and cannot be implemented by edict

Compassion Fatigue and Secondary Trauma
Give the Work Back to the Team

• Get the people to take greater responsibility for the work of change
• Allow the people to take the initiative to define and solve the problems
• Support the people rather than control them
• Instill confidence in the people so that they will take risks and back them up if they make mistakes
Managing Conflict
Focusing on Values
SELF REFLECTION

As a Supervisor
What I am willing to...
Keep Doing....
Change Doing...
Start Doing...
Stop Doing...

“We do not learn from experience... we learn from reflecting on experience.”
- John Dewey
Recognize our Humanity

We’re all just trying to survive

We frequently observe misplaced Coping Strategies

We are all part of the problem therefore we can all be part of the Solution
In Summary

✓ Be patient and persistent
✓ Convey respect
✓ Be validating and affirming
✓ Seek to understand staff needs and respond accurately
✓ Set realistic expectations and goals
✓ Provide ongoing choices and supports
✓ Know your role
✓ Follow through with what you say you will do
✓ Provide consistency; minimize surprises
Thank You!

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