**Questions about Recognizing and Normalizing STS/Burnout**

* *How do you recognize the early signs of secondary traumatic stress or burnout in your residents?*
* *What language or strategies do you use to normalize these experiences so residents don’t feel isolated or “weak”?*
* *What cues might you share with your residents to help them recognize when stress is becoming overwhelming versus manageable?*

**Questions about Encouragement and Support**

* *What would you say to encourage a resident who is experiencing intrusion symptoms (e.g., intrusive thoughts or reliving student trauma)?*
* *When a resident feels emotionally drained, how do you help them reframe the importance of boundaries and self-care?*
* *What affirmations, advice, or stories from your own career have helped residents build resilience?*

**Questions about Practical Coping Strategies**

* *What strategies have you found most effective for maintaining your own well-being in this profession?*
* *How do you model or teach residents to set healthy emotional boundaries with students?*
* *What practices (formal or informal) do you encourage residents to adopt to process stress (e.g., reflection, debriefing, mindfulness, peer support)?*

**Questions about Retention and Perspective**

* *What do you say to residents who feel like leaving the profession because of the emotional weight?*
* *How do you balance validating residents’ feelings while also encouraging them to persevere?*
* *What helps you personally stay grounded and committed to teaching when the work feels heavy?*