Professionalism and Professional Health and Wellness of the Dentist

Faculty Health and Wellness Portfolio

Self-care and maintaining professional health is important throughout your career. This portfolio was developed to help you reflect on and document current practices that promote your self-care and your professional health and wellness.

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Review the wellness spectrum below. Circle the letter that best represents where you feel you are at this particular time in your life. (A=optimal wellness and K=impairment with little to no wellness)

Five Primary Wellness Practices

1.
2.
3.
4.
5.

I listed ____________________________ [fill in] first because....
Stress

**Stress:** Stress comes from a variety of sources. Some stress can make people more productive, but too much stress can reduce ability to think, form new memories, or perform tasks.

- List your stress triggers (traffic, yelling, waiting, etc.).

- From the stress-o-meter below, circle the word that most corresponds with how you feel at this time in your life (over the past few weeks).

- If applicable, what is the main/major source(s) of this stress? List up to three (3) sources of frequent stress at work or at home. Is it in your control? What can you do about it?

<table>
<thead>
<tr>
<th>Source of Stress</th>
<th>In Your Control?</th>
<th>What needs to change to reduce/control the source of stress?</th>
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Stress Reactions: Briefly describe what it feels like when you are stressed?

What do others notice when you are stressed?
Flooding: Personal flooding or flooding in a colleague is common and can disrupt the work environment. Complete the flooding assessment (Appendix 1 on page 17) to determine your risk for flooding. Record your flooding score here: ______

Responding when stressed: In dealing with a flooding colleague or partner/spouse – use some practice phrases to help you respond and avoid flooding yourself.

• “You might be right.”
• “Give me a few minutes; I’ll get right back to you.”
• “I know this may be frustrating; I want to address your concerns.”
• “Tell me how I can help you.”
• “I’m glad you are here.”

Removing: When a colleague or co-worker is flooding – sometimes the best action is to remove yourself from the situation and allow the individual to return back to their normal self. If you are flooding and recognize it, you can try calming mindfulness activities once you remove yourself from the situation. Note how long it takes to return to your normal state. ______

Self-Regulating/Relaxing: Use mindfulness and relaxation activities to help calm yourself if you are getting flooded. Options include:

• Listing items in a category
• Deep breathing
• Relaxation
• Exercise
• Other

Select, by circling, an activity you can try if you flood.

“People who are flooded cannot hear without distortion or respond with clear-headedness: they find it hard to organize their thinking, and they fall back on primitive reactions.”
~ Goleman, Daniel. Emotional Intelligence: Why it can matter more than IQ, 1994, page 139.
**Burnout**

**Burnout:** Severe prolonged stress can result in burnout. Dr. Maslach describes six sources of burnout that can be identified and changed to help prevent or overcome burnout. Based on your personality type and or family job description, do you feel you may be at risk for burnout? Yes No

- Circle your risk factors for burnout.
- Circle any of Maslach’s sources of burnout that need to be addressed.
- Circle any symptoms of burnout you may be experiencing.

“When our work is devoid of meaning, then even completing a long list of tasks cannot yield a genuine sense of accomplishment.”

Impairment

Based on your gender and weight, how many drinks will result in a BAC of .08 - possibly resulting in a DUI?

Are you aware of an impaired colleague or family member? Is it time for an intervention?

**Homework:** If you consume any alcohol, check if you are at-risk for alcohol abuse by completing the self-assessments found in Appendix 2.

“Addiction doesn’t come heralded by a brass band, it sneaks up on you, and sometimes with extraordinary speed.”
~C. Everett Koop (former US Surgeon General), 2003
Professionalism and Unprofessional Behaviors

“We judge ourselves by our motives whereas others judge us by our behavior.”

~AA saying

Behaviors that Undermine a Culture of Safety

- Joint Commission
- Recognition that disruptive behavior can:
  - Foster medical errors
  - Contribute to poor patient satisfaction
  - Contribute to preventable adverse outcomes
  - Increase the cost of care (including malpractice)
  - Lead to turnover/loss of qualified medical staff

What disruptive behaviors do you demonstrate when stressed or angry? aggressive, passive, or passive-aggressive

Homework: Two options for addressing stressful situations with colleagues include **DRAN** and **HEARD**. Review each and practice using one.

1. **DRAN**: Is one mechanism to help you if you experience a distressed colleague. Use **DRAN** to help guide your discussion about their behavior.

| **Describe** | • Describe the other person’s behavior objectively using concrete terms  
|             | • Describe a specified time, place & frequency of action  
|             | • Describe the action, not the “motive” |
| **Reinforce** | • Recognize the other person’s past efforts  
|             | • It takes eight positive comments to compensate for one negative comment |
| **Assert** | • Express your feelings, but express them calmly; state feelings in a positive manner  
|             | • Direct yourself to the offending behavior, not the person’s character  
|             | • Ask explicitly for change in the other person’s behavior |
| **Negotiate** | • Work toward a compromise that is reasonable - request a small change at first  
|             | • Take into account whether the person can meet your needs or goals  
|             | • Specify behaviors you are willing to change  
|             | • Make consequences explicit & reward positive changes |

The Program for Distressed Physicians Course – Center for Professional Health, VUMC.
2. **HEARD**

| **Hear/Listen** | - Help me understand. I'm listening.  
- Listen intently for verbal, non-verbal and para-verbal communication  
- Let them know you hear them by using reflective statements: "What I hear you saying is...or correct me but did you say..." |
|-----------------|---------------------------------------------------------------|
| **Empathize**   | - Empathize with the individual to the extent it is possible  
- Find common grounds to emphasize |
| **Acknowledge and Appreciate** | - Acknowledge and appreciate their effort to bring this to your attention. “Thank you for bringing to my attention.”  
- Apologize if needed. “I apologize... It wasn’t my intent or I didn’t mean for it to come off that way, etc.” |
| **Respond**     | - If able, respond now or postpone until you are able to respond professionally  
- Reflect on event  
- Fix anything if possible |
| **Document**    | - Send note or email documenting discussion that includes date/time/nature of discussion and next steps if agreed and/or negotiated |

Adopted from: Pichert, J. Center for Patient and Professional Advocacy, VUMC.

Reflect on a previous stressful event when a colleague/employee/spouse/child was flooded or upset. What would you say differently if you use **DRAN** or **HEARD**?

**Homework:** We all bring behaviors, attitudes, beliefs, and knowledge to work. Our behaviors are shaped by our emotions and our experiences. Many of our behaviors were shaped when we were young by our family of origin. Each family functions as a system and that system teaches us how to manage stress, conflict, emotions, etc. It shapes our behaviors and we bring those behaviors with us into adulthood. Complete the activity on Family of Origin in Appendix 3. Reflect on how your family system shaped and influences your behaviors, and how those behaviors are demonstrated with colleagues, staff, patients, family members, etc.

> “While strong feelings can create havoc in reasoning, the lack of awareness of feeling can also be ruinous, especially weighing the decisions on which our destiny largely depends...Such decisions cannot be made well through sheer rationality: they require gut feeling, and emotional wisdom garnered through past experiences.”

B-SMARTER Goals and Objectives

Evidence shows that writing down goals increases the likelihood of fulfilling them. Review this framework and the example below, as we will use this or similar techniques during the session.

B - Barriers
Identify major barriers or challenges to executing or maintaining your new personal goals and objectives.

S – Specific
Make sure your goal is specific.

M – Measurable
Make sure your goal has a measurable outcome to define success.

A – Appropriate
Make sure your goal is appropriate, something that is attainable – in this lifetime.

R – Relevant
Make sure your goal is relevant to you – personally. Select someone to help hold you accountable for completing your goal.

T – Timely
Make your goal is timely – list as either short-term (1-2 weeks), intermediate (2-4 weeks), or long-term (1-12 months).

E – Evaluate
Identify a time to evaluate your goal on a short-term, intermediate, and long-term basis.

R – Re-evaluate
At the beginning of 2015 – re-evaluate your goals from 2014 and carry over those that worked well, readjust those that need modifying, and set new goals to build on the old ones.

Example:

Check List:
☑ B - Barriers
☑ S – Specific
☑ M – Measurable
☑ A – Appropriate
☑ R – Relevant
☑ T – Timely
☑ E – Evaluate
☑ R – Re-evaluate

Goal: To improve my personal health and wellness over the next 12 months.

Objective: Within the next three months, I will eat three servings of fish weekly and eat one vegetarian meal a day, and I will increase my physical activity.

- Specifics:
  ~ Eat 2-3 fish servings weekly
  ~ Eat 1 meal of vegetables daily
  ~ Exercise at least three times a week including:
    1. Flexibility (Sunday - yoga and stretching)
    2. Strengthening (Wednesdays - upper body and Fridays - lower body)
    3. Cardiovascular endurance (Saturday mornings and walk stairs daily)

- Measures: Will measure by checkmarks on calendar and set phone alarm
- Appropriate: Yes – improves my health and fitness
- Relevant: Important to me at middle age
- Timely: Short term - Start in 1 week on 50th birthday
- Evaluate: Self-assessment at baseline, 3 months, 6 months and 12 months and ask my husband and kids to keep me accountable for my changes
- Re-evaluate: January 2015 – fitness testing and overall satisfaction with weight, muscle tone, and CV stamina
Resiliency

“Resiliency is one’s ability to experience events and adapt or overcome the situation, hardship or stress.”
~ The Road To Resilience – APA article @ http://www.apa.org/helpcenter/road-resilience.aspx#

Self-Care

- Review the list of key personal self-care areas in the slide. Circle all those that need improvement.

- List up to three personal self-care areas you think you should improve over the next 6-12 months in order to focus on improving your resiliency and personal wellness.

1. 
2. 
3. 

- Write a B-SMARTER goal to improve your self-care (if applicable). Does it meet all criteria?

<table>
<thead>
<tr>
<th>Check List:</th>
<th>Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ B - Barriers</td>
<td>Objective:</td>
</tr>
<tr>
<td>☑ S – Specific</td>
<td></td>
</tr>
<tr>
<td>☑ M – Measurable</td>
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<tr>
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<td>☑ T – Timely</td>
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<tr>
<td>☑ E – Evaluate</td>
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<tr>
<td>☑ R – Re-evaluate</td>
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</table>
Managing Energy

“ Longer days at the office don’t work because time is a limited resource. But personal energy is renewable... By fostering deceptively simple rituals that help employees regularly replenish their energy, organizations build workers’ physical, emotional, and mental resilience.”

~ Schwartz & McCarthy, 2007

Are you heading for an energy crisis? Review the scoring tables below by Schwartz and McCarthy, HBR, 2007. Reflect on your scores and, if needed, how would you improve them?

<table>
<thead>
<tr>
<th>Total Point Guide:</th>
<th>Guide to Category Scores: (# of True or ✓ per category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3: Excellent energy management skills</td>
<td>0: Excellent energy management skills for that category</td>
</tr>
<tr>
<td>4-6: Reasonable energy management skills</td>
<td>1: Strong energy management skills for that category</td>
</tr>
<tr>
<td>7-10: Significant energy management deficits</td>
<td>2: Significant deficits for that category</td>
</tr>
<tr>
<td>11-16: A full-fledged energy management crisis</td>
<td>3: Poor energy management skills for that category</td>
</tr>
<tr>
<td></td>
<td>4: A full-fledged energy crisis in that category</td>
</tr>
</tbody>
</table>

☞ In what areas are you managing your energy well?

☞ In what areas do you need to improve your energy management?
Are you heading for an energy crisis? Need some strengthening in one or two particular area? Write a B-SMARTER goal/objective to improve your energy management (if applicable). Does it meet all criteria?

<table>
<thead>
<tr>
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</table>
Emotional Intelligence

“…emotional intelligence is the sine qua non of leadership. Self-awareness is the first component of emotional intelligence. Biological impulses drive our emotions. We cannot do away with them but we can do much to manage them.” ~Daniel Goleman, 2004 Harvard Business Review.

Based on the article on emotional intelligence for leaders, reflect on your own emotional intelligence and complete the table below.

<table>
<thead>
<tr>
<th>Six Components of Emotional Intelligence (EI)</th>
<th>Poor</th>
<th>Fair</th>
<th>Neutral</th>
<th>Good</th>
<th>Excellent</th>
<th>NA</th>
</tr>
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<tbody>
<tr>
<td>1. Self-awareness</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>2. Self-regulation/management</td>
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<td>☐</td>
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<tr>
<td>3. Empathy</td>
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<td>4. Social skill – the art of listening</td>
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<tr>
<td>5. The art of resolving conflict</td>
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<tr>
<td>6. The art of cooperation</td>
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Do any of the six components need strengthening? Write a B-SMARTER goal/objective to help strengthen your emotional intelligence (if applicable). Does it meet all criteria?

Check List:
☑ B - Barriers
☑ S – Specific
☑ M – Measurable
☑ A – Appropriate
☑ R – Relevant
☑ T – Timely
☑ E – Evaluate
☑ R – Re-evaluate

Goal:
Objective:
Mindfulness

List one mindfulness activity you can practice for one minute every day.

Write a B-SMARTER goal/objective for practicing mindfulness activities. Does it meet all criteria?

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<td>☑ R – Re-evaluate</td>
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Optional Journaling Activity

Reflect on the topics and discussion from the day. List at least two things you discovered from the session that struck a chord with you.

1. 

2. 

When you have more time, write a story about who you are. Describe what type of dentist/faculty member you want to be. Include key points around your professional health and wellness, professional conduct, and goals and aspirations for work, family and personal achievements. Perhaps this is what someone would say at your retirement ceremony when reflecting on your career.
Wellness Resources

- Texas State Board of Dental Examiners at: http://www.tsbde.state.tx.us/
- Institutional, State or Federation of State Physician Health Programs at: http://www.fsphp.org/
- Vanderbilt resources:
  - Vanderbilt Center for Professional Health & Faculty and Physician Wellness Committee – Educational Resources at: http://www.mc.vanderbilt.edu/cph
  - Vanderbilt Center for Integrated Health at: http://www.vanderbilthealth.com/integrativehealth/
  - Vanderbilt Center for Patient & Professional Advocacy (CPPA) at: http://www.mc.vanderbilt.edu/centers/cppa
  - Vanderbilt Comprehensive Assessment Program for Professionals (VCAP) at: http://www.mc.vanderbilt.edu/root/vcap
- Primary care provider
- Private counseling or coaching services:
  - Center for Women in Medicine – Debbie Smith at: http://cwmedicine.org/
  - Personal coaching services such as Mary Early-Zald, PhD at: www.maryearlyzald.com
  - Other professional coaching organizations
- Substance use services:
  - Texas State Board of Dental Examiners – Professional Recovery Network at: http://www.tsbde.state.tx.us/index.php?option=com_content&task=view&id=59&Itemid=70
  - Alcoholics Anonymous® at: http://www.aa.org/
  - Narcotics Anonymous at: http://www.na.org/
  - Nicotine Anonymous at: http://www.nicotine-anonymous.org/
- 1-800-273-TALK: National Suicide Prevention hotline or visit at: http://www.suicidepreventionlifeline.org/
- Other: YMCA/YWCA, Massage Envy, day salons, personal trainer, etc.
- Other: (fill in)__________________________________________________
Appendix

Appendix 1: SELF-TEST for FLOODING©

1. At times, when I get angry I feel confused. Yes No
2. My discussions get far too heated. Yes No
3. I have a hard time calming down when I discuss disagreements. Yes No
4. I’m worried that I will say something I will regret. Yes No
5. I get far more upset than is necessary. Yes No
6. After a conflict I want to keep away or isolate for a while. Yes No
7. There’s no need to raise my voice the way I do in a discussion. Yes No
8. It really is overwhelming when a conflict gets going. Yes No
9. I can’t think straight when I get so negative. Yes No
10. I think, “Why can’t we talk things out logically?” Yes No
11. My negative moods come out of nowhere. Yes No
12. When my temper gets going there is no stopping it. Yes No
13. I feel cold and empty after a conflict. Yes No
14. When there is so much negativity I have difficulty focusing my thoughts. Yes No
15. Small issues suddenly become big ones for no apparent reason. Yes No
16. I can never seem to soothe myself after a conflict. Yes No
17. Sometimes I think that my moods are just crazy. Yes No
18. Things get out of hand quickly in discussions. Yes No
19. My feelings are very easily hurt. Yes No
20. When I get negative, stopping it is like trying to stop an oncoming truck. Yes No
21. My negativity drags me down. Yes No
22. I feel disorganized by all this negative emotion. Yes No
23. I can never tell when a blowup is going to happen. Yes No
24. When I have a conflict it takes a very long time before I feel at ease again. Yes No

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Count your “Yes” answers. Total: __________
**Scoring:** If you answered “yes” to more than eight statements, this is a strong sign that you are prone to feeling flooded during conflict. Because this state can be harmful to you, it’s important to let others know how you are feeling. The antidote to flooding is to practice mindful activities/behaviors that can actually soothe and calm yourself during times of conflict.

There are four secrets of calming/soothing yourself: breathing, relaxation, heaviness, and warmth. The first secret is to get control of your breathing. When you are getting flooded, you will find yourself either holding your breath a lot or breathing shallowly. Change your breathing so it is even and you take deep regular breaths. Take your time inhaling and exhaling. The second secret is to find areas of tension in your body and first tense and then relax these muscle groups. First, examine your face, particularly your forehead and jaw, then your neck, shoulders, arms, and back. Let the tension flow out and start feeling heavy. The secret is to meditate, focusing your attention on one calming vision or idea. It can be a very specific place you go to that was once a very comforting place, like a forest or a beach. Imagine this place as vividly as you can as you calm yourself down. The fourth part is to imagine the body part becoming warm.

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Appendix 2: At-Risk Alcohol and Substance Use

Assessments for At-Risk Substance Use: CAGE & ASSIST

**CAGE:** (at-risk use of alcohol)
1. Have you ever felt you should cut down on your drinking?
2. Have people annoyed you by criticizing your drinking?
3. Have you ever felt bad or guilty about your drinking?
4. Have you ever had a drink first thing in the morning to steady your nerves or get rid of a hangover (eye-opener)?

Score: Answering “yes” to any of the questions signifies possible hazardous drinking.

**ASSIST - Alcohol, Smoking and Substance Abuse Screening Test:** (at-risk use of substances)
To complete the ASSIST – go to the W.H.O. web page by clicking on the link below to complete the eight-question ASSIST. Score the assessment to determine if you have low, moderate, or high risk use of any substance. [http://www.who.int/substance_abuse/activities/assist_v3_english.pdf](http://www.who.int/substance_abuse/activities/assist_v3_english.pdf)

If you are concerned about your at-risk substance use, please contact your primary care provider, your state provider recovery network, AA, NA, etc.
Appendix 3: Family of Origin

Common Family Roles: Review descriptions of common family roles. (Adapted from the original work of Virginia Satir and Claudia Black)

<table>
<thead>
<tr>
<th>Family Hero</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Successful</td>
<td>Perfectionist/Fear of making mistakes</td>
</tr>
<tr>
<td>Organized</td>
<td>Difficulty listening</td>
</tr>
<tr>
<td>Leader</td>
<td>Inability to follow</td>
</tr>
<tr>
<td>Decision maker</td>
<td>Inability to play or relax</td>
</tr>
<tr>
<td>Initiator</td>
<td>Lack of spontaneity</td>
</tr>
<tr>
<td>Self-disciplined</td>
<td>Inflexible/High need to control</td>
</tr>
<tr>
<td>Goal oriented</td>
<td>Unwilling to ask for help</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Caretaker/People Pleaser</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Caring/compassionate</td>
<td>Inability to receive</td>
</tr>
<tr>
<td>Empathetic</td>
<td>Denies own personal needs</td>
</tr>
<tr>
<td>Good listener</td>
<td>High tolerance for poor boundaries in others</td>
</tr>
<tr>
<td>Sensitive to others</td>
<td>Fear/avoidance of anger or conflict</td>
</tr>
<tr>
<td>Gives to others</td>
<td>Martyr resentment</td>
</tr>
<tr>
<td>Always smiling</td>
<td>Anxious/Hypervigilant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scapegoat</th>
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</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Creative</td>
<td>Inappropriate expressions of anger</td>
</tr>
<tr>
<td>Less denial, greater honesty</td>
<td>Inability to follow directions/rules</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>Self-destructive</td>
</tr>
<tr>
<td>Shows feelings</td>
<td>Intrusive</td>
</tr>
<tr>
<td>Ability to lead</td>
<td>Irresponsible</td>
</tr>
<tr>
<td>Underachiever</td>
<td>Rebel</td>
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</table>

<table>
<thead>
<tr>
<th>Lost Child</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Independent</td>
<td>Confused/lack of direction</td>
</tr>
<tr>
<td>Flexible</td>
<td>Inability to initiate</td>
</tr>
<tr>
<td>Ability to follow</td>
<td>Isolates/withdraws</td>
</tr>
<tr>
<td>Easy going attitude</td>
<td>Difficulty seeing choices</td>
</tr>
<tr>
<td>Quiet</td>
<td>Ignored</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mascot/Clown</th>
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</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Sense of humor</td>
<td>Attention seeker</td>
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<tr>
<td>Flexible</td>
<td>Distracting/hyperactive</td>
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<tr>
<td>Ability to relieve stress and pain</td>
<td>Annoying</td>
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<tr>
<td>Family pet</td>
<td>Immature/overprotected</td>
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<td>Poor decision maker</td>
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Which family role(s) do you most identify with? (Check all that apply)

- Family Hero
- Caretaker/People Pleaser
- Scapegoat
- Lost Child
- Mascot/Clown

**Family Job Description:** Reflect on the family you grew up in. Everyone has a role in their family that develops as a result of dynamics within the family. This exercise is designed to help you look at the patterns that existed in your family that have influenced who you are in relationships at home or at work. Complete the following items related to your family job description.

Think of all the people in your immediate family who knew you when you were growing up. If we asked them to “describe you” when you were growing up, what would they say? How would they describe you? List at least four of the characteristics representing their description of you. (i.e. smart, good kid, cute, troublemaker, shy, mean, tomboy, athlete, stupid, independent, wild, etc.)

List the four characteristics in the table below.

For every characteristic, there is a payoff and a cost. For each characteristic you listed, think about the payoff and what it cost you to have it. For example, if someone said “cute” as a characteristic, they might say the payoff for being cute was that they got a lot of attention; teachers thought they were B-SMARTER because of their good looks and they had lots of dates. However, the cost might be that they attracted lots of unhealthy or shallow people who only wanted them for their looks or they never learned good social skills because it was so easy to attract people. List the **positives/payoffs** and the **negatives/costs** for each characteristic.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Positive/Payoff</th>
<th>Negative/Cost</th>
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Which of these characteristics are still a part of you? Which have changed as you matured into an adult?
Everyone ends up with a “job” in the family. Think about life with your family and consider these characteristics. What was your “job” or role in your family? Give yourself a “job title.” (We don’t mean a job like a mowing the lawn or babysitting. We are talking about a job like “emotional caretaker of everyone,” “troublemaker,” “family clown,” etc.) Write out your job description for that job, identifying all the things you had to do every day to complete that job with your family (or primary caregivers).

- Write your family “Job Title.”
- Write your Job Description.

Reflect about your “job” and your personality characteristics and how they play a role in your current or past primary relationships (marriage or with significant other), and how they influence your role in work relationships (study groups or hospital teams).

- What about your “job”; do you want to keep and/or change?