

## PROFESSIONAL QUALITY OF LIFE SCALE (PROQOL)

### COMPASSION SATISFACTION AND COMPASSION FATIGUE

#### (PROQOL) VERSION 5 (2009)

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some-questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

**1=Never**

**2=Rarely**

**3=Sometimes**

**4=Often**

**5=Very Often**

- \_\_\_\_\_ 1. I am happy.
- \_\_\_\_\_ 2. I am preoccupied with more than one person I [help].
- \_\_\_\_\_ 3. I get satisfaction from being able to [help] people.
- \_\_\_\_\_ 4. I feel connected to others.
- \_\_\_\_\_ 5. I jump or am startled by unexpected sounds.
- \_\_\_\_\_ 6. I feel invigorated after working with those I [help].
- \_\_\_\_\_ 7. I find it difficult to separate my personal life from my life as a [helper].
- \_\_\_\_\_ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
- \_\_\_\_\_ 9. I think that I might have been affected by the traumatic stress of those I [help].
- \_\_\_\_\_ 10. I feel trapped by my job as a [helper].
- \_\_\_\_\_ 11. Because of my [helping], I have felt "on edge" about various things.
- \_\_\_\_\_ 12. I like my work as a [helper].
- \_\_\_\_\_ 13. I feel depressed because of the traumatic experiences of the people I [help].
- \_\_\_\_\_ 14. I feel as though I am experiencing the trauma of someone I have [helped].
- \_\_\_\_\_ 15. I have beliefs that sustain me.
- \_\_\_\_\_ 16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
- \_\_\_\_\_ 17. I am the person I always wanted to be.
- \_\_\_\_\_ 18. My work makes me feel satisfied.
- \_\_\_\_\_ 19. I feel worn out because of my work as a [helper].
- \_\_\_\_\_ 20. I have happy thoughts and feelings about those I [help] and how I could help them.
- \_\_\_\_\_ 21. I feel overwhelmed because my case [work] load seems endless.
- \_\_\_\_\_ 22. I believe I can make a difference through my work.
- \_\_\_\_\_ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
- \_\_\_\_\_ 24. I am proud of what I can do to [help].
- \_\_\_\_\_ 25. As a result of my [helping], I have intrusive, frightening thoughts.
- \_\_\_\_\_ 26. I feel "bogged down" by the system.
- \_\_\_\_\_ 27. I have thoughts that I am a "success" as a [helper].
- \_\_\_\_\_ 28. I can't recall important parts of my work with trauma victims.
- \_\_\_\_\_ 29. I am a very caring person.
- \_\_\_\_\_ 30. I am happy that I chose to do this work.

## WHAT IS MY SCORE AND WHAT DOES IT MEAN?

In this section, you will score your test so you understand the interpretation for you. To find your score on **each section**, total the questions listed on the left and then find your score in the table on the right of the section.

### Compassion Satisfaction Scale

Copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

3. \_\_\_\_\_  
 6. \_\_\_\_\_  
 12. \_\_\_\_\_  
 16. \_\_\_\_\_  
 18. \_\_\_\_\_  
 20. \_\_\_\_\_  
 22. \_\_\_\_\_  
 24. \_\_\_\_\_  
 27. \_\_\_\_\_  
 30. \_\_\_\_\_

**Total:** \_\_\_\_\_

The sum of my Compassion Satisfaction questions is	And my Compassion Satisfaction level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

### Burnout Scale

On the burnout scale you will need to take an extra step. Starred items are "reverse scored." If you scored the item 1, write a 5 beside it. The reason we ask you to reverse the scores is because scientifically the measure works better when these questions are asked in a positive way though they can tell us more about their negative form. For example, question 1. "I am happy" tells us more about

- \*1. \_\_\_\_\_ = \_\_\_\_\_  
 \*4. \_\_\_\_\_ = \_\_\_\_\_  
 8. \_\_\_\_\_  
 10. \_\_\_\_\_  
 \*15. \_\_\_\_\_ = \_\_\_\_\_  
 \*17. \_\_\_\_\_ = \_\_\_\_\_  
 19. \_\_\_\_\_  
 21. \_\_\_\_\_  
 26. \_\_\_\_\_  
 \*29. \_\_\_\_\_ = \_\_\_\_\_

**Total:** \_\_\_\_\_

The sum of my Burnout Questions is	And my Burnout level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

You Wrote	Change to	
	5	the effects of helping when you are <i>not</i> happy so you reverse the score
2	4	
3	3	
4	2	
5	1	

### Secondary Traumatic Stress Scale

Just like you did on Compassion Satisfaction, copy your rating on each of these questions on to this table and add them up. When you have added them up you can find your score on the table to the right.

2. \_\_\_\_\_  
 5. \_\_\_\_\_  
 7. \_\_\_\_\_  
 9. \_\_\_\_\_  
 11. \_\_\_\_\_  
 13. \_\_\_\_\_  
 14. \_\_\_\_\_  
 23. \_\_\_\_\_  
 25. \_\_\_\_\_  
 28. \_\_\_\_\_

**Total:** \_\_\_\_\_

The sum of my Secondary Trauma questions is	And my Secondary Traumatic Stress level is
22 or less	Low
Between 23 and 41	Moderate
42 or more	High

## YOUR SCORES ON THE PROQOL: PROFESSIONAL QUALITY OF LIFE SCREENING

Based on your responses, place your personal scores below. If you have any concerns, you should discuss them with a physical or mental health care professional.

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### Compassion Satisfaction \_\_\_\_\_

Compassion satisfaction is about the pleasure you derive from being able to do your work well. For example, you may feel like it is a pleasure to help others through your work. You may feel positively about your colleagues or your ability to contribute to the work setting or even the greater good of society. Higher scores on this scale represent a greater satisfaction related to your ability to be an effective caregiver in your job.

If you are in the higher range, you probably derive a good deal of professional satisfaction from your position. If your scores are below 23, you may either find problems with your job, or there may be some other reason—for example, you might derive your satisfaction from activities other than your job. (Alpha scale reliability 0.88)

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### Burnout \_\_\_\_\_

Most people have an intuitive idea of what burnout is. From the research perspective, burnout is one of the elements of Compassion Fatigue (CF). It is associated with feelings of hopelessness and difficulties in dealing with work or in doing your job effectively. These negative feelings usually have a gradual onset. They can reflect the feeling that your efforts make no difference, or they can be associated with a very high workload or a non-supportive work environment. Higher scores on this scale mean that you are at higher risk for burnout.

If your score is below 23, this probably reflects positive feelings about your ability to be effective in your work. If you score above 41, you may wish to think about what at work makes you feel like you are not effective in your position. Your score may reflect your mood; perhaps you were having a “bad day” or are in need of some time off. If the high score persists or if it is reflective of other worries, it may be a cause for concern. (Alpha scale reliability 0.75)

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### Secondary Traumatic Stress \_\_\_\_\_

The second component of Compassion Fatigue (CF) is secondary traumatic stress (STS). It is about your work related, secondary exposure to extremely or traumatically stressful events. Developing problems due to exposure to other's trauma is somewhat rare but does happen to many people who care for those who have experienced extremely or traumatically stressful events. For example, you may repeatedly hear stories about the traumatic things that happen to other people, commonly called Vicarious Traumatization. If your work puts you directly in the path of danger, for example, field work in a war or area of civil violence, this is not secondary exposure; your exposure is primary. However, if you are exposed to others' traumatic events as a result of your work, for example, as a therapist or an emergency worker, this is secondary exposure. The symptoms of STS are usually rapid in onset and associated with a particular event. They may include being afraid, having difficulty sleeping, having images of the upsetting event pop into your mind, or avoiding things that remind you of the event.

If your score is above 41, you may want to take some time to think about what at work may be frightening to you or if there is some other reason for the elevated score. While higher scores do not mean that you do have a problem, they are an indication that you may want to examine how you feel about your work and your work environment. You may wish to discuss this with your supervisor, a colleague, or a health care professional. (Alpha scale reliability 0.81)

Let's first examine what types of situations you find most stressful by completing the Pullis Stress Inventory (adapted for teachers). Please complete this scale to help illuminate the types of situations that are most likely to trigger a fight-flight-freeze state for you.

## PULLIS STRESS INVENTORY (Adapted for Teachers)

### Part I: Sources of Stress

Please rate your anxiety level, most days, from the stress for each of the items.

0= Not anxious at all    1 = Mildly anxious    2 = Moderately anxious    3 = Extremely anxious

In general, how stressful do you find:

1. Loud, noisy, disruptive students?	0	1	2	3
2. Students' impolite or rude behavior?	0	1	2	3
3. Poorly motivated students?	0	1	2	3
4. Dealing with the parents of the students?	0	1	2	3
5. Students' defiance of teacher/school/professional authority?	0	1	2	3
6. Threat of aggression or physical harm?	0	1	2	3
7. Lack of appreciation from your students?	0	1	2	3
8. Being a teacher/school professional?	0	1	2	3
9. Poor career opportunities?	0	1	2	3
10. Inadequate salary?	0	1	2	3
11. Low status of the teaching/school profession?	0	1	2	3
12. Inability to meet your personal or professional goals?	0	1	2	3
13. Lack of fun/enjoyment involved in working in schools?	0	1	2	3
14. Inadequate disciplinary policy of the school?	0	1	2	3
15. Attitudes and behavior of the building principal?	0	1	2	3
16. Lack of recognition for good teaching/work?	0	1	2	3
17. Inadequate equipment and instructional materials?	0	1	2	3
18. Lack of effective consultation and assistance?	0	1	2	3
19. Attitudes and behavior of other teachers/professionals?	0	1	2	3
20. Having to punish students or use aversive techniques?	0	1	2	3
21. Lack of participation in decision-making?	0	1	2	3
22. Evaluation by principal or supervisors?	0	1	2	3
23. Not enough time allotted to do the work?	0	1	2	3
24. Participation in IEP or other mandatory meetings?	0	1	2	3
25. Too much work to do?	0	1	2	3
26. Responsibility for the students' progress/learning?	0	1	2	3
27. Writing and on-going evaluation of IEPs (paperwork)?	0	1	2	3
28. Constant monitoring of the students' behavior?	0	1	2	3

29. Demands on after-school time?	0	1	2	3
30. Number of students/lack of time to spend with individual kids?	0	1	2	3

Other Sources of Stress: Please describe other factors that are stressful to you, especially those sources of stress associated with the types of students or setting where you work.

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After completing the Pullis Inventory, look at the scores to the right. Notice if you scores are highest in any particular group of items.

Items:

- 1-7:** indicate how stressful you find **students and their challenging behaviors**,
- 8-13:** indicate how stressful you find the **teaching profession itself**,
- 14-22:** indicate how stressful you find the **staff/school**,
- 23-30:** indicate how stressful you find the **workload**.

If your highest scores are in a particular group of items, you may want to make changes in that area:

**Student Behaviors:** efforts to find better ways to work with students and classroom management, and how to work best with these students (e.g., age group)

**Teaching/Profession:** efforts to find other faculty members whose approach is similar to yours, or to ascertain what it is about the school that is stressful and whether changes are feasible.

**Staff/School:** efforts to find others or by identifying which faculty either engage around similar approaches, or what about the school is stressful (and whether changes are feasible)

**Workload:** efforts to possibly alter the workload by sharing tasks with others or identifying more efficient ways to accomplish demands may be helpful.

You may find that your scores are not higher in one of these groupings, but instead you have scattered high scores about “specific” things in various areas that you find stressful. In this case you’ll want to prioritize those items that make you most stressful, AND that you have some reasonable opportunity to alter or change (you may not be able to alter the school resources at this moment, etc.).

What patterns did you notice for yourself?

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Week of:	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<i>1=no stress; 5 = moderately stressed but handling; 10 most stressed I've ever been</i>							
Stress Rating							
Coping Activity Used?							
Frequent Headaches							
Joint/Neck Stiffness							
Trembling/Shaking							
Stuttering/Stammering							
Biting Nails							
Eye Strain							
Tense Muscle/Back							
Restlessness							
Voice Quivering							
Picking Skin							
Eye Twitching							
Muscle Twitching							
Tapping Feet							
Grinding Teeth							
Heart Pounding							
Cold Chills							
Dry Mouth							
Profuse Sweating							
Frequent Insomnia							
Dizziness							
Cold Hands/Feet							
Upset Stomach							

Sweaty Palms							
Interrupted Sleep							
Light-headedness							
Numbness							
Diarrhea							
Flushed Skin							
Tingling							
Preoccupied							
Uneasy/Uncomfortable							
Edgy							
Anxious							
Exhausted							
Forgetful							
Nervous							
Irritable							
Worried							
Hopeless							
Confused							
Distressed							
Angry							
Depressed							
Helpless							

## Positive Ways of Working Through Stress

Please read each item below and think about how you have coped with stressful experiences. Using the following rating scale, **circle** to what extent you have used the strategies listed below.

0=Don't Use    1=Use a few times per Month    2=Use most Weeks    3=Use most Days

1. Used a substitute healthy activity to clear my mind for a bit.	0	1	2	3
2. Let my feelings out in a safe place/way.	0	1	2	3
3. Wrote/drew/journaled about my experiences.	0	1	2	3
4. Exercised/jogged/worked out.	0	1	2	3
5. Listened to music that improves how I feel.	0	1	2	3
6. Tried to sleep or eat better to improve my body readiness for stress.	0	1	2	3
7. Looked for the good/positive side or lessons I could learn.	0	1	2	3
8. Accepted the next best thing to what I wanted.	0	1	2	3
9. Told myself that I would survive and benefit from this experience.	0	1	2	3
10. Didn't let it get to me; focused on what I could influence.	0	1	2	3
11. Joked about the situation; tried not to take it so seriously.	0	1	2	3
12. Imagined/prayed/meditated for clarity/guidance.	0	1	2	3
13. Just concentrated on what I had to do next – the next step.	0	1	2	3
14. Tried to analyze the problem to explore additional options.	0	1	2	3
15. Examined my role in the situation and what I could do differently.	0	1	2	3
16. Watched to see how others were perceiving and addressing the problem.	0	1	2	3
17. Drew on my past experiences as I've been in a similar situation before.	0	1	2	3
18. Tried to see things from the other person's point of view.	0	1	2	3
19. Accepted understanding and support from someone.	0	1	2	3
20. Apologized or took steps to improve the relationship.	0	1	2	3
21. Talked to someone who could do something about the situation.	0	1	2	3
22. Asked another teacher/colleague I respected for advice.	0	1	2	3
23. Talked to someone about how I was feeling.	0	1	2	3
24. Thought about how a person I admired would handle the situation.	0	1	2	3

(Adapted from Folkman et al. [1986]. Dynamics of a stressful encounter in the *Journal of Personality and Social Psychology*.)



From this exercise, you can see what types of responses you most often use when stressed.

Items:

- 1-6:** *Healthy Alternative Activities* (doing something else, that's healthy for you to distract yourself or stand back and then regroup to examine the stressful circumstances when you're in a better state)
- 7-12:** *Reframing* (finding the lesson to be learned in this situation)
- 13-18:** *Problem Solving* (breaking down the issue or trying to look at it differently)
- 19-24:** *Social Support* (seeking ideas or clarity from others)

What are your strongest/most comfortable ways to respond to stress?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

Which of the coping strategies listed above do you not currently practice regularly but appeal to you to try?

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

On the next page, let's review the basic coping mechanisms that people use to manage stress.

# Self-Care Plan

1. Fill in the coping strategy you want to try this week in the top row.
2. Used CS row: Mark whether or not you used the strategy that day. You can also note the number of times you used the strategy.
3. Rating row: Using the scale below, rate the effectiveness of the coping strategy.

Effectiveness Rating scale

- 2 *I felt considerably worse*
- 1 *I felt a little worse*
- 0 *I didn't notice a difference*
- +1 *I felt a little better*
- +2 *I felt considerably better*

4. At the end of the week, average the daily effectiveness of the coping strategy.

Positive Coping Strategy #1:							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Used CS							
Rating							
Notes:							
							Weekly Average_____

Positive Coping Strategy #2:							
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Used CS							
Rating							
Notes:							
							Weekly Average_____