

Webinar: Creating Cultures of Compassion
January 7 2019
Handouts/Activities

I. **Six Principles of Interaction**



Citation:

<http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf>

Part I: In preparation for this activity:

Create short scenarios about students, staff or clients with challenges. Include enough of the back story to help people understand some of the reasons behind the individual's difficulties, behaviors and decisions. Print these out for participants in your professional learning session and include these questions at the end of each scenario:

- *What traumatic event(s) did this person experience?*
- *What specific strategies from the 6 Principles handout can you use to help this person?*
- *What are you currently doing that provides support?*
- *What vicarious trauma is the staff person experiencing when working with this person?*

Part II: Activity

Share both the scenarios and Six Principles handout with additional information with participants

Directions to Participants:

- Step 1: Find a Partner at your table
- Step 2: Together choose a scenario
- Step 3: Discuss the scenario, the questions following the scenario and any vicarious trauma the staff might experience.
- Step 4: Apply the 6 principles to the case—which are the most important to use?

II. Your Vital Role: Many Hats of Supervision



With a table partner discuss the following:

1. Pick two roles of a supervisor listed on the handout, *The Many Hats of Trauma-Informed Supervisor*.
2. What does this role look like in your work with your employees?
3. Can or do you move fluidly between different roles?
4. What are the barriers to doing so at your setting?
5. Why might finding a balance between the roles be essential for supervising in a compassionate culture under the assumption that the work is difficult and can have a traumatic impact on employees?
6. What does the term “developing a colleague through supervision” mean to you?
7. How can you apply your new understandings of supervision to your personal work?

III. What Can I/We Do Next?

Part I: Using data and input from your organization’s staff, identify the areas of strengths and weaknesses in relationship to self-care and compassion resilience practices.

Part II: Choose a specific field to address. On the handout entitled **Keep...Change...Start...Stop** identify the specific actions to Keep, Change, Start, and Stop doing. (*Note: The hardest of these is to begin something fresh. It is recommended your team does not start with brand new work but stop egregious actions and tweak or change others that can be easily improved.*)

- What do I/We need to....
- ✓ Keep Doing
 - ✓ Change Doing
 - ✓ Start Doing
 - ✓ Stop Doing

IV. What contributes to a safe, nurturing and thriving work environment & culture?

Part I: Staff Discussion on helpful behaviors and boundaries:

- As a group develop a list of helpful behaviors and boundaries that increase client/student/patient growth and development of positive thoughts and actions.
- Discuss what shifts in behavior push the behaviors out of the zone of helpfulness.



Part II: Staff Discussion on a safe, nurturing and thriving work environment and culture.

- Begin this discussion by creating a list of staff behaviors and attitudes would lead to a safe, nurturing and thriving work environment and culture. This may have already been discussed if you completed a staff culture contract.
- As you listen to each other, review the list of helpful behaviors and attitudes you have developed in your discussion about the *Zone of Helpfulness*.
- 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.
- Create a separate consensus list of behaviors and attitudes that support a positive staff culture.

Part III: Individual Reflection

- Individually reflect away from the larger group on the specific support you might need to demonstrate those behaviors. This information can be shared with leadership/supervisors in a private way.
- Reflect on what has happened to you in your life that has impacted your ability to contribute to a positive work culture.

Part IV: Leadership Planning

- Leadership reviews the requests for support from their staff.
- Individually as a leader or as a team, identify those requests made by multiple staff members. These are a good place to start to improve supportive supervision focused on improving employees and not on evaluating or consequenceing them.

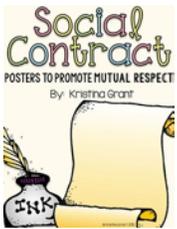
Part V: Discuss boundary setting using the tips from the Compassionate

- Be sure to begin by discussing the hesitance we have in proactively setting and addressing boundary issues with colleagues.

- Discuss the Tips found in the Compassion Resilience Toolkit online:
https://compassionresiliencetoolkit.org/media/Schools_Section6_ZoneofHelpfulness.pdf (for schools)
https://compassionresiliencetoolkit.org/media/Healthcare_Section6_ZoneofHelp.pdf (for health and behavioral health care)
- Discuss a consensus list of behaviors to support a positive staff culture written on flip chart paper. These can be used to write your organization's Positive Staff Culture Contract. Rather than the first few steps of that activity.

V. Developing a Staff Culture of Compassion Contract

Part I:



- In your groups, create a list of behaviors and attitudes that support a positive staff culture as it relates to the following categories:
 1. Communication
 2. Being a leader
 3. Teamwork and Problem-Solving
 4. Personal Responsibility and Accountability
 5. Personal Growth and Development
- Post the lists created by the various groups.
- Once all groups are done, walk around and review all the behaviors and place a sticker/initials/dot/mark next to your top five.

Part II:

- Between sessions, the facilitator will identify the top 10 behaviors and attitudes marked by all the participants. These ten are put into a list format with an introduction.
 Example: *We the staff of agree to act in a positive and supportive manner with our colleagues. This includes the following:*
- At the next session, the contract and list of behaviors/dispositions is discussed to ensure that everyone agrees with all 10 of the behaviors and attitudes listed on the contract. Words are changed, and discussion continues until the group reaches consensus. This may take more than one staff session depending on the time allocated.
- The session ends with each member of the staff signing the contract. It is posted in a staff common area and used as the basis of discussion when there are disagreements between staff members.

VI. Individual Wellness Reflection

The compassion resilience reflection sheet is designed to be used individually and not as part of an evaluation process.

Steps:

1. Individual staff complete the reflection sheet using the accompanying resource to assist in their understanding of each area of the compass. Adding short reflections that explain personal ratings assists individuals to remember several months later why the rating was chosen.
2. Staff revise their sheet several times a year, possibly quarterly, to ensure they are keeping in mind all areas essential to compassion resilience.
3. For more in-depth information on four quadrants of the compass (mind, body, spirit and strength) consult with the on-line Compassion Resilience Toolkit. In both the education and health care sections there are 4 different sections focused on each of the 4 quadrants of the compass.
<https://compassionresiliencetoolkit.org/>