

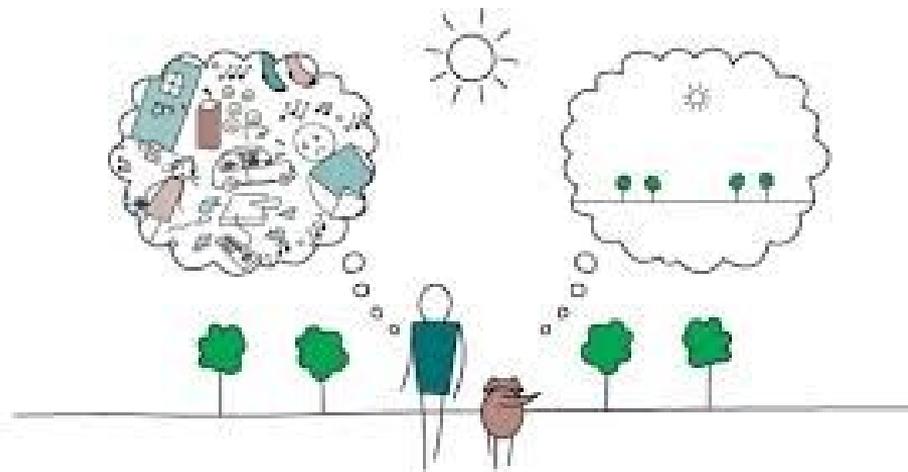
# Supporting Transition(s)

11/12/2016

Catholic Volunteer Network

Anika M. Fernandez  
Advisory Council-St. Joseph Worker LA

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Mind Full, or Mindful?



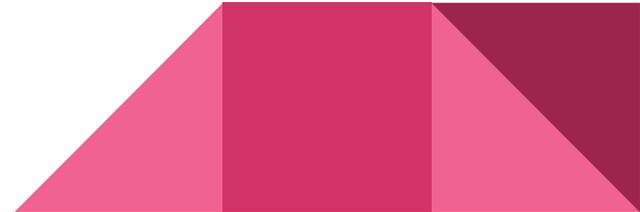
# Our Hopes:

- **Explore** challenges in leading and learning
  - **Identify** strategies that will support our ongoing partnerships
  - **Apply** strategies to your context
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# Compassion Fatigue

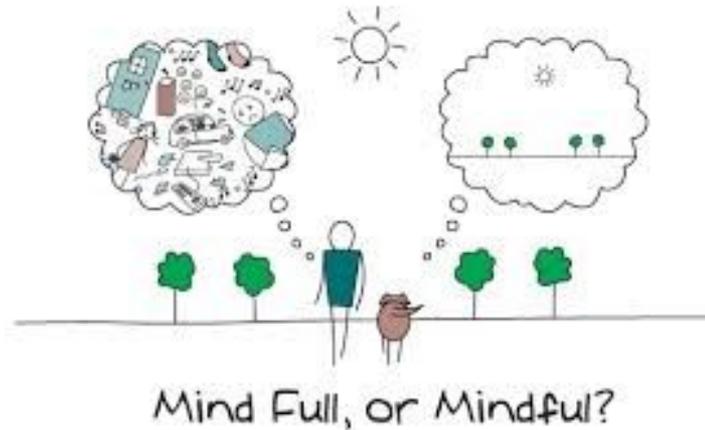
Compassion Fatigue and Secondary Trauma are now fairly well understood consequences of working in high stress, high trauma exposed settings. New research is suggesting that self care alone is not sufficient in ensuring that our teams remain healthy and engaged and able to deliver ethical, and compassionate service and care.

**What can we do?**



# Mindfulness

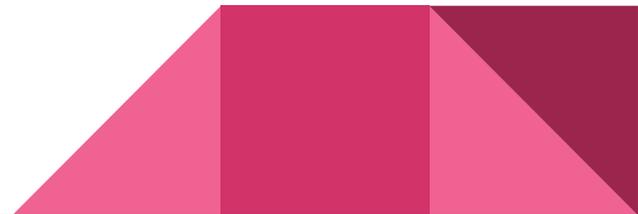
- Studies show that students who meditate before an exam perform better than students who do not
- Mindfulness practice can improve concentration
- Mindfulness-based interventions have been demonstrated to reduce the symptoms of anxiety, stress and depression



# Trauma Recovery & Care

Judith Herman is a psychiatrist who has written extensively about the psychological aftermath of trauma. In particular, she takes a relational perspective that integrates both a personal perspective on trauma with a sociopolitical viewpoint. In so doing, she emphasizes the parallels between interpersonal violence and social violence. The healing paradigm she introduces in her book, *Trauma and Recovery: The Aftermath of Violence—From Domestic Abuse to Political Terror*, has become a seminal work in the field of traumatology. The five stages are as follows:

STAGE	NAME	TASKS
Stage 1	Healing Relationship	Establishing a therapeutic bond or connection with someone who can be trusted at least enough to get started
Stage 2	Safe Environment	Creating a safe internal and external environment for therapy to occur within (i.e. effective coping and containment skills)
Stage 3	Remembering and Mourning	Naming the trauma and grieving the losses associated with the trauma – both what was lost as well as what won't happen because of it
Stage 4	Reconnection to Community	Beginning to connect to the community in a basic way to decrease the isolation and fear that might have existed because of the trauma
Stage 5	Commonalities with Others	Building ongoing bonds with other people, including trauma survivors, that encourage social engagement and rework old wounds



# Trauma Informed Practice

Motivational Interviewing is a method that works on facilitating and engaging intrinsic motivation within the client in order to change behavior. MI is a goal-oriented, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence.

The basic approach to interactions in **motivational interviewing** is captured by the acronym **OARS**: (1) Open-ended questions, (2) Affirmations, (3) Reflective listening and (4) Summaries. The acronym is a nice image. It gives us power to move, yet it is not a powerboat.



# MI : OARS Components and Examples

**Table 1: OARS Components and Examples**

<b>Open Questions</b> (Open-Ended Questions): A question that invites a person to think a bit before responding.	<ol style="list-style-type: none"><li>1. "How do you hope your life might be different 5 years from now?"</li><li>2. "Where did that happen?"</li></ol>
<b>Affirming:</b> To recognize and acknowledge that which is good; to support and encourage.	<ol style="list-style-type: none"><li>1. "Look at this; you did a good job of keeping records this week."</li><li>2. "I noticed your great effort this week."</li></ol>
<b>Reflective Listening:</b> Designed to clarify your understanding and convey this understanding.	<ol style="list-style-type: none"><li>1. "It sounds like you've lost a lot."</li><li>2. "It sounds like it doesn't seem right to you."</li></ol>
<b>Summarizing:</b> Reflections that pull together several things that a person has told you.	<ol style="list-style-type: none"><li>1. "So one thing you hope will be different a year from now is that you will have a good job."</li><li>2. "So here is what you've told me so far...."</li></ol>

# Evidence of Resilience within the Frontal Lobe

Positive relationships

Positive peer group activities

Participation in Drama or Music or Dance

Taking care of pets

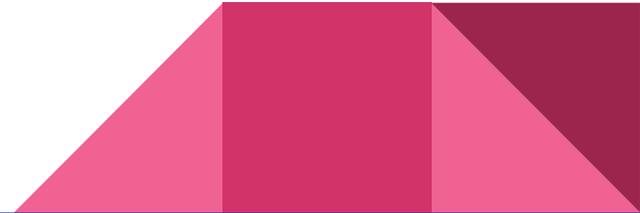
Volunteer activities

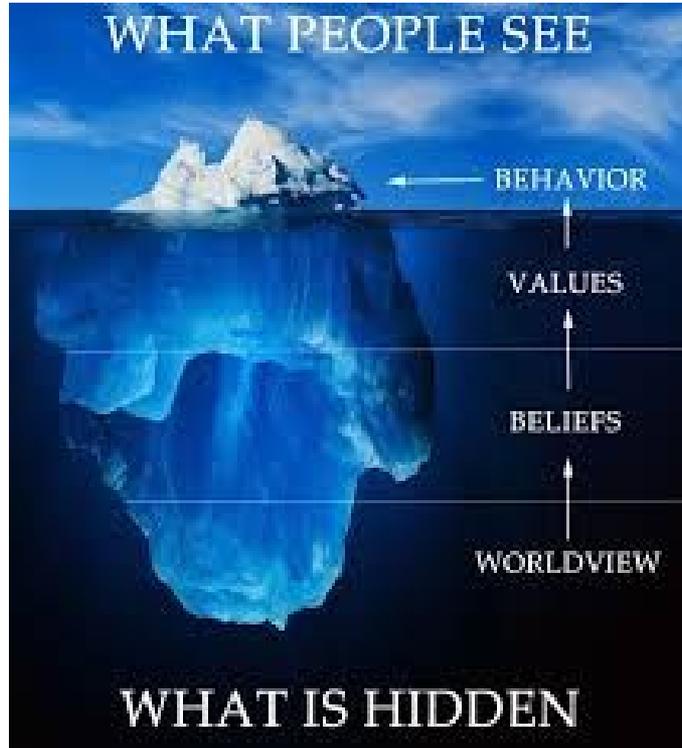
Finding pleasure in daily activities (laughter, humor)

Involvement in faith-based activities

Soothing Environment

Mindfulness





IT NOT ABOUT THE NAIL...



—

Strategies:

Helpful

Not Helpful

Receiver



# Strategies:

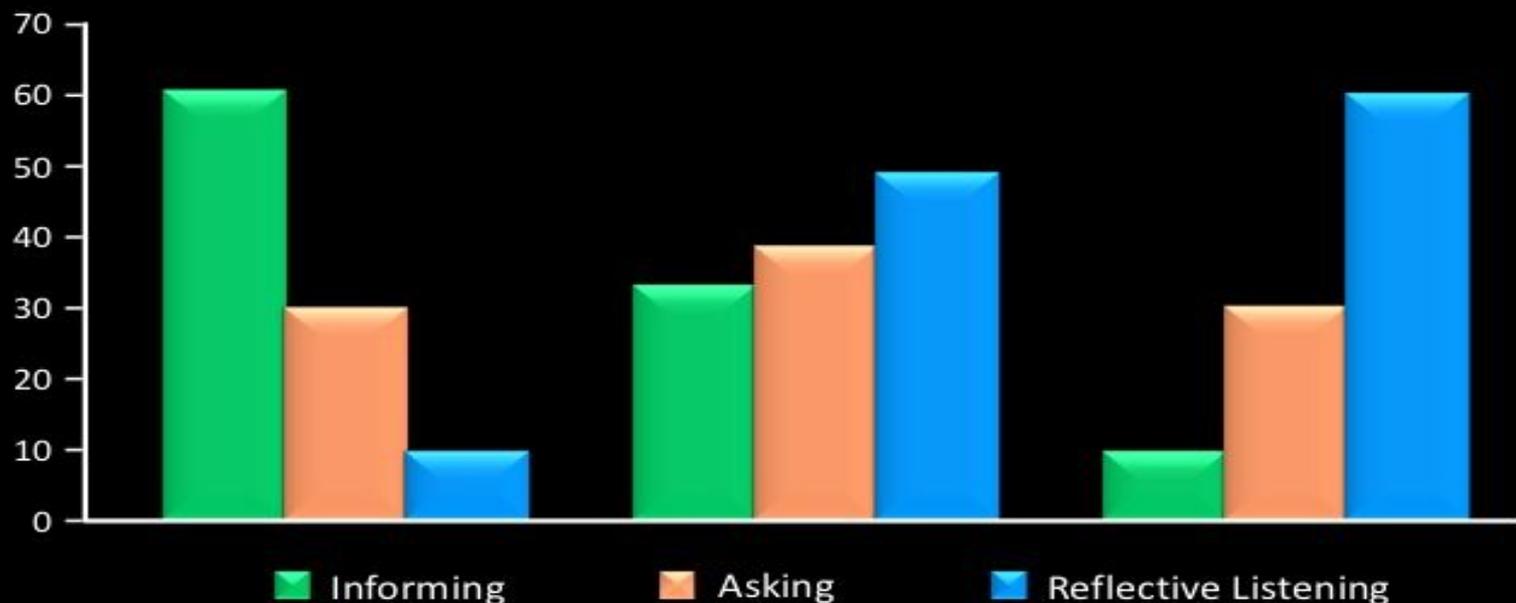
**Helpful**

**Not Helpful**

**Giver**

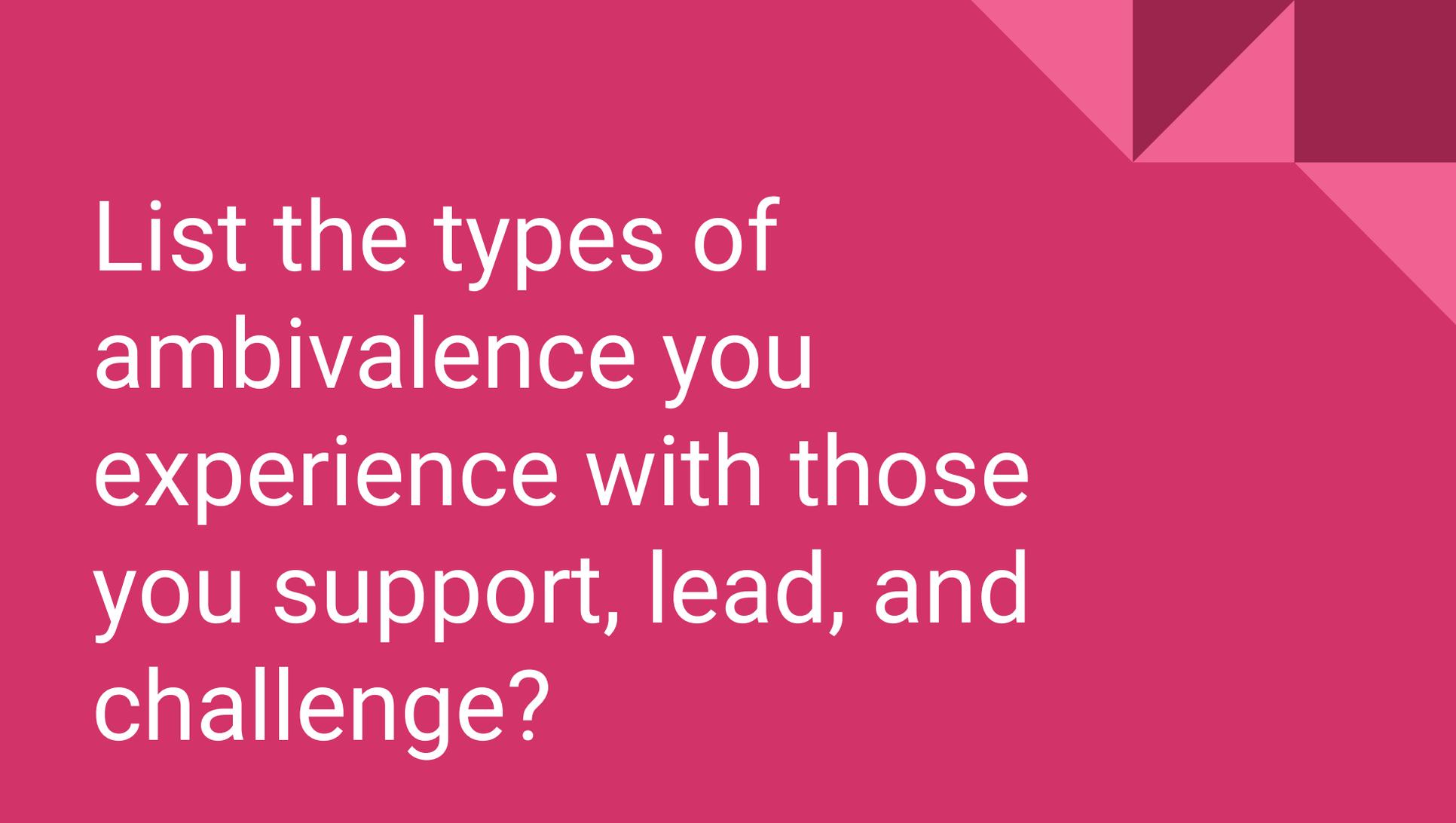


# A continuum of styles





# Ambivalence



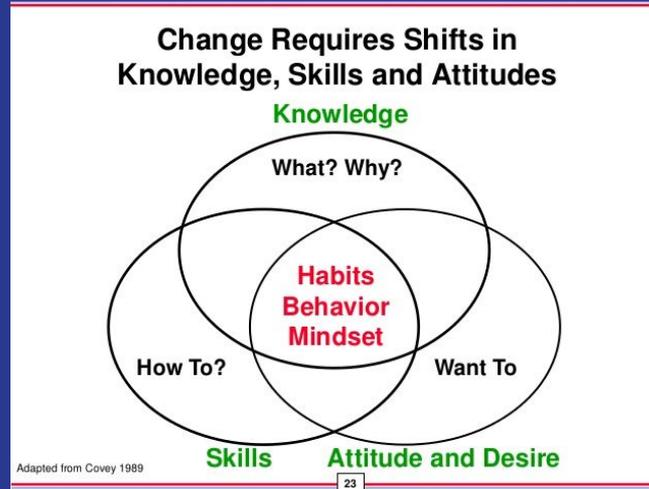
List the types of ambivalence you experience with those you support, lead, and challenge?

# The Paradox of Change

When a person feels accepted for who they are and what they do—no matter how unhealthy—it allows them the freedom to consider change rather than needing to defend against it.

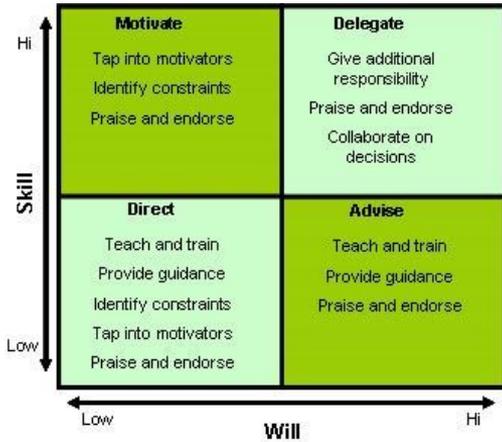
Steven Malcolm Berg-Smith A.I.M. for Change (Awakening Inner Motivation)

# How do we explore change?

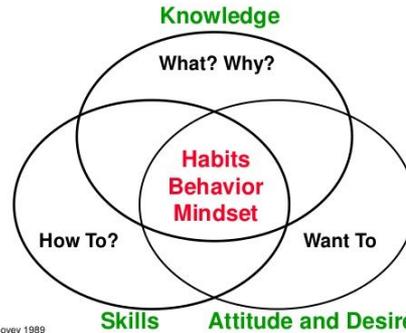


# Supporting Change

Frameworks to identify effective entry points...



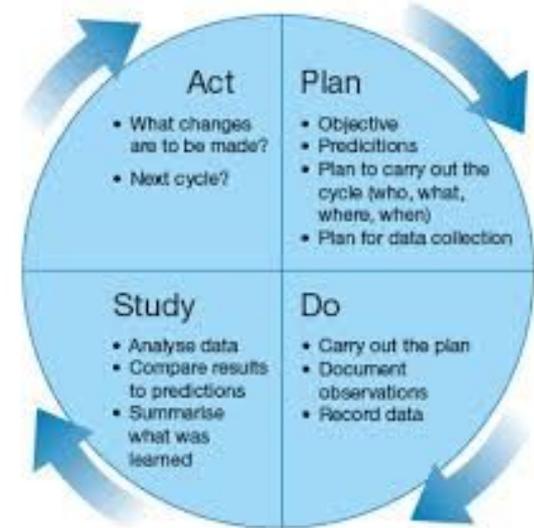
Change Requires Shifts in Knowledge, Skills and Attitudes

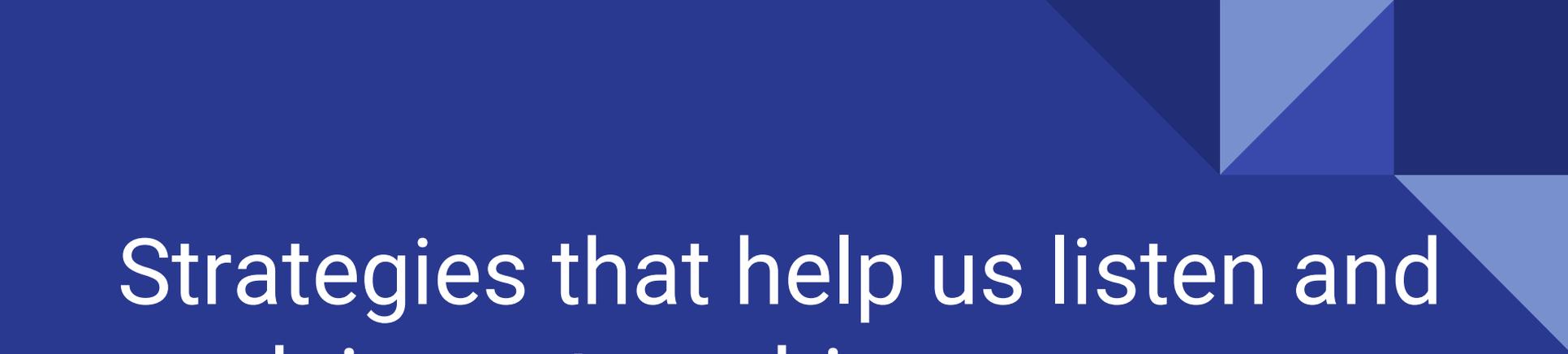


Adapted from Covey 1989

23

Support efficiently

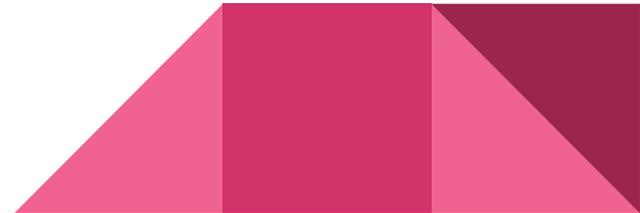
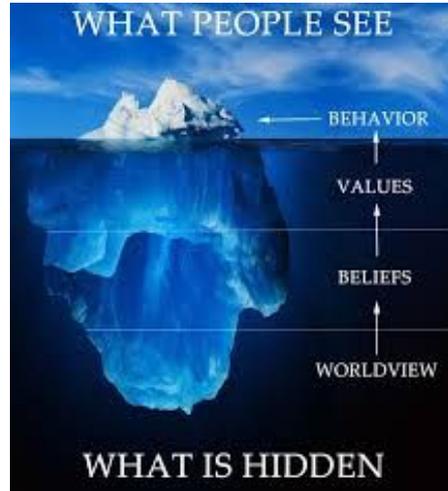




Strategies that help us listen and  
work in partnership.

# Affirmations & Explicit Praise

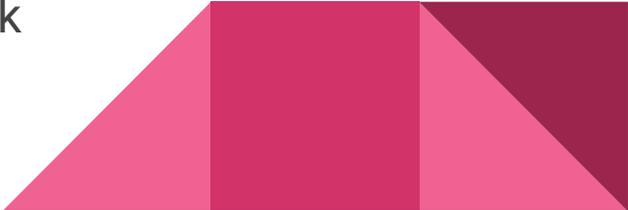
Affirming means to actively listen for strengths, efforts, values, aspirations and positive qualities and to actively reflect those in an affirming manner. It can help offer an authentic *mirror* for those we work with.



# Other Promising Practices

1. Stay Organized: outline your partnership plan (weekly check-ins, quarterly reflections w/ one-on-ones)
2. Develop shared partnership goals
3. Understand their personal Long Term Goals (evolving)
4. Understand Needs and Values (Value Sort & evolving)
5. Support the development of a network of support to address knowledge, skills and belief development
6. Traditions
7. Follow-up on how things are going & ask for feedback

Anything else?



# Calendar Example

Supporting x Anika:Mega x Ana: Anika - x Grace: Anika x Search resul x Pre-Observ x Rehearsing x Search resul x Check-ins v x Anika

https://docs.google.com/spreadsheets/d/1gj0nq-0t91ASGSB1NFd7EFYPZXX0EwVz\_DFFocyA\_rY/edit#gid=1827472629

anika.maricela@gmail.com

Check-ins with Anika.11.6.12

File Edit View Insert Format Data Tools Add-ons Help Last edit was on September 6, 2014

Comments Share

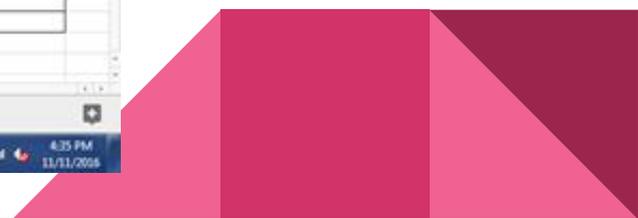
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	A	B	C	D	E	F	G	H	I	J	K	L	M
1	<b>Check-ins</b>												
2	Over the next four weeks- I plan to check-in with each of you about student progress, areas that you are focused on given our work in F&SYLCs, and what your opinion is for what we must do together. I have taken what I know about your vision, goals, execution level and planning skill to help prioritize my work and observations with each of you. That said, I am also completely open to meeting with you outside of our designated week/ structure. If you want to meet sooner or more often please reach out. Thanks and be in touch!												
3		<b>Observing</b>	<b>Priority check-ins</b>	<b>SIGN UP for your meeting time below</b>				<b>Other happenings</b>					
4	<b>12-Nov</b>	KONA SCHOOLS		<b>Monday 11/12 Location: TFA office</b>				<b>Wednesday 11/13 Location:TFA office</b>					
5			Roberto	2:30 pm-NAME									
6			Alexis B	3pm-NAME									
7			Antoinette	4:30pm- NAME									
8			Abby	5:00 pm-NAME									
9			Barry										
10													
11	<b>19-Nov</b>	PHONE ACCEES O		<b>Monday 11/19 Location: PHONE</b>				<b>Tuesday 11/20 PHONE</b>					
12			Neilou M	2:30pm-NAME				3pm-NAME					
13			Alyssa G	3:30pm- NAME				4:30pm- NAME					
14			Will										
15			Kyle										
16													
17													
18	<b>26-Nov</b>	Ka'u		<b>Monday 11/26/ Location: Pahala Elementar</b>				<b>Tuesday 11/27 PHONE Kona Office</b>			<b>Sunday Check-in?</b>		
19			Kevin	3pm-NAME				3pm-NAME					
20			John	4pm-NAME				4:30pm- NAME					
21			Gaby										

# Reflective Protocol (simple)

The screenshot shows a Google Sheets spreadsheet with the following structure:

	A	B	C	D	E	F	G	H	I	J	K	L
1	Headlines	Items	URGENCY	TIME NEEDED	NOTES + INFO	FOLLOW UP + ACTION ITEMS	Importance: Priority Confidence	DEADLINES		GOALS + REFERENCE	CALENDAR	Links
2	Key Accomplishments (within last 2 weeks):											
3												
4	Next 2 weeks will be successful if:											
5												
6	Challenges & Obstacles in the way:											
7												
8	Support Needed:											
9												
10												
11	Project #/U											
12												
13												
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15												
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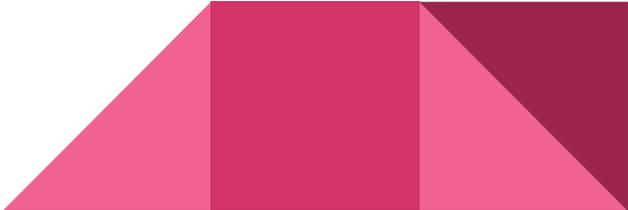


# Our Practice

## **Pre-meeting/observation study and preparation:**

- Do I have any action items from our last meeting/ interaction?
- What are some things I want to honor or discuss?
- What has the volunteer shared or not shared and how can we address this?
- Does everything need to be re-hashed verbally or can I share a quick update so we can move forward with something more valuable?
- Am I leaving room for them to set the agenda?

Anything else?



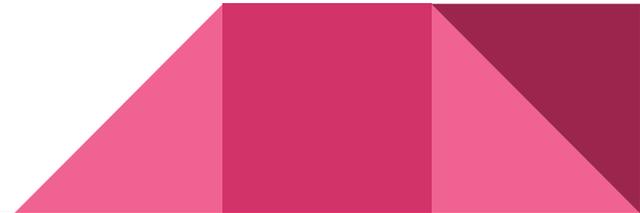
# During Meeting Strategies



# Post Meeting Strategies

- Follow-up email or note with next meeting time confirmed (ideally they are sending you the summary- set this as the goal early on)
- Highlight/affirm growth or work as you see it happening
- Calendar action item so you can follow-up on action items and celebrate anything they set as a goal alongside them

Anything else?



## Reflections:

*How is this similar or different to your current practice?*

*How does technology serve as a tool for you and your volunteers?*

*What are some next steps you'd like to try?*