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Adult Protective Services
Workforce Innovations

# Addressing Burnout and Building Resilience for APS Line Staff

We create experiences that transform the heart, mind and practice.

Academy for Professional Excellence

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# About Us

Providing approximately 50,000 learning experiences to health and human services professionals annually, the Academy's mission is *to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.*

APSWI, or Adult Protective Services Workforce Innovations, is a program of the Academy that provides innovative workforce development to APS professionals and their partners.

San Diego State University

SDSU
College of Health and Human Services
School of Social Work

The Academy for Professional Excellence is a project of SDSU School of Social Work. Funding is administered by SDSU Research Foundation.

SDSU
Research Foundation

# Purpose of Land Acknowledgement

**The purpose of a land acknowledgement is to recognize the relationship of Indigenous peoples to the land. It is multi-faceted in its meaning. It shows respect to the people of the land, to the land itself and to their relationship to one another. They are statements that recognize the dispossession from the land, the harm brought by colonial practices, beliefs and policies. They validate and recognize the continued presence of Indigenous peoples everywhere. Lastly, when offered in earnest and with sincerity, they are the first steps in reconciliation and healing.**

# Land Acknowledgement

## National Deliveries

For millennia, hundreds of Tribal nations have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony.

As members of the Academy community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land and its original inhabitants of this Nation.

Making a statement isn't enough. It is important that we share ways people can take action to support Native American people and land back efforts. This can involve researching and learning more about the indigenous communities of the lands you are on at Native Land Digital; returning artifacts and land to their appropriate tribal communities; working to protect and preserve the land, and much more.

For more information and resources, see our Land Acknowledgement page.

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# Housekeeping & Introductions

- Set cell phones to silent/vibrate
- Schedule - Please return promptly from breaks and help us keep to the schedule
- Comfort breaks
- Materials
  - PowerPoint Slides
  - Participant Materials
  - Handouts
- Introductions

# Learning Objectives

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- Summarize the differences between the various sources of workplace stress including how they are caused and how they might present
- Describe the sources of burnout on an organizational level
- Recognize the symptoms of workplace stress on an individual level
- Identify a variety of interventions to increase personal resilience

# Tour of Workplace Stress

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# Burnout

**A syndrome resulting from chronic workplace stress that has not been successfully managed.**

- A mismatch in the values of the worker and the manifested values of the workplace
- The result of the work conditions and requirements being “out of sync” with the needs of the employees (Maslach & Leiter, 2022)

# Burnout - Warning Signs

## How does it present?

It is characterized by three dimensions:

- feelings of energy depletion or exhaustion
- Increased mental distance from one’s job, or feelings of negativism or cynicism related to one's job
- Reduced professional efficacy

# Secondary Traumatic Stress

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**Stress caused by exposure to another's primary trauma– through images, descriptions or observed reactions.**

It presents in a continuum of severity:

# Secondary Traumatic Stress - Warning Signs

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## How does it present?

- Changes in mood, memory, or perception
- Disrupted sense of safety
- Alterations in sense of self-efficacy
- Depleted personal resources

# Empathic Distress (Compassion Fatigue)

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**The subtle erosion of one's ability to care and invest in the work of alleviating the suffering of another**.

- Getting "stuck" in empathy
- Lack of resources or knowledge to alleviate the suffering of another
- Personal challenges
- Chronic stress

# Empathic Distress - Warning Signs

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## How does it present?

- Apathy towards your work or people at work
- Avoidance of certain clients/patients/people
- Exhaustion
- Physical illness

# Moral Distress

**An emotional reaction to the experience of organizational policies, mandates, or regulations being in direct conflict with one's own sense of moral responsibility.**

**How does it present?**

An internal reaction that alerts you to the dissonance between your values and the constraints from your organization.

- Feeling a pit in your stomach
- A sense that "this is not right"
- Hesitancy to perform required job responsibilities
- Anger
- Lack of self-efficacy

# At a Glance

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| Type of Workplace Stress | Cause | Presentation |
|---|---|---|
| Burnout | Chronic workplace stress that has not been successfully managed | • Exhaustion<br>• Negativism/cynicism<br>• Lack of self-efficacy |
| Secondary Traumatic Stress | Exposure to another person's primary trauma | • Trauma symptoms<br>• Lack of sense of safety<br>• Lack of self- efficacy<br>• Depleted personal resources |
| Empathetic Distress | Slow erosion of ability to care from exhaustion, lack of resources or personal challenges | • Exhaustion<br>• Apathy/negativism<br>• Depleted personal resources |
| Moral Distress | Workplace policies, mandates, expectations in violation of personal values | • Internal sense that something is "not right"<br>• Anger<br>• Lack of self-efficacy |

# 10-Minute Break (1)

# A Deeper Look at Burnout

# Let's Sort!

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# Worker Profiles

- *The Burnout Challenge* by Christina Maslach and Michael Leiter present different worker profiles (Maslach & Leiter, 2022)
  - Overextended
  - Disengaged
  - Ineffective
  - Engaged
- Understanding each profile can help us clarify our experiences

# Overextended

- Heavy workload
- High demands
- Long hours

✓ Believe in themselves and their work

# Disengaged

- Consistently negative
- Lost motivation
- Lack of control
- Insufficient rewards
- Low quality relationships
- High number of mismatched values

✓ May not feel exhausted
✓ Doing a good job

# Ineffective

- Negative sense of their own accomplishments
- See the work as not intrinsically rewarding
- Question their own ability to carry out the work
- Lose confidence in their ability to make a difference

✓ Has energy for the job
✓ May enjoy the social component of work

# Engaged

- Engaged in work
- Energy to do the job
- Feel effective and accomplished

# How Does Someone Get There?

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*"…burnout arises from increasing mismatches between workers and workplaces."* (Maslach & Leiter, 2022)

WORK OVERLOAD

BREAKDOWN OF COMMUNITY

LACK OF CONTROL

LACK OF FAIRNESS

INSUFFICIENT REWARDS

VALUES CONFLICT

# Whose Job is it Anyway?

Who holds the burden of responsibility to resolve burnout?

# Remember This…

| ORGANIZATIONAL RESPONSIBILITY | INDIVIDUAL RESPONSIBILITY |
| --- | --- |
| Resolve the values and need mismatches between the employees and the workplace | Manage symptoms of burnout by prioritizing personal health practices and implementing boundaries |
| Seek and implement feedback from employees | Offer feedback and support changes in the workplace |

# Demand/Control Model

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| Control/Demands | Low Demands | High Demands |
|---|---|---|
| High Control | Low strain | Active *higher learning motivation |
| Low Control | Passive | High strain *high risk of illness and mental/emotional strain |

# Concern/Influence/Control

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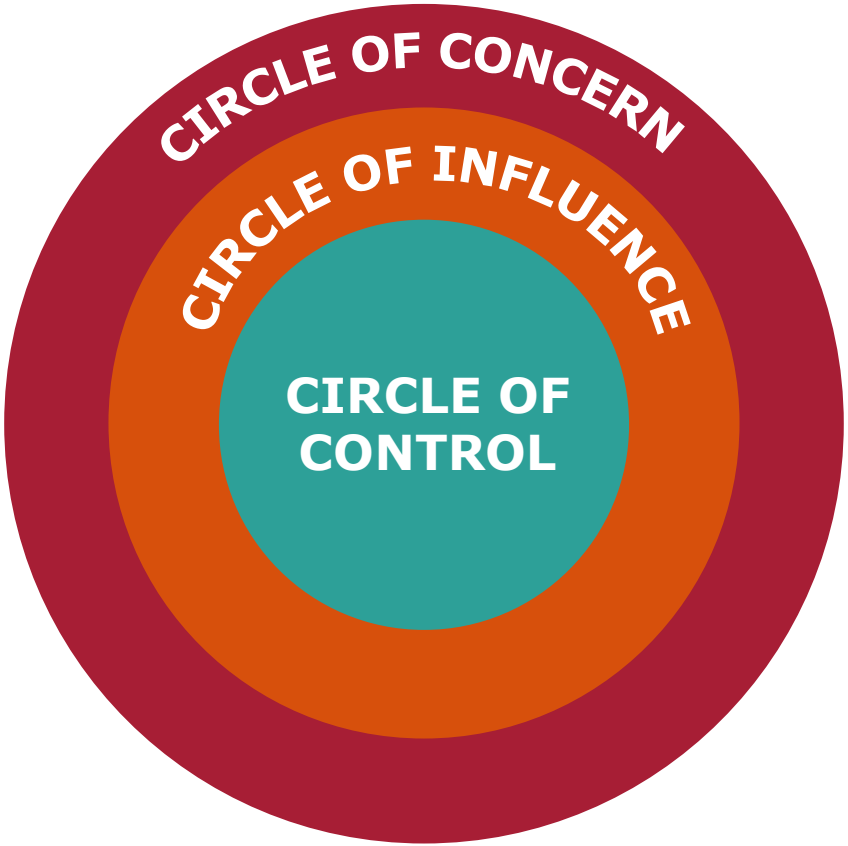

# Circle of Influence

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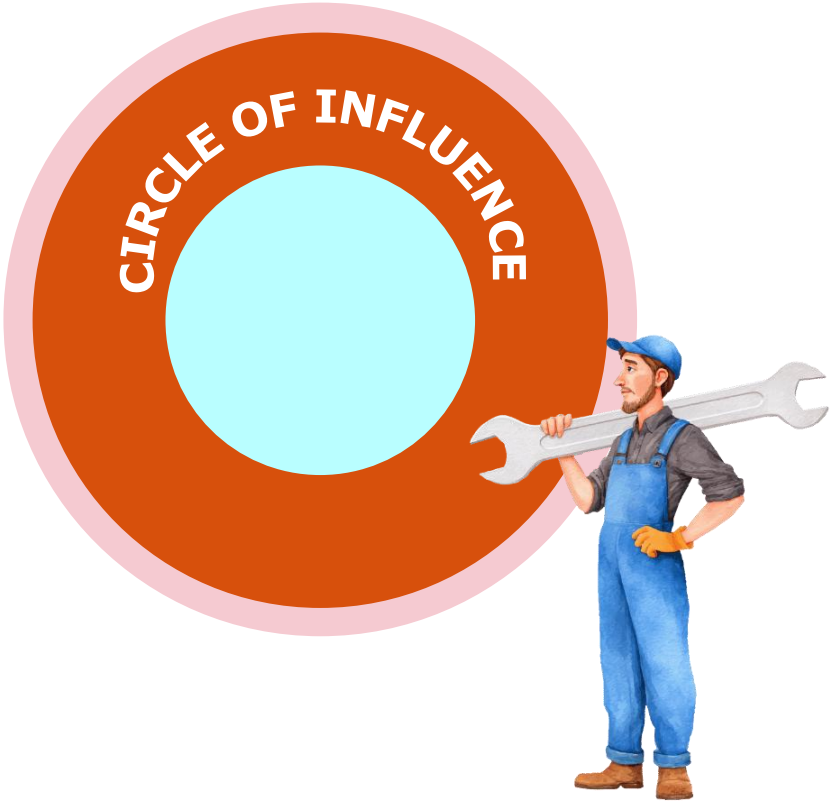


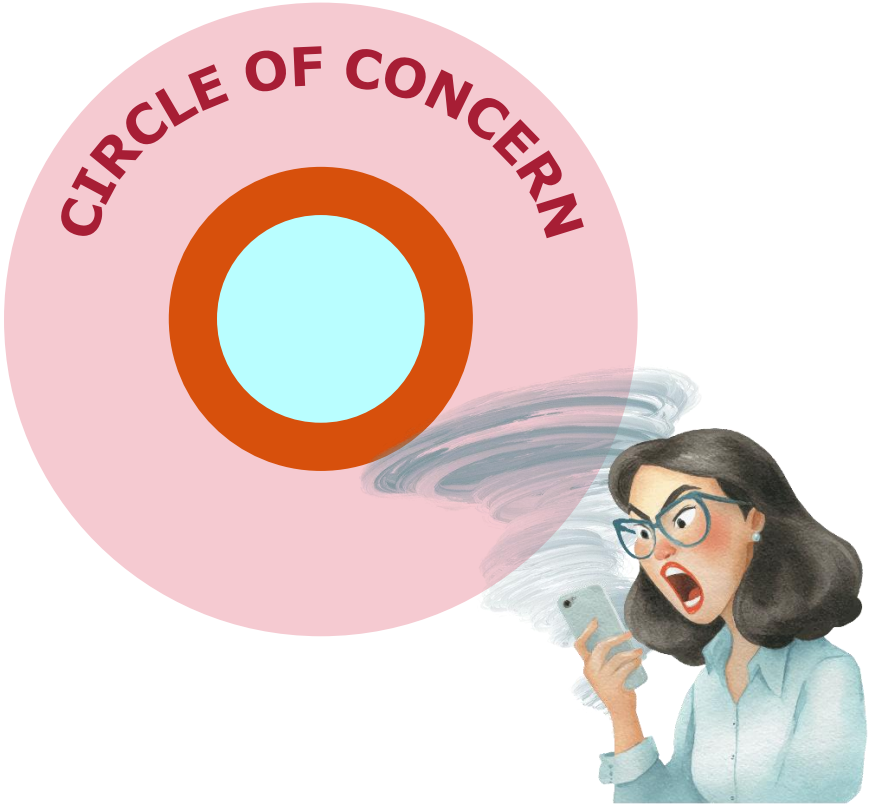

# Circle of Concern

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# Radical Acceptance

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**Radical Acceptance is not:**

- Apathetic
- Passive

# Circle Sorting

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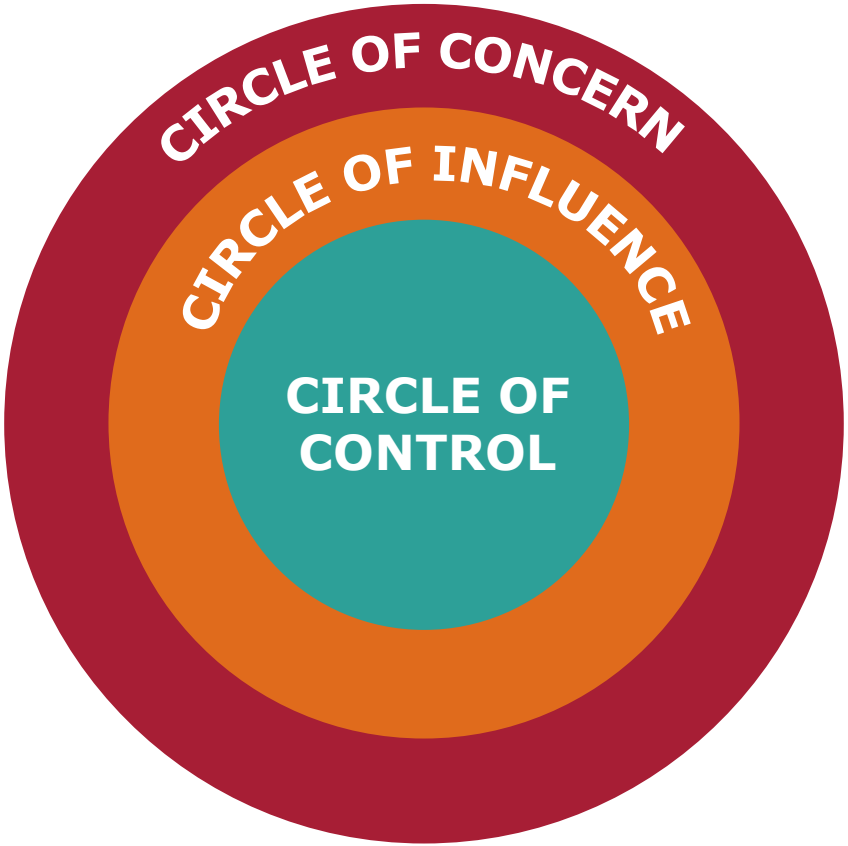

# Change the Goal

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PEOPLE >>> want CONNECTION

over

PROBLEMS

# 10-Minute Break (2)

# Building Resilience in the Circle of Control

Self-Awareness

Intentional Engagement

Skillful Intervention

# Self-Awareness

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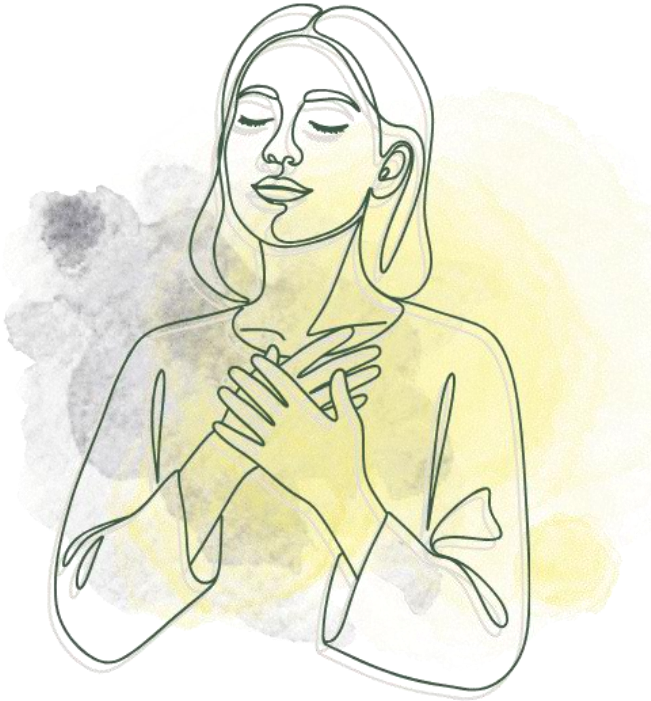
*"Knowing your own darkness is the best method for dealing with the darknesses of other people."*

-C.G. Jung



# Contributing Factors

**This tool was developed by Françoise Mathieu, TEND, Leslie Ann Ross, UCLA, and the Secondary Traumatic Stress Consortium, a group of researchers, trainers, practitioners, and advocates with a common goal to advance the field of secondary traumatic stress towards health. Special thanks to R. Cuellar, A. Hendricks, M. Clarke, and G. Sprang of the National Childhood Traumatic Stress Network (NCSTN) for contributing the Socio-Cultural Context circle.**

# Warning Signs

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**Red (top):**
- Stress level severe
- Take time off, get professional support

**Yellow (middle):**
- Stress level moderate
- Slow down, take stock

**Green (bottom):**
- Stress level mild
- Stay the course

# Intentional Engagement

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## Hyperarousal

The result of chronic trauma taking over the body's adaptive threat and alarm systems to become excessively alert.

The impact of hyperarousal is:

- Impaired decision making
- Difficulty with emotional regulation
- Interferes with memory

# How We Think the Workday Looks…

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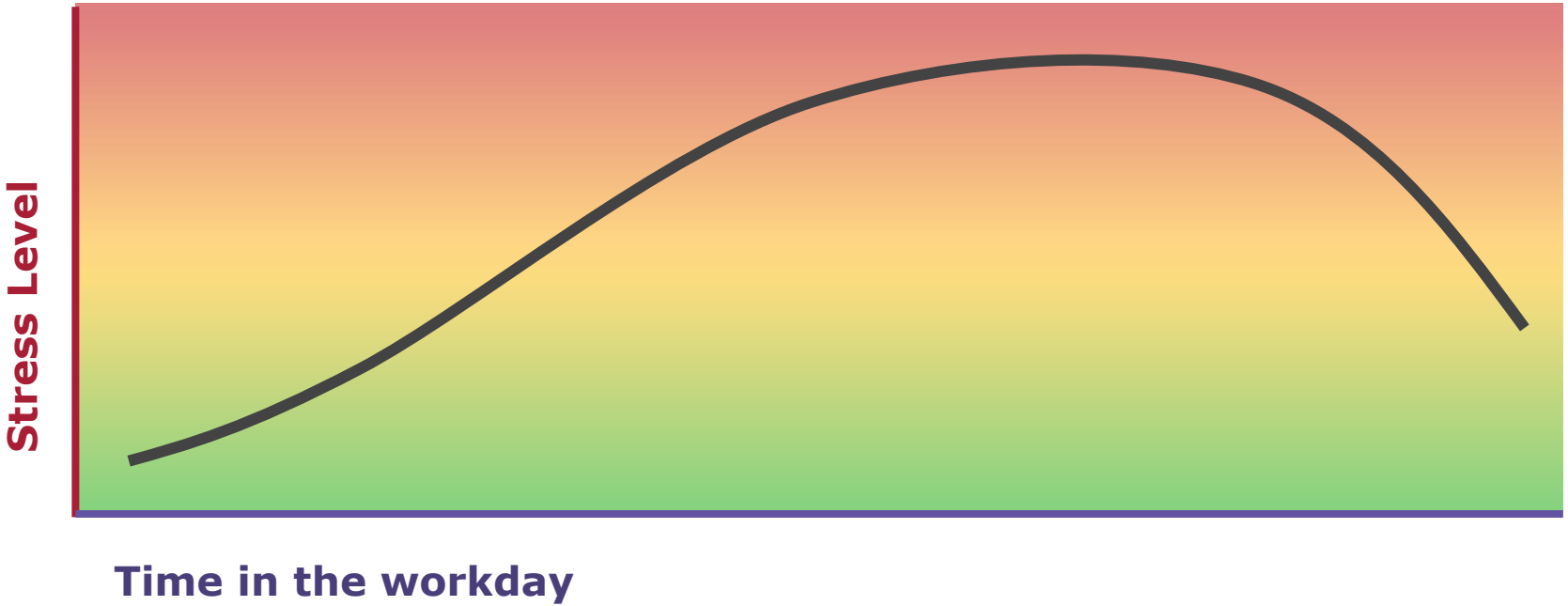

# How the Workday Actually Looks...

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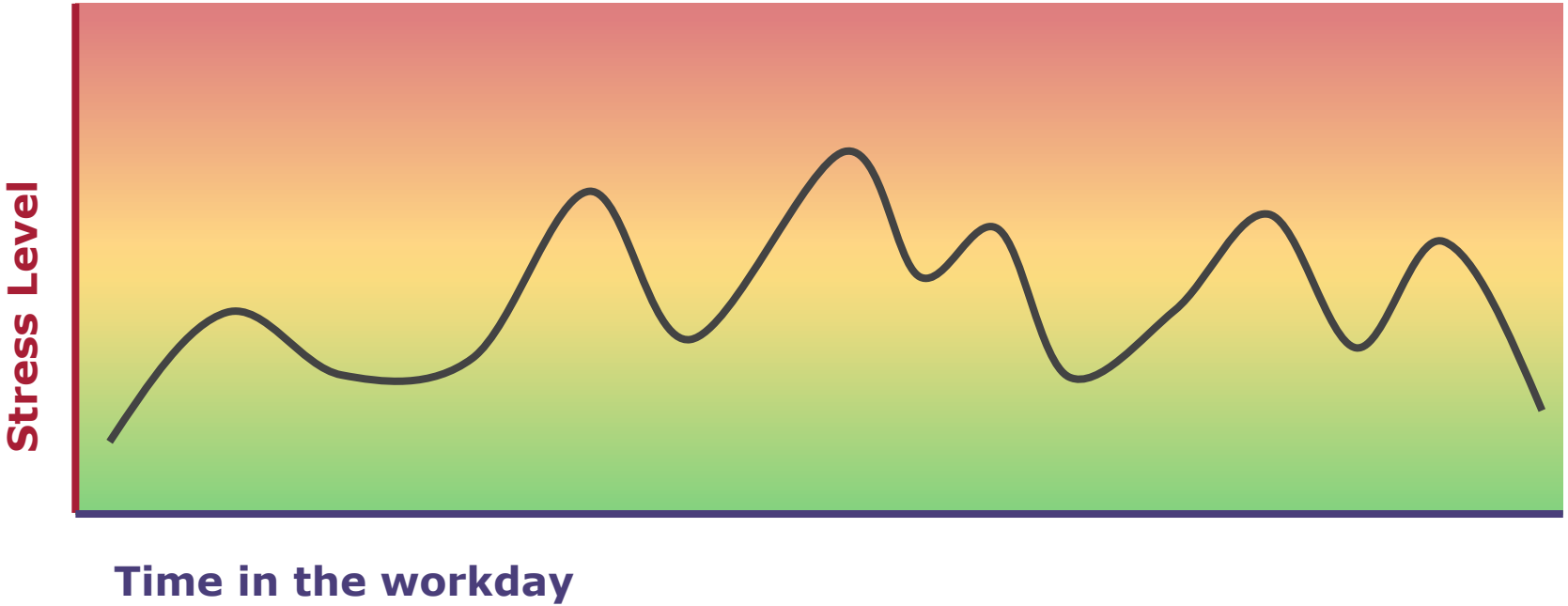

# Edges of Stress Events

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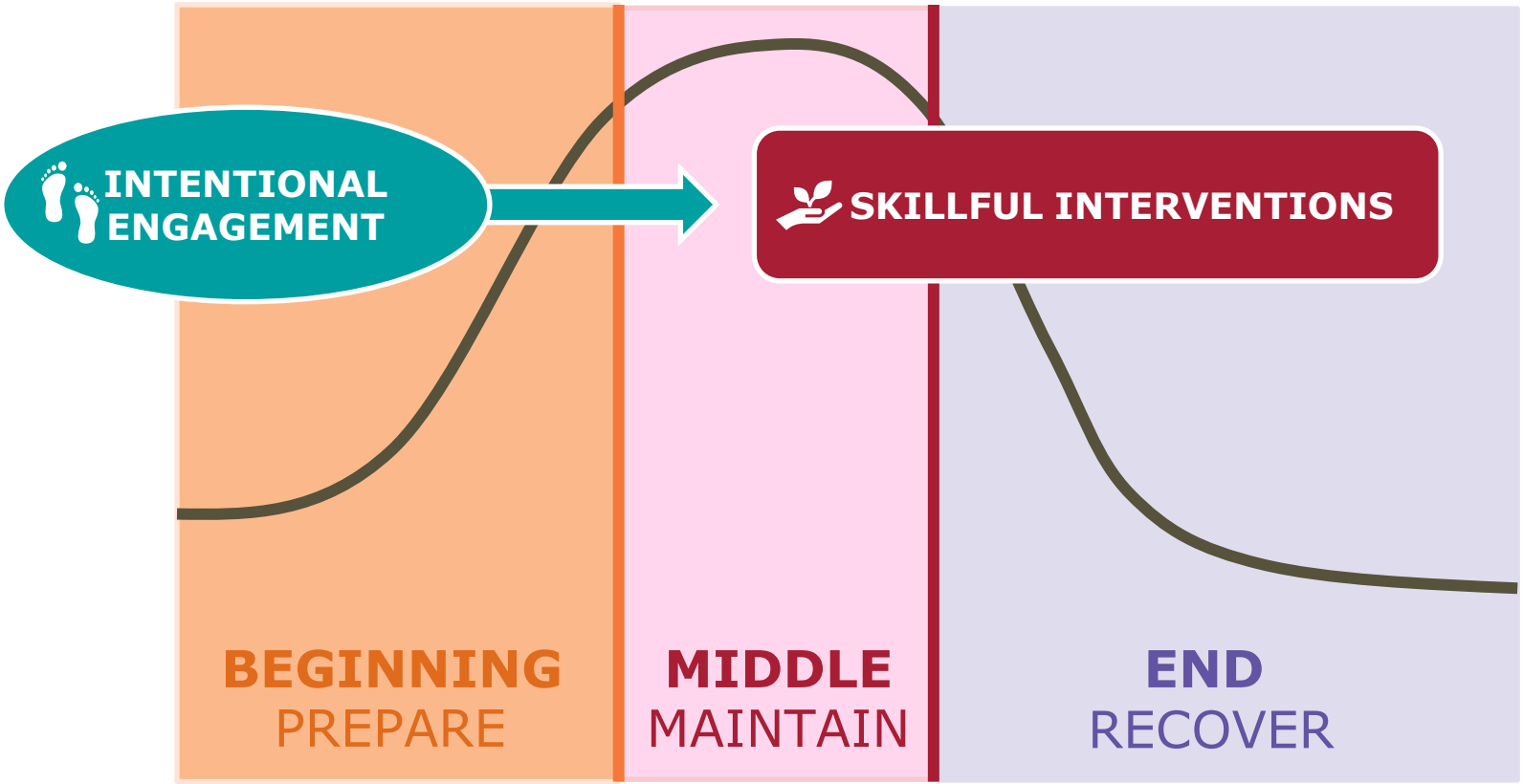

# Beginning of the Stress Event

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**Avoidance:** keeping clients at an emotional "arms' length"

**Overinvolvement:** becoming overly empathically connected with the client

*Images were generated using AI*

# Another Approach

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**Be a window:** Using empathic connection to respond to the suffering and needs of another while staying grounded within oneself.

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# Muddy Middle – Close the Window

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**Unmirroring:** unhooking your body posture and speaking tone from the client

**Slowing empathic imagery:** paint the picture the client reports

*Images were generated using AI*

# The Sterile Middle – Open the Window

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**Make observations:** Slow down the conversation and begin to reflect back to the other person

**Interconnectedness:** remember that all humans are connected by the experience of emotion.

*Images were generated using AI*

# The Recovery

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- Body
- Emotions
- Thoughts

**How am I?**

- Stop
- Slow down breathing
- Focus on feet on the floor

**Feet on the floor:**

- Water
- Brisk walk
- Debrief

**Hot, Walk, Talk**

# Green Cross Ethical Guidelines

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1. **Strategies for letting go of work in off hours:** "embracing rejuvenation activities that are fun, stimulating, inspiring and generate joy in life"

2. **Strategies for acquiring adequate rest and relaxation:** "tailored to your own interest and abilities which result in rest and relaxation most of the time"

3. **Strategies for practicing daily stress reduction methods:** "tailored to your own interest and abilities in effectively managing your stress during working hours and off-hours"

# Balance Map

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| | | | |
|---|---|---|---|
| **Body** | Getting enough sleep | Limiting coffee | Nutritious lunch |
| **Mind** | Setting boundaries when I'm overwhelmed | Making daily plans | Taking 5 minutes to organize my desk |
| **Soul** | Going out to lunch with a friend 1x/month | Regenerative activities after work | Saying thank you to my coworkers |

# Review

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1. There are different sources of workplace stress
2. Burnout must be addressed on an organizational level
3. Individuals have a responsibility to prioritize their own health
4. Utilizing circles of concern, influence and control reduces frustration
5. Building personal resilience is in the circle of control
6. Increased resilience comes through:
    a. Improved self-awareness
    b. Intentional engagement
    c. Skillful intervention

# P-I-E

Reflect and note:

- **P**riceless piece of information
  - What has been the most important piece of information to you today?
- **I**tem to implement
  - What is something you intend to implement from our time together today?
- **E**ncouragement you received
  - What is something that you already are doing and were encouraged to keep doing?

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# Thank You!

We envision a world where the quality of life for individuals, organizations, and communities is transformed into a healthier place.

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