

Reflective Supervision for Educators: Addressing Vicarious Trauma through Self Care and Reflection

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

Course Instructors:

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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.*

This course involves the:

Working with children who have experienced trauma can lead to high levels of vicarious trauma and possibly burnout, this course ensures participants are given the appropriate support and time for reflection needed to be happy and successful in their careers. Supervisors who have experience implementing Trauma Informed Care strategies in school settings will lead small groups of 5-6 educators in monthly confidential discussions on the following topics: Self Care, Vicarious Trauma, Trauma Response, the Role of Mental Health professionals versus the role of Educators in supporting students with trauma, and support systems in schools. Participants will have the opportunity to reflect deeply on the impact of working with children with trauma on their personal functioning and their own approaches in the classroom.

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: By participating in Reflective Supervision, participants will be able 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;

This course repeats for the TIE program running 2 consecutive classes for a total of 10 months. We meet in small groups of 5-6 participants.

Course Requirements:

1. Attendance and active participation
2. Completion of all assigned readings
3. Pre and post survey completed and reflection project

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:

van dernoot Lipsky, Laura (2009) *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*. Berrett-Koehler Publishers.

Assignment Schedule:

This course is small group supervision for educators, administrators, and practitioners in schools. Participants will meet monthly for two hours with a clinician 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 using Zoom in a confidential setting. If you cannot make your regular session, you can join a makeup session with a different group. Sessions include: 1st, 2nd, 3rd, and 4th Thursdays 4:30-6:30pm PST or 10-12am PST 2nd Thursdays of the month

Session 1	Meet your supervisor, develop group agreements, introductions Due next month: Read Trauma Stewardship Introduction-Chapter 2
Session 2	What is a Trauma Exposure Response? 16 signs in yourself Due next month: Read Trauma Stewardship Chapter 3-4
Session 3	Self Reflection, Self Care planning Due next month: Read Trauma Stewardship Chapters 5-6
Session 4	Semester reflection Due next month: Read Trauma Stewardship Chapter 7 and 8
Session 5	Take mid term survey, continued reflections on classroom/school experiences and self care strategies 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.