

**Advanced Trauma Informed Reflective Supervision: Facilitating conversations that disrupt burnout and bias**

**The Center for Cognitive Diversity**  
**Cosponsored by: The Educational Psychology Department**  
California State University, East Bay

1.5 Units 2 hours a month for 5 months  
NASP CEUs are available

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**Conceptual Framework Theme:** *A Certified Trauma Informed Educator is a professional who understands how to **support children who have experienced trauma and adapts the school environment** to successfully meet their academic, socio-emotional and behavioral needs. In addition TIE certification ensures that the professional has built a **strong foundation of self-care** and awareness to limit the impact of vicarious trauma on their personal functioning. Trauma Informed Educators are recognized at their schools as **leading examples of best practices** for supporting children with trauma in general education, special education, or Non Public School settings.*

*Course description:*

Trauma Informed schools must prioritize safe and stable relationships. Thirty percent of teachers leave within their first 5 years; however in high poverty schools the turnover rate is 50% higher (Ronfeldt, Loeb et al 2013). This disruption of relationships harms all students but especially those with trauma. Working directly with people who have experienced trauma increases the risk of burnout.

Educators that recognize the impact of the work on their personal functioning are better able to address burnout and bias and be responsive to the needs of their students. *Reflective Supervision* builds resiliency and improves outcomes for staff and students and has been shown to reduce turnover by 12% in early infant mental health models (Community Foundation of Southeast Michigan, 2019). It is now time to expand this model to the K-12 space.

### **Expected Benefits of Trauma-Informed (TI) Reflective Supervision:**

- Provides access and training to urban and rural areas, reducing barriers of distance, travel, and accessibility
- Promotes collaboration across regions and allows professionals to share knowledge and experience
- Allows people to openly discuss successes and challenges to reduce isolation and burnout
- Confronts bias in a safe and confidential setting
- Builds self compassion and understanding

This is an advanced Reflective Supervision course after participants have completed the introductory course. In this model participants will build active listening skills to promote empathy and emotional resilience in their community. In the time of Covid-19, economic insecurity, and a massive movement to achieve racial justice, we need professionals who are capable of self reflection and have the emotional capacity to respond to students while pushing for positive systemic change. This course will use the text ‘My Grandmother’s Hands’ to promote compassion while disrupting bias in themselves and their organizations.

Reflective supervision is not therapy. It is focused on experiences, thoughts, and feelings directly connected with the work. Reflective supervision is characterized by active listening and thoughtful questioning by both parties. The role of the supervisor is to help the supervision group to answer their own questions and to provide the support and knowledge necessary to guide decision-making. In addition, the supervisor and group provides an empathetic, nonjudgmental ear to the supervisee. Working through complex emotions in a “safe place” allows the supervisee to manage the stress they experience on the job. It also allows the staff person to experience the very sort of relationship that they are expected to provide for students and families in schools.

Student Learning Outcomes: Trauma Informed Reflective Supervision enables professionals to:

- 1.) understanding the limits of one's own assumptions and knowledge and being open to changing one's mind in the face of new situations and evidence;
- 2.) stating and evaluating assumptions with awareness of personal biases and other's perspectives;
- 3.) Develop active listening skills to promote resilience and reflection in groups
- 4.) Evaluate the impact of Trauma Exposure response on ourselves and others
- 5.) Understand and implement strategies that promote collective wellbeing in the workforce

**Course Requirements:**

1. Attendance and active participation including facilitating a session with peers
2. Completion of all assigned readings
3. Monthly self reflection using the Dynamic empowerment tool and written response

**Course Grades:**

This course is credit/non credit and requires course attendance, active discussion in supervision groups and feedback on readings. A pre and post survey will also need to be completed with reflection questions.

**Required Texts:**

Menakem, Resmaa (2017) *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press.

**Assignment Schedule:**

This course is small group supervision for educators, administrators, and practitioners in schools. Participants will meet monthly for two hours with a facilitator who is trained to consult with professionals and provide group supervision sessions in order to discuss your experience in schools and reflect on the impact of vicarious trauma and self care strategies. Groups of 5 participants will meet with their supervisor online via a confidential Zoom link. Must have signed the confidentiality agreement for course.

Session 1	Active listening skills for facilitation. Creating a safe space to be vulnerable and have courageous conversations.  Due next month: Read My Grandmother's Hands Intro- Ch 2
Session 2	Racialized trauma and dismantling white supremacy. Mindfulness practice: somatic intro  Due next month: Read My Grandmother's Hands Ch 3-4
Session 3	Facilitating conversation: each participant will develop discussion questions and guide group conversation closing with a 10 minute mindfulness practice.  Due next month: Read My Grandmother's Hands Chapters 5-6
Session 4	Building emotional resilience and collective wellbeing.  Due next month: Read My Grandmother's Hands Chapter 7 and 8
Session 5	End of program reflection. Making systemic change in your community.  Course ends must sign up to pay CSUEB to receive credit. Next course begins next month with same group.

**Notice to Students:**

If you have a documented disability and wish to discuss academic accommodations please contact the instructor as soon as possible.

**Online etiquette:** Please ensure you attend class on time by logging in prior to the start of class. Please keep your microphone on mute unless you are participating in discussion or presenting. Please maintain focus on the course and refrain from multitasking and using other computer

applications during the online course. Video participation is preferred. These sessions will not be recorded.