



Tools for Healing-Centered Care

Personal Journal

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Tools for Healing-Centered Care

Personal Journal

Welcome to the Personal Journal for the Tools for Healing-Centered Care!

This personal journal provides space to reflect upon, react to, and take notes about the specific tools and approaches presented during the Advancing Complex Care: Tools for Healing-Centered Care learning sessions. Whether you are in a member-facing role or not, it is important that we all have a common understanding of these tools and concepts, as they are foundational in how we engage others, and even with each other. This is a learning journey with personal reflection, research, and interaction. Because our work requires members to be vulnerable, it is important to develop a personal understanding of how these tools and approaches are experienced. We believe this learning journey can help you gain a deeper appreciation for the member experience. At periodic times throughout the process, you may want to take notes on reactions and techniques on these tools in order to review the concepts with colleagues, peers, and even patients, at a later date. As this is intended to be your personal journal, you will never be asked to share any information you record in this journal – the notes and responses you record in this journal are confidential and private. So, feel free to explore as deeply as you'd like through these tools. The overall learning objectives of the Tools for Healing-Centered Care learning program are:

1. Describe the importance of self-awareness and empathy for the experience of completing trauma-informed care activities
2. Recognize how to use the ACE Survey to identify early life trauma
3. State the importance of resiliency and the use of the Brief Resilience Scale
4. Recognize how to deliver person-centered care using the Ecomap tool
5. Establish personal goals and identify values through use of the Values Card Sort activity
6. Describe how the PERMA Profiler questionnaire aids in “meaning making” with individuals
7. Identify positive self-care coping strategies through use of the Coping Card Sort activity
8. Identify the impact of significant life events on individuals using the life milestones timeline

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What You Need to Know and Do

The first thing you need to know is this document is your private journal. There are opportunities for you to record your thoughts and reactions to the content presented. Any information you record will not be visible to anyone else unless you personally choose to share your experiences and reactions.

The next thing you need to do is save this journal. To ensure your confidentiality, please download this journal to your local, non-shared computer, your Home drive, or your personal OneDrive. You can also email this journal to your personal computer and save it at home, outside the UnitedHealth Group networks. DO NOT save this journal to areas or folders which have shared access, such as a SharePoint site or a shared drive.

The last thing you need to know is this journal is interactive. You can type directly into available fields in this journal and save your notes and reflections. You can also print it out if you prefer a paper copy. Use this personal journal to record any notes or information about the tools presented to support you outside the learning sessions.

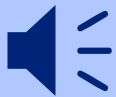


Self-Care: As a reminder for all our training topics, we recognize some information and principles discussed in this learning program could cause emotional discomfort. Keeping that in mind, we want to remind you of the importance of self-care. Whether that's through formal channels, such as [EAP](#), or through other informal practices (talking to a co-worker or friend), we encourage you to pay attention to how you are feeling and to take care of yourself first.

Chapter 1: ACE Survey (Early Life Trauma)


This chapter introduces you to ACE Survey and how it is used in to better understand an individual’s personal experience through early life trauma (also known as Adverse Childhood Experiences).

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Real World Application: [Listen to Dr. Vincent Felitti, co-developer of the Adverse Childhood Experiences Study, on NPR](#) talk about the impact of the ACEs survey.

1. Practice the ACE Survey yourself. Click the icon below to launch the ACE Survey.

English	Spanish
 Find_Your_ACE_Score.pdf	 Find_Your_ACE_Score_Spanish.pdf

2. Personal Reflection (Private and Confidential): How did it feel for you to complete the questionnaire? What reactions did you have while completing it? What did you think of the different categories of experiences? Were you surprised by your score? Record your thoughts and reactions in the space below. You will not be asked to share your score with others.

Enter your ACE score:

3. Personal Reflection (Private and Confidential): What did you learn about yourself from this activity? In what ways do you think your early life circumstances have impacted you? What have you done to help address those experiences? How have you built your own coping strategies? What do you do to take care of yourself? Record your thoughts and reactions in the space below.

4. Practice with Someone Else. Now that you've completed your own ACE Survey, it's time to practice this with someone else. Think about how you'll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide? How will you respond to someone else's sharing of their traumatic events? You can also practice this with someone in your family / personal life.
5. Personal Reflection: What was your practice experience like? In which part of administering the survey did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this survey yourself inform how you use it with others? If you are not in a member-facing role, to the extent that you are comfortable, what parts of your experience in taking and administering the survey do you feel would be important to share in colleagues? What questions do you have?



The ACE Study was triggered by observations we made in the mid-1980s in an obesity program at the KP San Diego Department of Preventive Medicine. This program then had a high dropout rate. Detailed life interviews of almost 200 such individuals unexpectedly revealed that childhood abuse was remarkably common and antedated the onset of their obesity. Many patients spoke openly of an association between the two.

~Dr. Vincent Felitti, co-developer of the Adverse Childhood Experiences Study

Chapter 2: Brief Resilience Scale (Resiliency)

This chapter introduces you to the Brief Resilience Scale and how that tool is used in to better understand an individual's ability to bounce back after a traumatic event.



Read this [blog about Resiliency](#) on the Learning for Complex Health and Social Needs Hub Connect site to learn more.

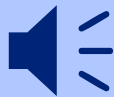
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1. Practice the task yourself. Complete the [Brief Resiliency Scale](#) for yourself to practice using the tool.
2. Personal Reflection (Private and Confidential): How did it feel for you to review the Brief Resiliency Scale? What reactions did you have while reviewing it? Were you surprised by your score? In your own words, write your thoughts on this activity.

Enter your BRS score:

3. Personal Reflection (Private and Confidential): What did you learn about yourself from this activity? In what ways do you think you have built resiliency? What have you done to help foster resilience?

4. Practice with Someone Else. Now that you've completed your own Brief Resiliency Scale, it's time to practice this with someone else such as a manager, supervisor, trusted colleague, or family member. Think about how you'll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide?
5. Personal Reflection: What was your practice experience like? In which part of administering the survey did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this survey yourself inform how you use it with others? What questions do you need to further research?



Want to learn more about resiliency? Check out the [Road to Resilience podcast series](#) from Mount Sinai Health System.

Chapter 3: Values Card Sort (Personal Goals and Values)

This lesson introduces you to the Personal Values Card Sort Activity and how it can be used to better understand the individuals we serve.

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1. Practice the task yourself. Set aside some time to complete the Personal Values Card Sort activity yourself. We are providing you links to both the original deck and the schizophrenia-specific deck that can be printed on cardstock and used in your work with members.

- [Values Card Sort](#) (Personal Values formatted for business card stock)
- [Values Card Sorting Task for Individuals with Schizophrenia](#)

2. What were your top five values?

Value / Goal
1.
2.
3.
4.
5.

3. Personal Reflection (Private and Confidential): How did it feel for you to do the Values Card Sort activity? What, if anything, was challenging about this process? Did you have any of your own “Ah Ha” moments? What were they? What, if anything, did you learn about yourself in this process?

4. Personal Reflection (Private and Confidential): What, if any, discrepancies exist between some of your personal behaviors and actions and those values that were prioritized in your card sort activity? What are some steps you can take to resolve those discrepancies? In your own words, write what ways you could be even more true to these values.

5. Practice with Someone Else. Now that you've completed your own Values Card Sort activity, it's time to practice this with someone else such as a manager, supervisor, trusted colleague, friend or family member. Think about how you'll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide?



In 2006, Theresa B. Moyers and Steve Martino published an adaptation of the original Motivational Interviewing Personal Values Card Sort activity that was specific to individuals with a schizophrenia diagnosis. In their work, they recognized the impact of the card sort activity, but had found that the original deck was not always applicable for those with a schizophrenia diagnosis. Their adaptation replaces some cards with cards that have direct applicability to this population.

Chapter 4: PERMA Profiler Questionnaire (Meaning Making)

This lesson introduces you to the PERMA Profiler Questionnaire and how it can be used to better understand the individuals we serve.

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1. Practice the task yourself. Complete the PERMA Profiler for yourself to practice using the tool.



PERMA_Profiler_Qu
estionnaire.pdf

2. Personal Reflection (Private and Confidential): How did it feel for you to complete the PERMA Profiler? What reactions did you have while reviewing it? Were you surprised by your scores? In your own words, write your thoughts on this activity.

Enter your PERMA Profile results below.

P	E	R	M	A	PERMA			
Positive Emotion	Engagement	Relationships	Meaning	Achievement	Overall Well-Being	Negative Emotion	Health	Loneliness

3. Personal Reflection (Private and Confidential): What did you learn about yourself from this activity? In what areas do you experience greater “flow”? What do you feel you need to do to find greater balance?

4. Practice with Someone Else. Now that you’ve completed your own PERMA Profiler, it’s time to practice this with someone else such as a manager, supervisor, trusted colleague, or family member. Think about how you’ll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide?

5. Personal Reflection: What was your practice experience like? In which part of administering the questionnaire did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this tool yourself inform how you use it with others? What questions do you need to further research?



[Watch](#) a video of Professor Martin Seligman where he outlines the meaning of PERMA as an acronym for psychological wellbeing.

Chapter 5: Ecomap (Person-Centered Care)

This chapter introduces you to the Ecomap tool and how it can be used to better understand the supports and systems in place with the individuals we serve.

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1. Practice the task yourself by creating your own Ecomap. Review this sample Ecomap to see how it is built.



Ecomap Sample

2. Personal Reflection (Private and Confidential): How did it feel for you to complete your Ecomap? What, if anything, was challenging about this process? Did you have any of your own “Ah Ha” moments? What were they? What, if anything, did you learn about yourself in this process? In your own words, write your thoughts on this process and activity.

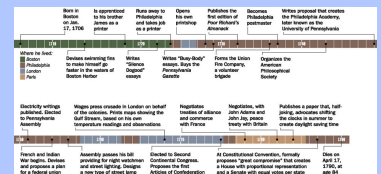
3. Practice with Someone Else. Now that you’ve completed your own Ecomap, it’s time to practice this with someone else such as a manager, supervisor, trusted colleague, family member, or friend. Think about how you’ll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide?
4. Personal Reflection: What was your practice experience like? Where did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this activity yourself inform how you will use it with others? What questions do you need to further research?

Chapter 6: Life Milestones Timeline (Trauma Over the Lifetime)

This lesson introduces you to the Life Milestone Timeline and how it can be used to better understand the events that have shaped the individuals we serve.

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Review this sample Life Milestones Timeline of Benjamin Franklin - Founding Father, Inventor, Innovator. Though many know Benjamin Franklin, his Life Milestone Timeline can be built from what we know about his life. Look at the events marked on the timeline and notice it includes both personal and professional, positive and negative.



1. Practice the Activity. In order to truly appreciate what this experience is like for someone else, practice by creating your own Life Milestones Timeline. Carve out some quiet time when you will not be interrupted. Where will you start your timeline? What milestones or events will you place on your timeline? Allow the process to be organic – go where the process takes you.
2. Personal Reflection (Private and Confidential): How did it feel for you to do this activity? In your own words, write your thoughts on this activity.

3. Practice with Someone Else. Now that you've completed your own Life Milestones Timeline, it's time to practice this with someone else. Think about how you'll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide? Consider reaching out to your manager, supervisor, a trusted colleague, friend, or family member.

4. Personal Reflection: What was your practice experience like? Where did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this activity yourself inform how you will use it with others? What questions do you need to research further?



Read these blog posts that support the use of Life Milestones Timeline in care delivery by Dr. Athena Staik in January, 2013.

- [How to Create a Timeline: The Power of Re-working Your Life's Story, Part 1](#)
- [The Timeline Exercise: Creating Shifts & Healing Meanings in Your Life Story, Part 2](#)

Chapter 7: Coping Card Sort (Self-Care)

This lesson introduces you to the Coping Card Sort activity and how it can be used to identify the dominant coping techniques used by the individuals we serve.

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1. Practice the task yourself. Complete the Coping Card Sort for yourself to practice using the tool.
2. Personal Reflection (Private and Confidential): How did it feel for you to complete the Coping Card Sort? What reactions did you have while evaluating each coping strategy it? Were you surprised by your results? In your own words, write your thoughts on this activity.

Enter your dominant coping strategies and how you feel when practicing these strategies.

3. Personal Reflection (Private and Confidential): What did you learn about yourself from this activity? In what ways do you think you can foster more positive coping strategies?

4. Practice with Someone Else. Now that you've completed your own Coping Card Sort, it's time to practice this with someone else such as a manager, supervisor, trusted colleague, family member, or friend. Think about how you'll introduce the activity – what words will you choose? How will you facilitate it? What instructions will you provide?

5. Personal Reflection: What was your practice experience like? In which part of administering the Coping Card Sort did you feel most comfortable? In which part did you feel least comfortable? In what ways will experiencing this survey yourself inform how you use it with others? What questions do you need to further research?



Self-care isn't just vacations and massages, in fact self-care looks and feels different to each unique journey. What remains consistently weaved through every journey however, is the conscious intention to be purposeful and mindful of one's own thoughts, actions and behaviors. Self-care requires a level of accountability to ensure that we first show up with grace, kindness, compassion and love for ourselves, so we can then extend those same emotions for others. Self-care is living intentionally, purposefully and consciously."

~ Member of Clinical Redesign Iowa Care Team

Other inventories and resources include:

- [National Alliance for the Mentally Ill \(NAMI\) Self Care Inventory](#): This inventory includes a variety of domains and one can assess their own level of self-care in each of those domains. It can highlight where there are strengths and where there may be opportunity for strength development. Applicable for staff and individuals served.
- [Mental Health First Aid Self Care Blog](#): This blog includes tips, tricks and strategies to manage your own mental health self-care. This site and blog are primarily oriented toward the helping professionals audience.
- [Wellness and Recovery Action Plan® \(WRAP®\), Wellness Toolbox and free App](#): Developed by Mary Ellen Copeland, a WRAP helps identify triggers that lead to barriers in recovery as well as strategies to proactively identify crisis and associated interventions that can help prevent stress turning into a crisis. WRAPs are quite effective tools for individuals served, as it they can serve as "pocket guides" to help refocus thoughts and actions into wellness-oriented activities. WRAPs are effective when completed as a collaborative experience between staff and person served.
- [Professional Quality of Life Scale \(PROQOL\)](#): This SAMHSA-endorsed tool is designed for helping professionals. It is designed to help assess "compassion fatigue" or the risk thereof. The PROQOL can be done individually by staff or used in conjunction with effective supervision.

Conclusion

Thank you for taking the time to explore the Tools for Healing-Centered Care. We hope you have the opportunity to experience each tool or approach to help you appreciate how it may feel for the individuals we serve. Our task of helping someone move toward better health through the establishment of deep authentic relationships requires us to be present, self-aware, and compassionate. Having genuine empathy for people who continue on self-destructive paths – or who cannot find their way out of their trauma triangles – is challenging work. Your role in their healing cannot be understated.

This learning program equips clinicians and care professionals with practical tools that guide participants to facilitate conversations, activities, and follow-up interventions with individuals experiencing complex health and social needs. Learners therefore will build a portfolio of practical resources and tools that can be put into practice today. As a result of these increased skills and knowledge, participants will be more competent in fostering authentic healing relationships that build resiliency and avoid re-traumatization.

Trauma is common and its effects vary; they may be health-related or evident in interpersonal dynamics. With the current global suffering due to COVID-19, those complexities, health inequities, and possible re-traumatization are intensified. There couldn't be a better time than now to build competency and skills in these complex care philosophies to ultimately foster healing among the most vulnerable populations.

We believe you have a special capacity to deepen this work. Whether you are directly serving someone or in a supporting role to direct care staff, you are a unique and important part of the healing equation. This journal is designed especially for you – to provide common language and understanding of approach to our work, to help you better appreciate the experience of someone receiving services, and to demonstrate the value and respect we have for your role and your work on the team.

With you, our team is stronger and the work we do with those we serve is richer. Thank you.