

## Trauma-Informed Supervision Assessment (Staff)

Please complete the assessment based on your experience over the last year in your program area. Using your initial impression, rate yourself between 1 and 7 or N/A if an item does not apply; with 1 reflecting *Unacceptable Practice* and 7 reflecting *Optimal Practice*.

- 1-2 = *Unacceptable Practice*: lacks adequate knowledge/training in this area; or never or rarely uses; or engages in poor/misguided use of skills, behaviors, and attitudes leading to poor or negative outcomes
- 3-5 = *Developmental Practice*: has knowledge in this in this area; however, engages in ineffective or infrequent use of skills, behaviors, and attitudes with occasionally positive yet inconsistent outcomes
- 6-7 = *Optimal Practice*: has knowledge in this area and engages in consistently effective use of skills, behaviors, and attitudes; yielding frequently positive outcomes

### 1. Positive Relationships

- \_\_\_\_\_ 1. My relationships with colleagues are built on trust and empathy
- \_\_\_\_\_ 2. My supervisor incorporates my strengths in job-related activities to increase self-awareness, competence, and resilience
- \_\_\_\_\_ 3. My supervisor promotes a culture of reciprocal learning by inviting staff to share knowledge with each other
- \_\_\_\_\_ 4. My supervisor provides emotional support in the manner most beneficial to me
- \_\_\_\_\_ 5. Team meetings are conducted on a regular basis to encourage collaboration, guard against isolation and strengthen team dynamics
- \_\_\_\_\_ 6. My supervisor maintains appropriate professional boundaries

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

### 2. Understanding Trauma & Its Impact

- \_\_\_\_\_ 1. I have an adequate knowledge of trauma and its impact on individuals, organizations, and communities (including prevalence of trauma, related terminology, the principles of providing trauma-informed services, etc.)
- \_\_\_\_\_ 2. I have received training in basic coping skills for trauma survivors (including: developing safety and crisis prevention plans, avoiding retraumatization, understanding that trauma responses may be expressed through unusual/difficult behaviors, grounding and emotional regulation techniques, etc.)
- \_\_\_\_\_ 3. I have received training specific to the intersection of trauma and my current professional arena (e.g., Behavioral Health, Youth Development, Child Welfare, Domestic Violence, Sexual Assault, Early Childhood, etc.)
- \_\_\_\_\_ 4. I have received training on culture, race, gender, age, disability, socioeconomic status and other factors can impact traumatic experiences
- \_\_\_\_\_ 5. I have received training on preventing and addressing secondary trauma, and/or burn-out (e.g., topics related to self-care, personal and professional boundaries, and stress-reduction strategies.)
- \_\_\_\_\_ 6. My supervisor understands how working with trauma survivors can impact staff

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

### 3. Culture of Self-care

- \_\_\_\_\_ 1. I routinely engage in self-reflection to assess for signs and symptoms of secondary trauma that may be impacting my own functioning
- \_\_\_\_\_ 2. I address signs and symptoms of secondary traumatic stress when they arise in my own life
- \_\_\_\_\_ 3. I willingly seek support from peers and/or my own supervisor

- \_\_\_\_\_ 4. I practice self-care on a regular basis
- \_\_\_\_\_ 5. My supervisor encourages staff to explore areas of personal interest and to engage in consistent self-care
- \_\_\_\_\_ 6. My supervisor normalizes staff emotional responses to difficult situations
- \_\_\_\_\_ 7. My team openly discusses issues related to trauma

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

**4. Promoting Safety**

- \_\_\_\_\_ 1. Individual supervision occurs on a regular basis
- \_\_\_\_\_ 2. I feel comfortable talking with my supervisor about secondary trauma
- \_\_\_\_\_ 3. Supervision is conducted in a physically safe environment with adequate privacy
- \_\_\_\_\_ 3. My supervisor provides a safe, non-punitive environment to help staff understand their emotional responses to the work
- \_\_\_\_\_ 4. My supervisor is supportive of employees experiencing vicarious trauma, secondary stress, and/or burnout (e.g. normalizes their responses, is not pathologizing, demeaning, or threatening)
- \_\_\_\_\_ 5. My supervisor uses assertive communication skills to enhance psychological safety (e.g., reflective listening, displaying congruent body language, setting clear expectations, asking clarifying questions, maintaining eye contact, etc.)
- \_\_\_\_\_ 6. My supervisor routinely debriefs after crisis situations to assess staff needs and provide support

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

**5. Voice & Choice**

- \_\_\_\_\_ 1. My personal interests are incorporated into my job-related activities whenever possible to promote job satisfaction and support my career development
- \_\_\_\_\_ 2. My supervisor welcomes and values work related suggestions, feedback, and ideas from staff
- \_\_\_\_\_ 3. My supervisor supports autonomy by inviting staff to provide meaningful input on work related factors when appropriate (including caseload diversity and size, hours and flex time, working remotely, décor of workspace/office, trainings of interest, etc.)
- \_\_\_\_\_ 4. My supervisor offers staff the opportunity to evaluate our program’s policies and procedures on an on-going basis
- \_\_\_\_\_ 5. My supervisor consistently advocates on behalf of staff to his/her superiors
- \_\_\_\_\_ 6. My supervisor credits staff for their contributions

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

**6. Access to Resources**

- \_\_\_\_\_ 1. My supervisor helps staff access available, quality services when they experience vicarious trauma, secondary stress, and/or burnout
- \_\_\_\_\_ 2. My team actively collaborates with community partners to supplement existing resources to meet the needs of our community
- \_\_\_\_\_ 3. When resources are scarce or unavailable, my supervisor uses creative approaches (including interns and volunteers) to meet staff needs

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_

**7. Cultural Competence & Promotion of Equity**

- \_\_\_\_\_ 1. My supervisor openly acknowledges the impact of race, gender, age, implicit bias, and other cultural factors on the supervisory relationship
- \_\_\_\_\_ 2. My supervisor encourages staff to integrate relevant cultural factors in case discussions
- \_\_\_\_\_ 3. When appropriate, my supervisor uses self-disclosure as a tool to facilitate emotional relatedness and equality in the supervisory relationship
- \_\_\_\_\_ 4. I understand the ethical benefits of actively participating in trauma-informed supervision

**Total:** \_\_\_\_\_

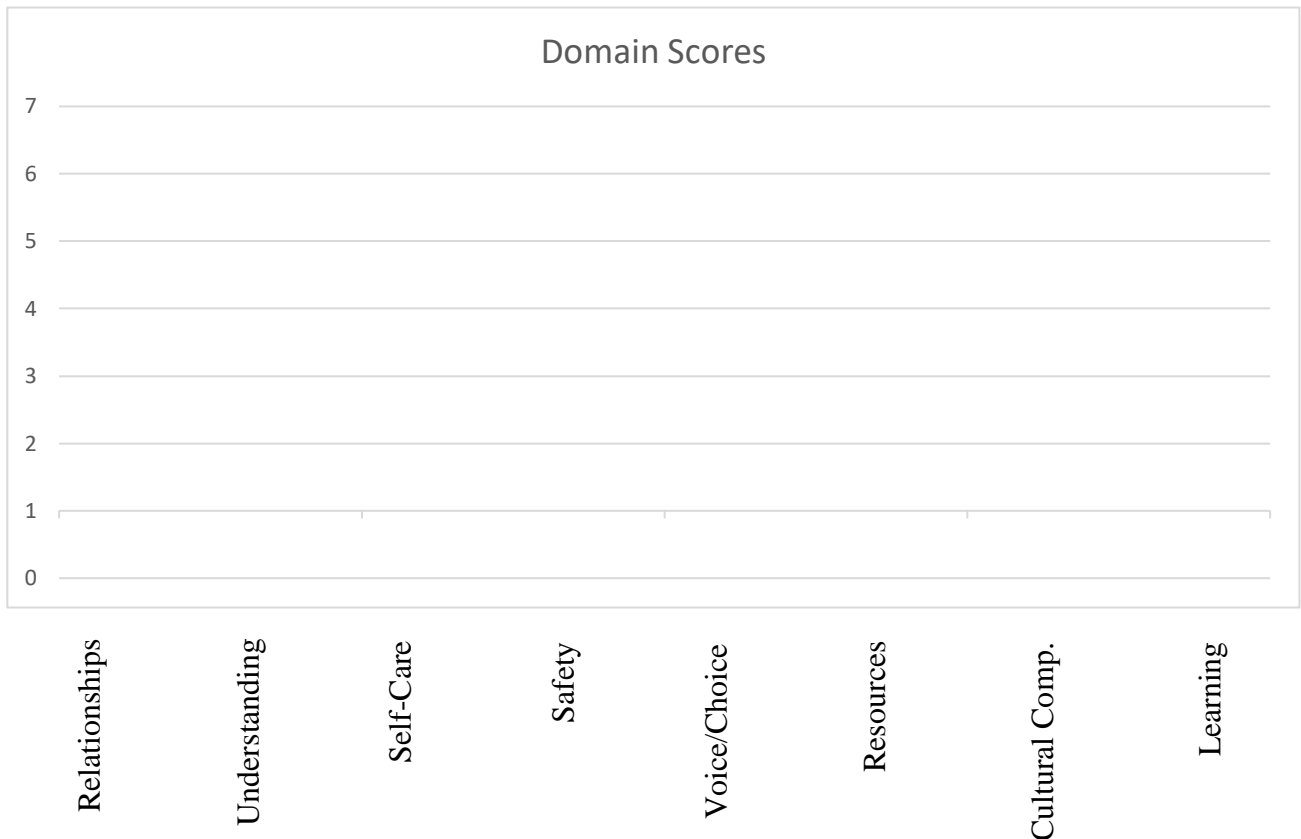
**Average Score:** \_\_\_\_\_

**8. Social-Emotional Learning**

- \_\_\_\_\_ 1. I routinely reflect on my interactions with others to increase my capacity for self-awareness and empathy
- \_\_\_\_\_ 2. I openly acknowledge my biases and willingly accept responsibility for my mistakes
- \_\_\_\_\_ 3. My supervisor models the effective use of emotional regulation skills in stressful situations
- \_\_\_\_\_ 4. My supervisor recognizes the strengths of each team member and routinely celebrate their accomplishments

**Total:** \_\_\_\_\_

**Average Score:** \_\_\_\_\_



Adapted from Fairfax County’s *Trauma Informed Supervisor Training Manual* (2018); Virginia Department of Social Services’ *Practice Profiles Manual* (2018); Community Connections’ *Creating Cultures of Trauma-Informed Care (CCTIC): A Self-Assessment and Planning Protocol* (2011); Boston Public Health Commission’s *TIPPS Trauma-Informed Self-Assessment Tool* (2014); and National Child Traumatic Stress Center’s *Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision* (2018)