Housekeeping

- For audio:
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- You will be muted automatically upon entry. Please keep your phone line muted for the duration of the webinar.

- We will have time for questions at the end, so please use the Q&A feature located at the bottom of your screen.

- This webinar is being recorded and will be archived for future viewing on the National Council's website.

WHAT CAN WE LEARN FROM CRISIS? LEADERSHIP, POST-TRAUMATIC GROWTH AND COVID-19

Today's Presenters

Joe Parks, MD
Medical Director
National Council for Behavioral Health
JoeP@TheNationalCouncil.org

Elizabeth Guroff, MA, LCMFT
Director, Trauma-Informed Services
National Council for Behavioral Health
ElizabethG@TheNationalCouncil.org

Welcome!

Avia Mason, MPH

Senior Director, Leadership and Learning

Association of State and Territorial Health Officials

What is to give light must endure burning.

Viktor Frankl

Iron John – A Fairy Tale

- There once was a King and in his castle's courtyard he had a naked man with iron-like skin and long shaggy hair all over his body locked in a cage in the courtyard as a curiosity. No one is allowed to set the wild man free or they will face the penalty of death.

- One day the young prince is playing with a ball in the courtyard. He accidentally rolls it into the cage where the wild iron-skinned man picks it up and will only return it if he is set free. He tells the young prince that the only key to the cage is hidden beneath the queen's pillow.

- Though the prince hesitates at first, he eventually builds up the courage to sneak into his mother's room and steal the key. He releases the wild iron-skinned man who reveals his name to be Iron John (or Iron Hans depending on the translation). The prince fears he will be killed for setting Iron John free, so Iron John agrees to take the prince with him into the forest.

And Then….

- As it turns out, Iron John is a powerful being and has many treasures that he guards. He sets the prince to watch over his well, but warns him not to let anything touch it or fall in because it will turn instantly to gold. The prince obeys at first, but begins to play in the well, eventually turning all his hair into gold. Disappointed in the boy's failure, Iron John sends him away to experience poverty and struggle. Iron John also tells the prince that if he ever needs anything, simply to call the name of Iron John three times.

- The prince travels to a distant land and offers his services to its king. Since he is ashamed of his golden hair, he refuses to remove his cap before the king and is sent to assist the gardener.

- When war comes to the kingdom, the prince sees his chance to make a name for himself. He calls upon Iron John who gives him a horse, armor, and a legion of iron warriors to fight alongside him. The prince successfully defends his new homeland, but returns all that he borrowed to Iron John before returning to his former position.

And Then....

- In celebration, the king announces a banquet and offers his daughter's hand in marriage to any one of the knights who can catch a golden apple that will be thrown into their midst. The king hopes that the mysterious knight who saved the kingdom will show himself for such a prize. Again the prince asks Iron John for help, and again Iron John disguises the prince as the mysterious knight. Three times the mysterious knight catches the golden apple and escapes, then finally is revealed as the long lost prince.

- The prince is returned to his former station, marries the princess, and is happily reunited with his parents. Iron John too comes to the wedding. This time, he is seen without the shaggy hair or iron skin that made him frightening. Iron John reveals he was under enchantment until he found someone worthy and pure of heart to set him free.

What do you need to give yourself permission to do, feel, or not do to show up for this read-along?

Sometimes the first step in getting started is giving ourselves permission. Maybe you need to give yourself permission to:

01. Stay open minded
02. Give yourself the time you need
03. Make a list of questions

Or if you're doing this in a group setting, permission to:

01. Show up to the group meetings
02. Ask for what you need
03. To pass during group sharing
04. Ask for more time

Write your permission slips below or on a sticky note.
Feel free to have more than one.

RESEARCHER B STORYTELLER

Learning Objectives

- Identify the core components of trauma-informed leadership and post-traumatic growth

- Recognize methods of rapid cycle change management as opportunity to enhance staff performance

- Identify methods of rapid cycle change management as opportunity to improve client engagement and outcomes

What are the Benefits of Adopting Trauma-Informed Approaches?

- Increases safety for all
- Improves the social environment
- Cares for the caregivers
- Improves the quality of services
- Reduces negative encounters and events
- Creates a community of hope, healing and recovery

- Increases success and satisfaction at work
- Promotes organizational wellness
- Improves the bottom line

As a leader during COVID-19

- My successes, so far, are…………
- If I could alter how I did ……………………………
- I wouldn't do ……………………………
- I would do …………………………

- A year from now, I still want to be doing ……………………………………

WHEN WRITTEN IN CHINESE, THE WORD

CRISIS

IS COMPOSED OF TWO CHARACTERS

ONE REPRESENTS
DANGER
AND THE OTHER REPRESENTS
OPPORTUNITY

危机

John F. Kennedy

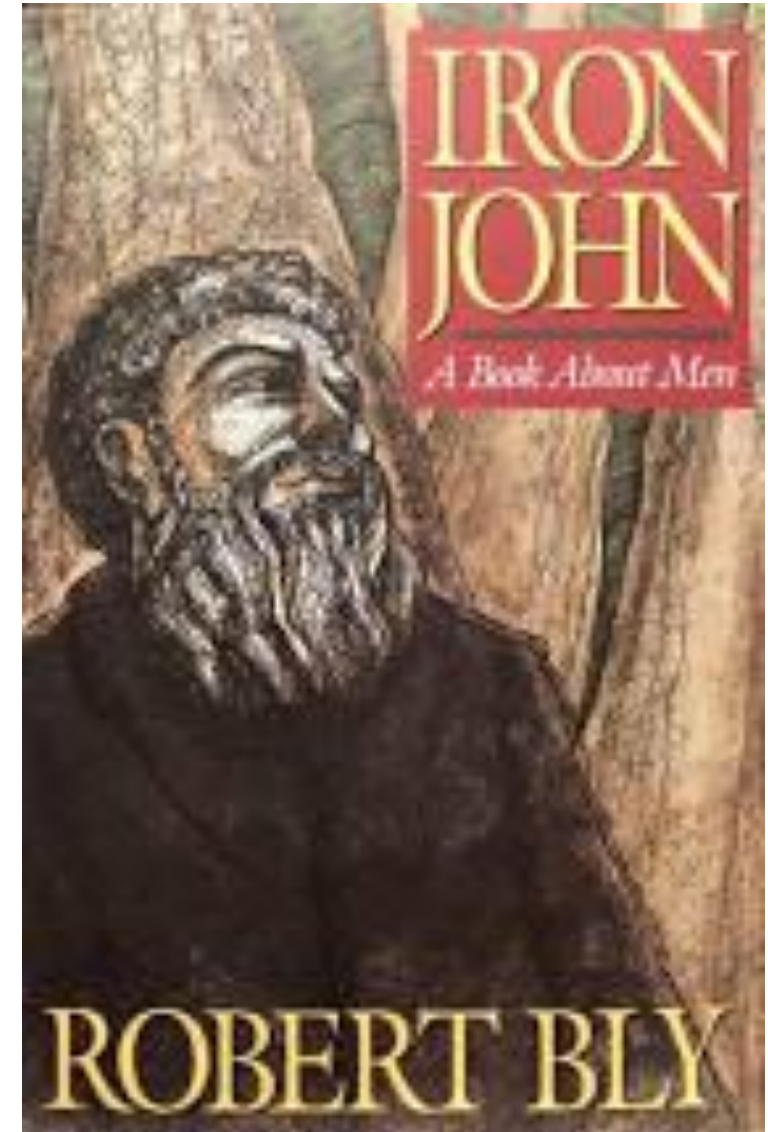# Post Traumatic Growth vs Resilience

Post Traumatic Growth

New belief System/worldview following traumatic event

Resilience

Ability to bounce back/personal attribute

The Fairy Tale: A Model For Post-Traumatic Growth

The Fairy Tale: A Model For Post-Traumatic Growth

- The concept of post-traumatic growth has been around since long before the term was coined.

- In other words, when post-traumatic growth doesn't happen naturally, we try to induce it.

- My favorite is Jungian, and my favorite exemplar is Joseph Campbell's (1949) classic, The Hero With a Thousand Faces.

- Campbell surveyed numerous cultures' coming-of-age rituals, as well as myths and fairy tales, to formulate the quest of the hero as a model of growth via facing and processing one's fears, traumas and/or losses.

The quest of the hero's basic structure

- Base line, or "once upon a time," when everything is normal.
- The wound - a loss or threat occurs. Because now (for example), the old parents can no longer feed their growing children; or there's a dragon in town, wreaking havoc.
- The Retreat – the protagonist withdraws from where they were hurt, goes into the forest or neighboring kingdom- alone, lost, bewildered
- Gathering of resources to enable the hero – who typically starts out as someone decidedly not heroic – to face the challenge. Usually another older person(s)
- Death and rebirth. The hero utilizes her resources, faces death (or some equivalent fate such as enchantment), and comes through. In the process of overcoming the challenge, the hero becomes transformed, for example from child to adult, or wounded to whole.
- Re-entry, in which the hero returns home, but in a new role or higher level as per the growth/transformation that has been achieved.

Examples

- Wizard of Oz
- Cinderella

What Do a Victim and a Hero Have in Common?

A Wound

- Our wounds ask us, "Now What? What will you make of me?"

- Our wounds can make us human and compassionate

- Our wounds can help us grow up and become

SAMHSA's Four R's

A program, organization or system that is trauma-informed

- **Realizes** the widespread impact of trauma and understands potential paths for recovery;
- **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
- **Resists** re-traumatization, and
- **Responds** by fully integrating knowledge about trauma into policies, procedures, practices, and settings.

What Does a Trauma-Informed Organization Include?

Safe, calm, and secure environment with supportive care

System-wide understanding of trauma prevalence, impact and trauma-informed care

Cultural competence and humility

Consumer and staff voice, choice and advocacy

Recovery-oriented, consumer-driven, trauma-specific services

Healing, hopeful, honest and trusting relationships

EVERYONE

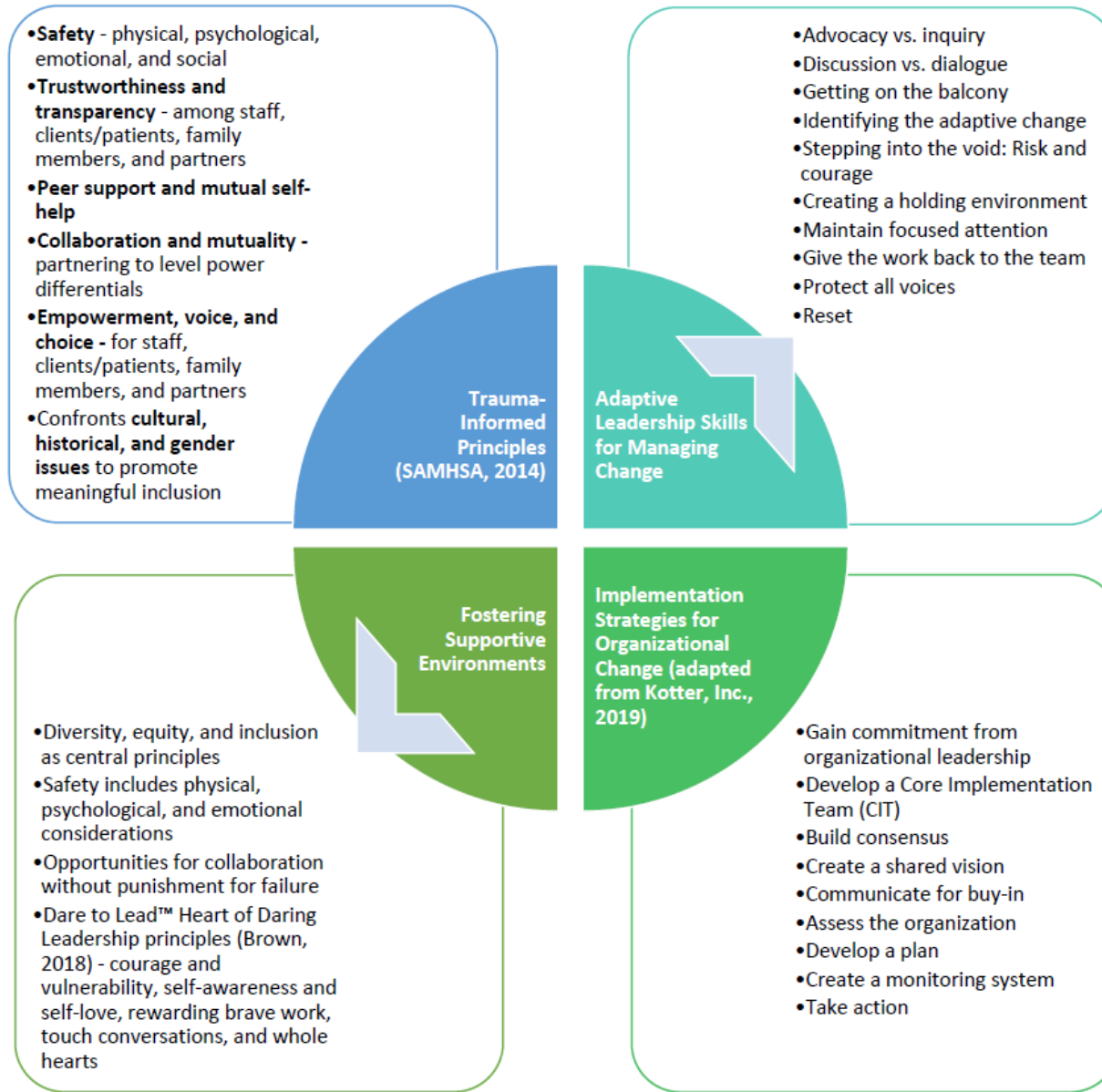| Trauma Organized	Trauma Informed	Healing Organization
Organizations impacted by stress, operating in silos, avoidant of issues and isolated in their practices or service delivery. These organizations can be trauma inducing.	These are organizations that develop a shared language to define, normalize and address the impact of trauma on clients and workforce. They operate from a foundational understanding of the nature and impact of trauma.	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.
• Reactive • Reliving/retelling • Avoiding/numbing • Fragmented • Authoritarian leadership	• Shared language • Foundational understanding of trauma and healing • Understanding of the nature and impact of trauma	• Reflective • Collaborative • Culture of learning • Making meaning out of the past • Growth- and prevention-oriented • Relational leadership

Udesky, L. (2018). Community advocates and Bay Area county health agencies work together on trauma-informed systems change. *ACEs Connection.* Retrieved from https://www.acesconnection.com/blog/community-advocates-and-bay-area-county-health-agencies-work-together-on-trauma-informed-systems-change.

The National Council's Framework for Trauma-Informed Leadership

Trauma-Informed Principles (SAMHSA, 2014)

- **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

Adaptive Leadership Skills for Managing Change

- Advocacy vs. inquiry
- Discussion vs. dialogue
- Getting on the balcony
- Identifying the adaptive change
- Stepping into the void: Risk and courage
- Creating a holding environment
- Maintain focused attention
- Give the work back to the team
- Protect all voices
- Reset

Fostering Supportive Environments

- Diversity, equity, and inclusion as central principles
- Safety includes physical, psychological, 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, touch conversations, and whole hearts

Implementation Strategies for Organizational Change (adapted from Kotter, Inc., 2019)

- Gain commitment from organizational leadership
- Develop a Core Implementation Team (CIT)
- Build consensus
- Create a shared vision
- Communicate for buy-in
- Assess the organization
- Develop a plan
- Create a monitoring system
- Take action

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6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:

1. SAFETY

2. TRUSTWORTHINESS & TRANSPARENCY

3. PEER SUPPORT

4. COLLABORATION & MUTUALITY

5. EMPOWERMENT VOICE & CHOICE

6. CULTURAL, HISTORICAL, & GENDER ISSUES

Centers for Disease Control and Prevention (CDC). (2018). Infographic: 6 Guiding Principles to a Trauma-Informed Approach. Retrieved from https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm.

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
- Mutual accountability
- Focuses on achieving effective performance

- Environment for sharing of critical feedback
- Modeling safe and secure cultural values
- Compassion
- Vulnerability
- Empathy
- Creating an agency workspace culture
- Positive work culture components
- Adaptive leadership skills
- Relationship
- Learning stance

SAMHSA-HRSA Center for Integrated Health Solutions. (2013). It's Just Good Medicine: Trauma-Informed Primary Care. Webinar. Retrieved from https://bhta.hrsa.gov/index.php/resources/its-just-good-medicine-trauma-informed-primary-care.

Moral Safety

The never-ending quest for understanding how organizations function in the healing process

- An attempt to reduce the hypocrisy that is present, both explicitly and implicitly
- A morally safe environment struggles with the issues of honesty and integrity

Bloom, S. (2013). Creating Sanctuary: Toward the Evolution of Sane Societies. *Routledge*.

Safety and Respect

We need to create a mutually respectful interpersonal climate that fosters safety, trust, choice, collaboration, and empowerment

"Mistakes made here often."

Create a Positive Staff Culture Contract
(This is a continuation of Zone of Helpfulness Activity from Section 6 of the toolkit.)

Create a Contract for Positive Staff Culture by defining behaviors that lead to a positive culture. This activity is best done over two sessions. First in smaller teams, then shared and synthesized before a meeting with the whole staff. Enlarge the visual on page 9 and put it in staff break areas prior to these sessions to get the conversations going and to gather input.

Directions for small groups:
1. Describe your vision of the most positive work environment for you to be able to be your best self in your job. What staff behaviors and attitudes would lead to such an environment? As you listen to each other, review the list of helpful behaviors and attitudes from the Zone of Helpfulness activity in Section 6 of the toolkit. Identify when the helpful behaviors on the list match what staff is saying about staff culture (circle or star them). Expand the list with more behaviors that they believe are important to have a staff culture in which they would want to work.
2. Create a separate consensus list of behaviors and attitudes that support a positive staff culture.
3. Individually reflect, then discuss what boundaries a staff member might want to have to support the helpful behaviors.
4. Discuss how to set these boundaries using the tips from the Compassionate Boundary Setting section of the toolkit. Be sure to discuss the hesitance we have in proactively setting and addressing boundary issues with colleagues.
5. Discuss what has happened to you in your life that has impacted your ability to contribute to a positive work culture.
6. Come prepared to the whole staff meeting with your consensus list of behaviors to support a positive staff culture written on flip chart paper. These will be used to write your organization's Positive Staff Culture Contract.

Directions for whole staff meeting:

PRIOR TO THE MEETING
1. All ideas from the work groups are displayed on flipchart paper in a staff gathering area.

Emotional, Psychological, and Moral Safety in Everything We Do

What can we agree to do together?

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

Trustworthiness and Transparency

- Open, honest communication
- Communicate, communicate, communicate
- Update, update, update
- Consistent meeting time
- Inclusive speech: "We"/"Our"
- Role of feedback
- Conflict resolution

Patrick Lencioni's Five Team Dysfunctions

Dysfunction of the Team

"Trust is knowing that when a team member does push you, they are doing it because they care about the team."

Go first

Mine for conflict

Force clarity and closure

Confront difficult issues

Force on collective outcomes

Absence of trust

Fear of conflict

Lack of commitment

Avoidance of accountability

Inattention to results
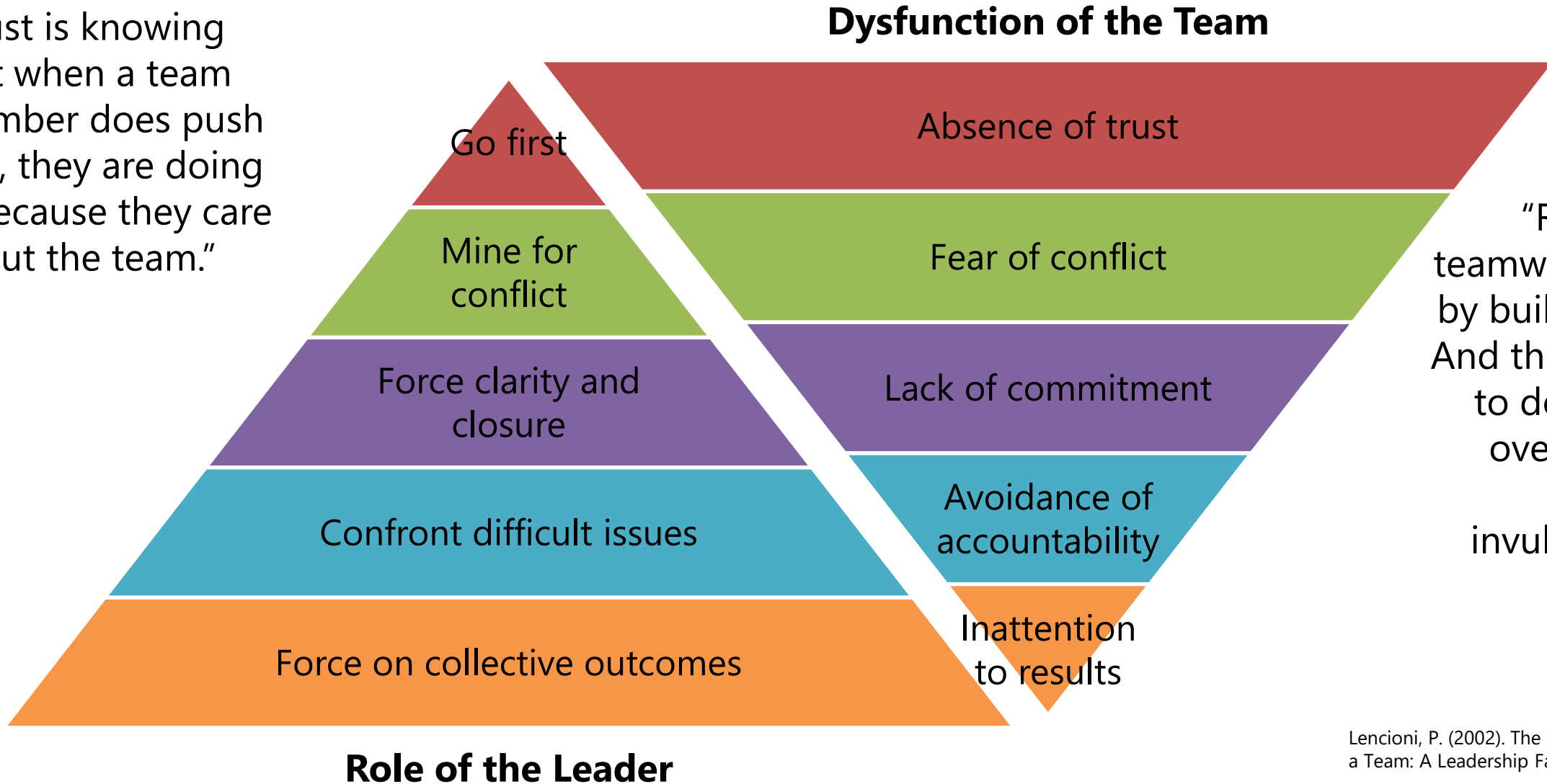
"Remember, teamwork begins by building trust. And the only way to do that is to overcome our need for invulnerability."

Role of the Leader

Lencioni, P. (2002). The Five Dysfunctions of a Team: A Leadership Fable. *Jossey-Bass.*

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Peer Support

Peer support and mutual self help are key vehicles for establishing safety, building trust, enhancing collaboration, and maximizing a sense of empowerment

- Nothing About Us without Us
- With Us, not for Us
- Inclusion of Lived Experience in organizational functioning
- Open Door policy
- Active engagement with client and family advisory committees

Not everyone needs a counsellor, but everyone benefits from peer support.

Janellebb.com

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" from "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

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

Cultural, Historical and Gender Considerations

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

Other Considerations

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Implementation Strategies for Organizational Change (adapted from Kotter, Inc., 2019)

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- Take action

Organizational Change in the Midst of Chaos

Change Management During a Crisis

CREATE
a sense of urgency

BUILD
a guiding coalition

FORM
a strategic vision
and initiatives

ENLIST
a volunteer army

ENABLE
action by
removing barriers

GENERATE
short-term wins

SUSTAIN
acceleration

INSTITUTE
change

the big
opportunity

The Principles and Practices of Continuous Quality Improvement will do it!

F.O.C.U.S.

Find a process, problem or opportunity to improve quality.

Organize a team consisting of people who can directly contribute to achieving the improvement goals.

Clarify the degree to which the current organizational practices align with the improvement goals.

Understand the facilitating and impeding organizational processes, practices, policies and people that will affect the accomplishment of the improvement goals.

Select a strategy/solution that works.

PDCA

Plan: Developing your implementation plan

    Action steps

    Who is involved

    When

    Where

    How will we measure indicators of performance (process and outcome)

Do: Implementing your plan

    Begin implementing the plan (who is involved and who monitors)

Check: Measuring and monitoring immediate and longer-term process and outcomes indicators

Act: Acting based on findings (keep, stop, change, abandon or start over)
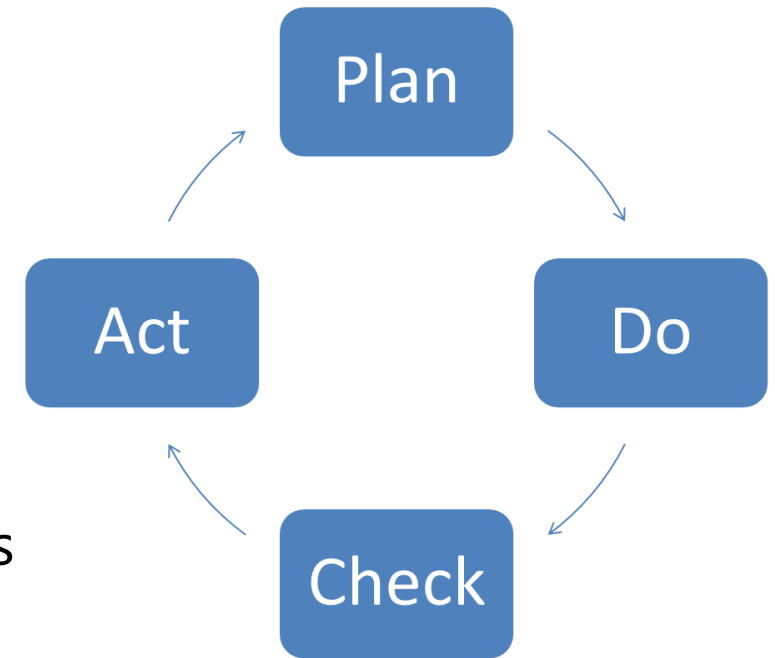
What's a really good improvement strategy?

- Not expensive
- Can tell if the idea is working or not
- Affects many
- Can be done in a reasonable timeframe
- Is in the control of the organization
- Aligns with regulations, fiscal requirements and law
- Unlikely to cause other problems (unintended consequences dilemma)

- Practical considering other organizational priorities
- Reasonable considering staff demands on time and energy
- Tools and resources available

CQI Basics – Culture of Quality

In a trauma-informed, resilience-oriented organization, **ALL STAFF** must be empowered to:

- Speak up and identify problems

- Work together to determine root causes and come up with possible solutions

- Use data to monitor progress and drive decision-making

- Learn from failure and celebrate success

Roadmap to a Culture of Quality Improvement

Possible data collection process

Rapid Cycle Adaptive Leadership Journaling

For some, writing down thoughts and feelings allows a leader to understand themselves more clearly. It allows a leader to observe and learn about their thoughts and emotions in a more concrete way. Journaling gives a person an opportunity to **mark successful strategies and what has been learned from unsuccessful strategies** by viewing thought processes and emotions from more of an outside perspective, which can help identify opportunities for growth as well as track moments of brilliance. The National Council suggests journaling at the same time daily, allowing oneself the space to start a ritual of contemplation. Even if a person cannot think of what to say, it is worthwhile sitting for the full five minutes and allowing the space for examination.

Week of __/__/__	My biggest success today was…	My biggest stressor today was…
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

A year from now I want to remember this is the week that_____ happened.

Jeff Richardson, MBA, LCSW-C, Board Chair
Charles Ingoglia, MSW, President and CEO

KEEP

CHANGE

START

STOP

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

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Resources

- Tedeschi RG, Calhoun LG. The post-traumatic growth inventory: measuring the positive legacy of trauma. J Trauma Stress. 1996;9(3):455–471. https://pubmed.ncbi.nlm.nih.gov/8827649/

- https://www.apa.org/monitor/2016/11/growth-trauma

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4784514/#:~:text=Resiliency%20assumes%20an%20ability%20to,are%20subjectively%20identified%20as%20challenging.

- https://compassionresiliencetoolkit.org/staying-resilient-during-covid-19/

- https://www.neurosequential.com/covid-19-resources

Questions?

Thank You!

Joe Parks, MD
Medical Director
National Council for Behavioral Health
JoeP@TheNationalCouncil.org

Elizabeth Guroff, MA, LCMFT
Director, Trauma Informed Services
National Council for Behavioral Health
ElizabethG@TheNationalCouncil.org