Professionalism and Professional Health and Wellness: 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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# Table of Contents

Instructions ........................................ 2

Pre-session Activities ............................... 3-5

Part 1: Professional Health and Wellness ........ 6
   1. Professional Health and Wellness Spectrum .. 6
   2. Stress ........................................... 7
   3. Burnout ......................................... 11
   4. Impairment ...................................... 12
   5. Professional Behaviors .......................... 13

Part 2: Writing SMARTER Goals .................. 14

Part 3: Enhancing Resiliency ..................... 15
   1. Self-care ........................................ 16
   2. Managing Energy ............................... 17
   3. Emotional Intelligence ....................... 18
   4. Mindfulness .................................... 18
   5. SMARTER Goals Worksheet ................... 19

Resources ............................................ 21

Appendix ............................................. 22
Instructions

“Self-awareness is not an attention that gets carried away by emotions, overriding and amplifying what is perceived. Rather, it is a neutral mode that maintains self-reflectiveness even amidst turbulent emotions.”


Please complete each item in order prior to the session scheduled for November 21, 2013. During the session, you will make additions or changes as you reflect on your professional health and wellness and time management activities both now and with regards to your future career. This is YOUR portfolio. Reflect on this yearly as you advance in your career.

1. One week prior to session:
   a. Read article: Manage Your Energy Not Your Time by Schwartz, T. & McCarthy, C. (PDF attached in email.)
   b. Complete the “Are you heading for an energy crisis self-assessment on page 3-4.

2. Three days prior to session:
   a. Read: What Makes a Leader by Goleman. (PDF attached in email.)
   b. Complete the Emotional Intelligence activities on page 5.

3. Day of session:
   a. Bring portfolio to session
   b. Bring writing utensil (pen, pencil, etc.)
   c. Be prepared to discuss and compete action items during session.
Pre-Session Activity 1
Are You Headed for an Energy Crisis?
By Schwarts and McCarthy, HBR, 2007

Based on their HBR article, “Manage Your Energy, Not Your Time” they provide the following self-assessment. For each item (in all four categories) place a check mark (✓) in the “true” column if you consider it to be “true” ≥ 50% of the time. Then total the checks for each category and write the number (1,2,3 or 4) in the total box. Add the total from all four boxes and record it in the box labeled “total point score”.

<table>
<thead>
<tr>
<th>Items</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Energy</strong></td>
<td></td>
</tr>
<tr>
<td>1. I don’t regularly get consistent sleep (seven to eight hours) and I often wake up feeling tired.</td>
<td>✓</td>
</tr>
<tr>
<td>2. I frequently skip breakfast, or settle for something that isn’t nutritious.</td>
<td>✓</td>
</tr>
<tr>
<td>3. I don’t work out enough (meaning cardiovascular training at least three times a week and strength training at least once a day).</td>
<td>✓</td>
</tr>
<tr>
<td>4. I don’t take regular breaks during the day to truly renew and recharge, or I often eat lunch at my desk, if I eat at all.</td>
<td>✓</td>
</tr>
<tr>
<td>Physical Total:</td>
<td></td>
</tr>
</tbody>
</table>

| **Emotional Energy** |      |
| 1. I frequently find myself feeling irritable impatient or anxious at work, especially when work is demanding. | ✓ |
| 2. I don’t have enough time with my family or loved ones, and when I’m with them, I’m not always really with them. | ✓ |
| 3. I have too little times for activities I most deeply enjoy. | ✓ |
| 4. I don’t stop frequently enough to appreciate to others or to savor my accomplishments and blessings. | ✓ |
| Emotional Total: |      |

| **Mental Energy** |      |
| 1. I have difficulty focusing on one thing at a time, and I am easily distracted during the say, especially by email. | ✓ |
| 2. I spend much of my day reacting to immediate crises and demands rather than focusing on activities with longer-term value and high leverage. | ✓ |
| 3. I don’t take enough time for reflection, strategizing, and creative thinking. | ✓ |
| 4. I work in the evenings or on weekends, and I almost never take an email-free vacation. | ✓ |
| Mental Total: |      |

| **Spiritual Energy** |      |
| 1. I don’t spend enough time at work doing what I do best and enjoy most. | ✓ |
| 2. There are significant gaps between what I say is important to me in my life and how I actually allocate my time and energy. | ✓ |
| 3. My decisions at work are more often influenced by external demands than by a strong, clear sense of my own purpose. | ✓ |
| 4. I don’t invest enough time and energy in making a positive difference to others or to the world. | ✓ |
| Spiritual Total: |      |

Total Point Score:
Are You Headed for an Energy Crisis©?
By Schwarts and McCarthy, HBR, 2007

Review the scoring tables below. Reflect on your scores and if needed, how would you improve them?

<table>
<thead>
<tr>
<th>Total Point Guide:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3: Excellent energy management skills</td>
</tr>
<tr>
<td>4-6: Reasonable energy management skills</td>
</tr>
<tr>
<td>7-10: Significant energy management deficits</td>
</tr>
<tr>
<td>11-16: A full-fledged energy management crisis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guide to Category Scores: (# of True or ✓ per category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0: Excellent energy management skills for that category</td>
</tr>
<tr>
<td>1: Strong energy management skills for that category</td>
</tr>
<tr>
<td>2: Significant deficits for that category</td>
</tr>
<tr>
<td>3: Poor energy management skills for that category</td>
</tr>
<tr>
<td>4: A full fledge energy crisis in that category</td>
</tr>
</tbody>
</table>

Are you heading for an energy crisis? Reflect on your score and answer the following two items:

✎ What am I doing well? (List a few things you do well.)

✎ What areas need improvement?
Pre-Session Activity 2


“…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>Five components of emotional intelligence:</th>
<th>Poor</th>
<th>Weak</th>
<th>Neutral</th>
<th>Good</th>
<th>Strong</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-awareness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Self-regulation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Motivation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Empathy</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Social skill</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Reflect on your strengths and weaknesses. Briefly describe below.

Components I do well

Components I can strengthen

The rest will be completed during the retreat small groups.
Part 1: Professional Health and Wellness

Professional Health and Wellness Spectrum

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 and K=worse)

Five Primary Wellness Practices

Rank the five primary wellness practices based on what is most important to you. (1=most important to 5=least important)
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.

논 List your stress triggers? (E.g.: traffic, yelling, waiting, etc.)

논 From the stress-o-meter below, circle the word that most corresponds how you feel at this time in your life.

<table>
<thead>
<tr>
<th>The Doctor Dewey Insto-Matic, Stress-O-Meter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxious</td>
</tr>
<tr>
<td>Engaged</td>
</tr>
<tr>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Relaxed</td>
</tr>
</tbody>
</table>

논 Describe 3 source(s) of stress. 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 be changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What does it feel like when you are stressed?

**Flooding:** Personal flooding or flooding in a colleague can disrupt the work environment. Complete the flooding assessment (Appendix Table 1) to determine if you are at risk for flooding.

✔ Record your flooding score here: ______

“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.

✔ Describe your tendencies during times of stress or conflict.
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.

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

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

Two options for addressing stressful situations with colleagues:

1. **DRAN**: Is one mechanism to help you if you experience a flooded colleague during your career or when you need to negotiate for something to help maintain your wellness. When asking for something, use the acronym – **DRAN**

```
<table>
<thead>
<tr>
<th>Describe</th>
<th>Reinforce</th>
<th>Assert</th>
<th>Negotiate</th>
</tr>
</thead>
</table>
| • Describe the other person’s behavior objectively
  • Use concrete terms
  • Describe a specified time, place & frequency of action
  • Describe the action, not the “motive”
| • Recognize the other person’s past efforts
  • It takes eight positive comments to compensate for one negative comment
| • Express your feelings; 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
| • 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 |
```
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…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 it 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?

“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.”

**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 any symptoms, risk factors you have and any of Dr. Maslach’s areas of burnout that may need to be addressed.

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

Impairment

Impairment
AMA: “...any physical, mental or behavioral disorder that interferes with ability to engage safely in professional activities...”
1. Physical impairment
2. Cognitive impairment
3. Mental/Psychological impairment
   - Substance use disorders (licit and illicit drugs)
   - Mental health disorders (depression & suicide)
4. Behavioral – undermine a culture of safety

“What is safe alcohol use for your gender:

What constitutes a standard alcoholic beverage size:

For homework, check your risk for alcohol and substance abuse (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
Professional Behaviors

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 origins. 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.

To reflect on your family of origins and how your family system shaped and influences your behaviors, complete the activity on Family of Origins in Appendix 3.
"We judge ourselves by our motives whereas others judge us by our behavior."
~AA saying

**Part 2: SMARTER Goals**

Many people make New Year’s resolutions or personal goals for the year. Good for you if you are one of them, but here is some **SMART** advice about how to plan and set goals for 2013 that will make you **SMARTER** than in previous years. 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.

**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.

**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 2014 – *re-evaluate* your goals from 2013 and carry over those that worked well, readjust those that need modifying, and set new ones to build on the old ones.
Example:

Goal: to improve my personal health and wellness over the next 12 months by eating more fish and vegetables every week and building in enough time to 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 - Saturdays

- Short term: dietary changes – increase fish and vegetables to 3 and 7 days a week respectively over next 1-2 weeks
- Intermediate: Sunday and Saturday physical activity start within next 2-4 weeks
- Long term: Start strength training in 4 months
- Evaluate: Self-assessment at baseline, 3 months, 6 months and 12 months
- Re-evaluate: January 2014 – fitness testing and overall satisfaction

Part 3: Enhancing Resiliency
Self-Care

Self-Care: Review the list of key personal areas below.

- List up to three personal self-care areas you think you should improve over the next 6-12 mo in order to focus on improving your personal wellness. Describe any not listed above.
  1.
  2.
  3.

- Write a SMARTER Goal to improve your self-care (if applicable).

  S – Specific
  M – Measurable
  A – Appropriate
  R – Relevant
  T – Timely
  E – Evaluate
  R – Re-evaluate
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

- List some of your best time management and organizing skills.
Emotional Intelligence

Emotional Intelligence (EI)
- Emotion influences behavior such that an individual is “reasonable” in one instance and “irrational” and emotional the next moment.
- Six components of EI:
  1. Self-awareness
  2. Self-regulation/management
  3. Empathy
  4. Social skills - the art of listening
  5. The art of resolving conflict
  6. The art of cooperation

How do you show empathy?

Mindfulness

Mindfulness
- The purposeful effort of training your attention
- Can be used to enhance self-awareness and self-regulation
- Improves self-wellbeing, self-confidence, creativity and happiness
- Decreases stress and pain
- Various methods:
  - Meditation (sitting, lying, walking, after activity)
  - Journaling
  - Art
  - Conversations

List one mindfulness activity you can practice for 1 minute every day.
SMARTER Goals Worksheet

Goal 1: Write a SMARTER Personal Goal for at least one area you need to improve.

S – Specific
M – Measurable
A – Appropriate
R – Relevant
T – Timely
E – Evaluate
R – Re-evaluate

Goal 2: Write a SMARTER Family Goal for at least one area you need to improve.

S – Specific
M – Measurable
A – Appropriate
R – Relevant
T – Timely
E – Evaluate
R – Re-evaluate
Goal 3: Write a **SMARTER Work Goal** for at least one area you need to improve.

- **S** – Specific
- **M** – Measurable
- **A** – Appropriate
- **R** – Relevant
- **T** – Timely
- **E** – Evaluate
- **R** – Re-evaluate

**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 physician/scientist 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 and Health Resources

- Vanderbilt Faculty Physicians Wellness Program/Employee Assistance Program (EAP) at Vanderbilt (615) 936-1327
- 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) http://www.mc.vanderbilt.edu/centers/cppa
- Vanderbilt Comprehensive Assessment Program for Professionals (VCAP) at: http://www.mc.vanderbilt.edu/root/vcap
- TN State Physician Health Program (SPHP) at: http://www.e-tmf.org/
- Primary care provider
- Private counseling 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
- Substance use services:
  - AA at: http://www.aa.org/?Media=PlayFlash or AA of Middle TN at: http://www.aanashville.org/
  - NA at: http://www.na.org/
  - Nicotine anonymous at: http://www.nicotine-anonymous.org/
- 1-800-273-TALK: suicide prevention hotline or visit: http://www.suicidepreventionlifeline.org/
- Other: YMCA/YWCA, Massage envy, day salons, personal trainer; Dayani, Health Plus, etc.
- Other: (fill in)______________________________________________________________
Appendix

Appendix Table 1: SELF-TEST - 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 the Vanderbilt Faculty Physicians Wellness Program/Employee Assistance Program (EAP) at Vanderbilt (615) 936-1327 – they have a 24/7 response system and all information is confidential and separate from StarPanel charting.
Appendix 3: Families 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>
<th></th>
</tr>
</thead>
<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>
<tr>
<td></td>
<td>Fear of making mistakes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Caretaker/People Pleaser</th>
<th></th>
</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>
<th></th>
</tr>
</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></td>
<td>Underachiever</td>
</tr>
<tr>
<td></td>
<td>Rebel</td>
</tr>
</tbody>
</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>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Challenges</strong></td>
</tr>
<tr>
<td>Sense of humor</td>
<td>Attention seeker</td>
</tr>
<tr>
<td>Flexible</td>
<td>Distracting/hyperactive</td>
</tr>
<tr>
<td>Ability to relieve stress and pain</td>
<td>Annoying</td>
</tr>
<tr>
<td>Family pet</td>
<td>Immature/overprotected</td>
</tr>
<tr>
<td></td>
<td>Poor decision maker</td>
</tr>
</tbody>
</table>
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, trouble maker, 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 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>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Which of these characteristics are still apart 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,” “trouble maker,” “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?