

Introduction to Risking Connection

Outline for New Employee Orientation (NEO) 90 Minutes

Materials:

- LCD Projector, computer, and speakers
- RC NEO PowerPoint slides (This is a small subset of the slides in the RC Basic training).
(**NOTE:** Print out the notes pages for the NEO PowerPoint slides and place them in a binder to support your teaching. This is easier than paging through your Teaching Manual to find the slides you are teaching).
- TED Talk by Nadine Burke Harris, MD. “How Childhood Trauma Affects Health Over a Lifespan.”
- Worksheet: Signs and Symptoms of Vicarious Trauma, Worksheet 5.1
- Worksheet: Assessment of Self Care: Worksheet 5.4 Adapted

Procedure:

NOTE: If you need to shorten this training, cut sections in the following order: 1. the “Trauma Framework, Symptoms as Adaptations” section first (Slides 21-24) 2. the ACEs Study section (Slides 15-17).

10 min. Introduction and Setting the Frame for Talking About Trauma

- A. Teach slides 1-3.
- B. Tell participants that for the next hour or so you will be talking about the topic of trauma.
- C. Studies show that when compared to people in the general population, people working in the human services have a higher rate of trauma in their background.
- D. This can be an uncomfortable topic so please take care of yourself. Take a break if you need to. Reach out for support afterwards.
- E. Review slide 4-5.

5 min. The Why and What of Risking Connection.

- A. Teach slides 6-9 about Risking Connection.

5 min. Definition of Psychological Trauma

- A. Teach slides 10--14.

20 min. Adverse Childhood Experiences (ACEs) Study

- A. Show Nadine Burke Harris TED Talk.
- B. As they watch the video, ask participants to think about the implications of the video's message for their work.
- C. Discuss the question above.

15 min. The RC Trauma Framework. Symptoms As Adaptation.

- A. Teach slides 18-20 doing a broad overview of the contrast between the RC Trauma Framework for a person that is impaired and the RC Trauma Framework for person that is healing.
- B. Teach slides 22 and 23 about symptoms as adaptations stressing this is a critical concept of the RC philosophy.
- C. Show the video "Why I'm Rude."
- D. Ask whether there are explanations for rude behavior in the video that they haven't thought of before.

10 min Healing Relationships and RICH

- A. Teach slides 25-29.
- B. Ask participants how they imagine they can provide respect, information, connection, and hope in their job role.

10 min. Introduction to Vicarious Trauma

- A. Teach slides 30-33.
- B. Pass out "Worksheet: Signs and Symptoms of Vicarious Trauma."
- C. Explain that these are some of the signs of vicarious trauma that are commonly reported by people working in this field. Ask them to read the list silently.
- D. Discuss:
 1. What is it like to read this list?
 2. If you've worked in this field before, which have you experienced?
 3. Given the costs of this work, why do so many of us continue to do it, many for a very long time?



4. What are the rewards of doing this work?
- E. Explain that being aware of vicarious trauma in advance can help you anticipate and lessen its effects.

10 min Addressing Vicarious Traumatization

- A. Teach slides 34-38.
- B. Pass out “Worksheet: Assessment of Self Care”
- C. Tell participants to imagine it was a year from now and you are still working at your organizations. Fill out the form about your self-care.
- D. Discuss
 - i. What were the items that were easiest to do? Hardest?
 - ii. What gets in the way of self-care?
 - iii. Look at the section on spiritual self-care. Clarify that this does not just mean formal religious practice. It really is about how you find meaning in your life. What would you add to this list about how you bring meaning to your life?

5 min Summary

- A. Review Slide 39 summarizing the critical themes of the Risking Connection training.