**INTRODUCTIONS**

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**PLAN FOR TODAY**

- Part 1: What is the wellness wheel? Exploring the “traditional” wellness wheel as an individual tool, and introducing adaptations for use in a team/professional context.
- Part 2: Let’s do it! Hands-on activities to build your own wellness wheel and practice the strategies you would need to use this tool in a personal, supervision, and/or team-building context.
- Part 3: Wrap up & action planning: Discuss various formats of the wellness wheel and consider how you could use this tool in the future.

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**INTRODUCTIONS**

- Introduce yourself to your table (groups of 3-4).
- Give a brief overview of your agency/organization and your role.
- Share about your best and most difficult supervision experiences in your career (as a supervisor, or a supervisee).
WHAT IS “WELLNESS”? 

Wellness is an active process through which people become aware of, and make choices toward, a more successful existence.  
— National Wellness Institute

WHAT IS THE [TRADITIONAL] WELLNESS WHEEL?

- Tool designed to explore multiple aspects of well-being
- Can be implemented in a variety of settings focused on wellness
- One-time assessment → long-term treatment planning and tracking
- Lends itself well to various clinical approaches including solution-focused, and motivational interviewing

HOW DOES IT WORK?

1. Clinician introduces the wellness wheel as an activity to learn more about the client, and connects personal well-being to therapeutic goals/services  
2. Clinician explains each of the components of the wellness wheel (e.g., relational, physical, etc.) and invites the client to select a starting point.  
3. For each component, the clinician uses open-ended questions to learn more about the client’s perspective on their well-being. The clinician instructs the client to make notes on the wellness wheel.  
4. Throughout the session, the therapist can utilize his/her typical clinical strategies in order to engage with the client. For example, a therapist with a solution-focused perspective might use scaling and/or exception questions.  
5. Based on the clinician’s style, length of treatment, and clinical goals, the wellness wheel can be completed in one session, or utilized over time.

EXAMPLE: PHYSICAL HEALTH

Assessment

- Put a star next to the aspects of your physical health that you feel are going well  
- How have you maintained (specific habit) even when things have been difficult?  
- How well are you meeting your goals related to physical health? Use a scale from 0-10, where 0 means “not at all” and 10 means “completely.”

Engagement

- What would it look like to move up from a 5 to a 6 in this area?  
- How do you think other things might change if you made changes in ... (component of physical health, such as sleep)

Planning

- Health is multifaceted; each component is unique and important on its own, and in the way it influences other components  
- Using the wellness wheel in treatment presents opportunities for assessment, engagement, and treatment planning  
- The wheel becomes a visual representation of the systemic nature of well-being. This can help build client awareness of how change in one area of wellness can influence other areas, and vice versa.  
- Clinicians can customize the wheel based on the client’s needs and goals.  
- The wellness wheel invites strength-based dialogue

STRENGTHS OF THE WELLNESS WHEEL

1. Health is multifaceted; each component is unique and important on its own, and in the way it influences other components  
2. Using the wellness wheel in treatment presents opportunities for assessment, engagement, and treatment planning  
3. The wheel becomes a visual representation of the systemic nature of well-being. This can help build client awareness of how change in one area of wellness can influence other areas, and vice versa.  
4. Clinicians can customize the wheel based on the client’s needs and goals.  
5. The wellness wheel invites strength-based dialogue

PARALLEL PROCESS: STAFF WELLNESS

- Professional wellness is multifaceted: Individual well-being (traditional “wellness”) intersects with professional performance and experience.  
- Same team, different needs: All staff members have unique expectations, experiences, and goals related to work.

Supervisors are tasked with overseeing team work and performance (e.g., contacts, quotas, quality assurance), as well as supporting the well-being and professional experiences of their staff (e.g., secondary traumatic stress, professional development and training, etc.)

...this is a lot!
**SMALL GROUP ACTIVITY**

Stand up!

At your table, share briefly about...

- What does supervision look like at your agency? What is your role?
- What topics do you find yourself covering in supervision most frequently? Make a list of 3-5 topics.
- How would you define “professional wellness”? What “components” exist in professional wellness?

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**PROFESSIONAL WELLNESS**

**CLINICAL COMPETENCE**
(skills, techniques, modalities, self-as therapist, etc.)

**PROFESSIONAL DEVELOPMENT**
(trainings, supervision, licensure, long-term goals, etc.)

**WELLBEING**
(experienced SIS, self-care practices, confidence, etc.)

**ORG ENGAGEMENT**
(communication, relationship-building, collaboration, etc.)

**PROFESSIONAL ETHICS**
(mandated reporting, clinical boundaries, etc.)

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**WELLNESS WHEEL FOR HELPING PROFESSIONALS**

**PART 2: PUTTING THE WELLNESS WHEEL INTO ACTION**

**EXAMPLE: CLINICAL COMPETENCE & SKILLS ASSESSMENT PROMPTS**
SELF-ASSESSMENT

- Select 2 areas of the “wheel” that are most relevant to your work right now
- Use the “assessment” prompts to take notes on the wheel
- When everyone at your table has completed 2 areas of the wheel, take a few moments to discuss your experience
  - Which areas of the wheel did you choose to focus on? Why?
  - What was it like to take intention time to focus on these areas?
  - How often do you find yourself reflecting on these points on your own, in supervision, etc.?

EXAMPLE: CLINICAL COMPETENCE & SKILLS ENGAGEMENT & PLANNING PROMPTS

- Most confident in connecting with kids during the psychosocial; less confident in explaining assessment scores to parents
- Struggle to keep up with “outside contact” notes; otherwise good
- Watching other assessors helps; reading client stories

STEP 3: PEER/MOCK SUPERVISION

- Connect with a partner at your table
- Use the “engagement” and “planning” prompts to discuss both areas of the wheel, as if you are offering peer supervision for one another.
GROUP DISCUSSION

• Discuss your experience using this tool with your table
• How might this tool be useful in your own supervision?
• What obstacles do you see in using a tool like this within supervision?
• What was it like to take the time to really think about these aspects of your own professional wellness, and to process it with others?

PART 3: WRAP UP AND TAKE HOME

HOW CAN YOU USE THIS TOOL?

- One-time assessment
- Ongoing exercise
- Individual or group supervision

ALTERNATIVE FORMAT: EOM SURVEY

- End-of-month survey: Sent at the end of each month & covers a variety of topics related to productivity, workplace experience, obstacles, and wellness
- Google form (or other formats based on workplace policies, technology, etc.)
- Provides a brief overview of staff wellbeing in each area
  Allows you to examine trends in team well-being

QUESTIONS/COMMENTS?