



Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision Self-Rating Tool

Competency #1: Knowledge of the signs, symptoms, and risk factors of STS and support options for team members.

The Supervisor is able to do the following:

Competency	Self-Rating		
	Not part of my skill set yet	Doing ok but need more training	I have confidence in my skills in this area
Recognize the signs of STS in team members.			
Describe STS-informed services and support options that are available, accessible, and culturally relevant, including formal and informal supports, both internal and external to the organization.			
Help people struggling with STS access and make consistent use of services and supports in a non-judgmental way.			
Act as an advocate within the organization for STS supports, training, and resources that can address the impact of STS and that are accessible and culturally relevant for all team members; call attention to policies or practices that may be contributing to STS.			
Identify how culture, race, gender, other identities, lived experiences, systemic oppression, and implicit bias may impact how STS affects individuals and organizations.			



Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision Self-Rating Tool

Competency #2: Knowledge and ability to self-assess, monitor, and address their own STS.

The Supervisor is able to do the following:

Competency	Self-Rating		
	Not part of my skill set yet	Doing ok but need more training	I have confidence in my skills in this area
Recognize how culture, race, gender, other identities, lived experiences, systemic oppression, and implicit bias may affect themselves, their own experiences of STS, and their supervisory relationships and practice.			
Regularly assess how STS may be affecting their own functioning.			
Seek to address STS when it starts to impact their personal and/or work life.			
Actively seek support from other team members, their own supervisor, and/or other professional supports.			
Model and engage in self-care practices and promote opportunities for team members to participate when possible.			



Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision Self-Rating Tool

Competency #3: Knowledge and ability to help team members safely share the emotional experience of working with people impacted by trauma.

The Supervisor is able to do the following:

Competency	Self-Rating		
	Not part of my skill set yet	Doing ok but need more training	I have confidence in my skills in this area
Work to enhance emotional safety when meeting with team members.			
Use active listening skills to help understand and validate team members' experiences.			
Identify and build on team members' strengths to help increase their self-awareness, competence, and resilience.			
Discuss and normalize common emotional responses to working with people impacted by trauma.			
Provide consistent emotional support to team members, considering their individual needs, histories, identities, and experience.			



Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision Self-Rating Tool

Competency #4: Ability to support the resilience of team members, individually, and collectively.

The Supervisor is able to do the following:

Competency	Self-Rating		
	Not part of my skill set yet	Doing ok but need more training	I have confidence in my skills in this area
Notice and encourage when team members are using their understanding of trauma to be more effective in their role. Help them recognize their growing expertise.			
Identify and develop team members' strengths and help apply those strengths to job-related activities.			
Offer opportunities for team members to connect with their team and other professional supports, in order to guard against isolation and develop a sense of shared responsibility to address difficult circumstances.			
<i>Promote the development of compassion satisfaction by:</i>			
Supporting acceptance of the complexity of the work and the things that cannot be changed			
Helping team members recognize partial successes, their professional growth, and their increased skill levels			
Engaging team members in creating a practice of noticing, acknowledging, and savoring positive moments within their role and the impact of their work			
Reinforcing the benefits of engaging in restorative activities at work and off-hours			