



The Science and Power of Hope

Participant Workbook

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The Science & Power of Hope Workshop

Adverse Childhood Experience (ACE) Categories

ABUSE

NEGLECT

HOUSEHOLD DYSFUNCTION

Known Associations with ACE

Trauma Informed:
Understanding what happened to you



Definition of Hope:

How is hope different from Optimism and Self-Efficacy?

Simplicity of Hope Theory

Goals:

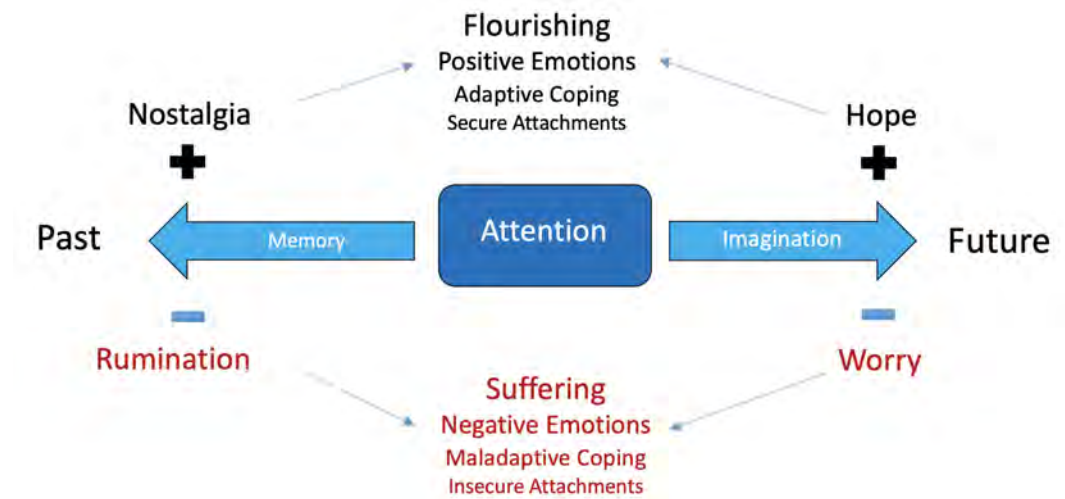
Pathways:

Agency for consistency:





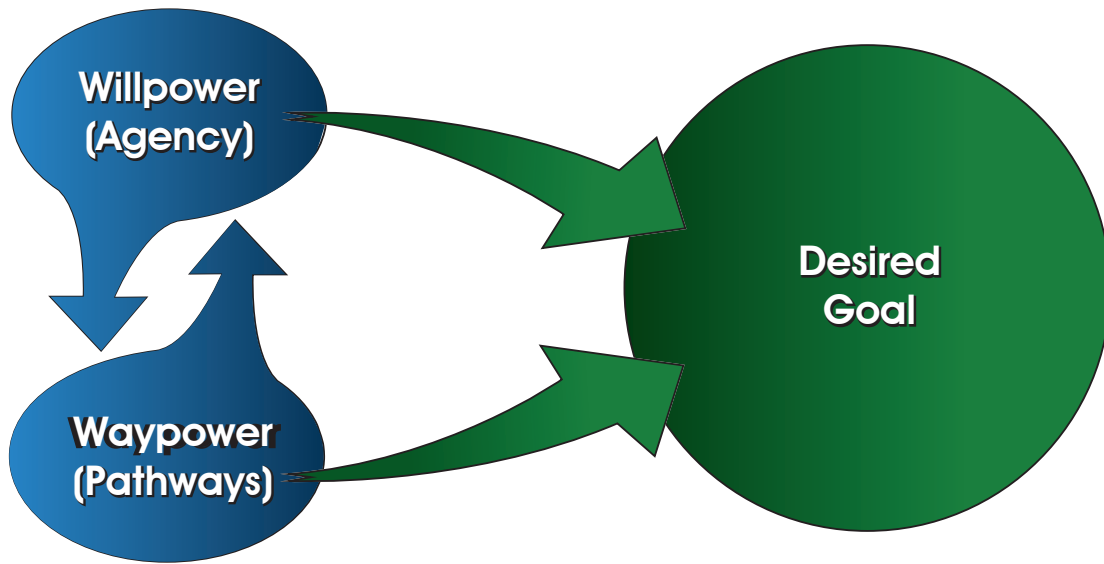
How Does Trauma Impact Our Attention and Intention



Where do you focus your attention? In the future or the past?

How does trauma impact where we focus our attention?





Does hope require both willpower and waypower?

How is hope different from a wish?

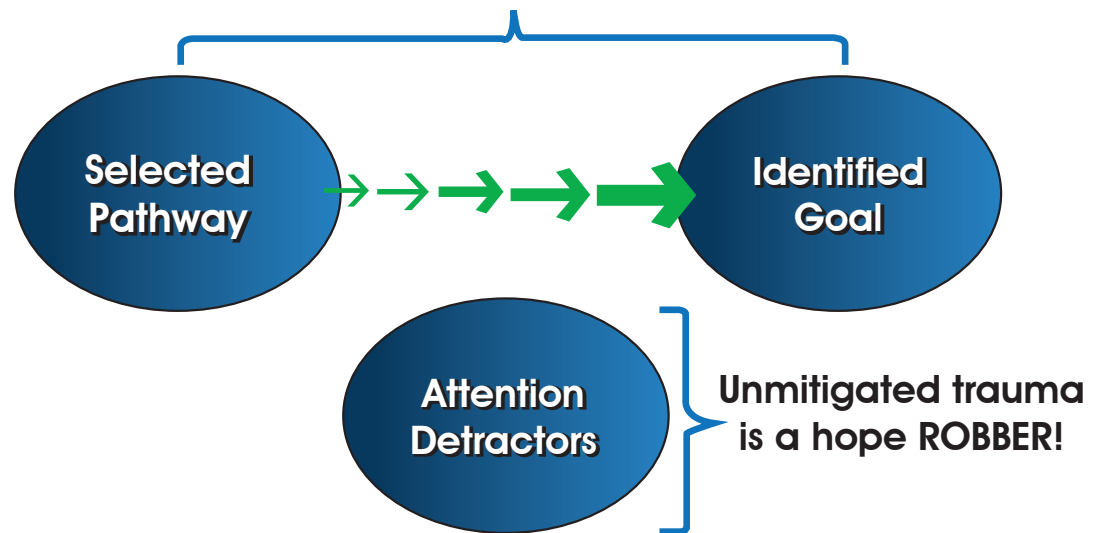
Where have you observed hope?

Where have you observed a wish?



The Application of Hope

How well can you manage your willpower?



Consider a time in your life when you were successful in pursuing a goal?

Can you describe how you were able to manage your willpower?

What kept you on track or not?

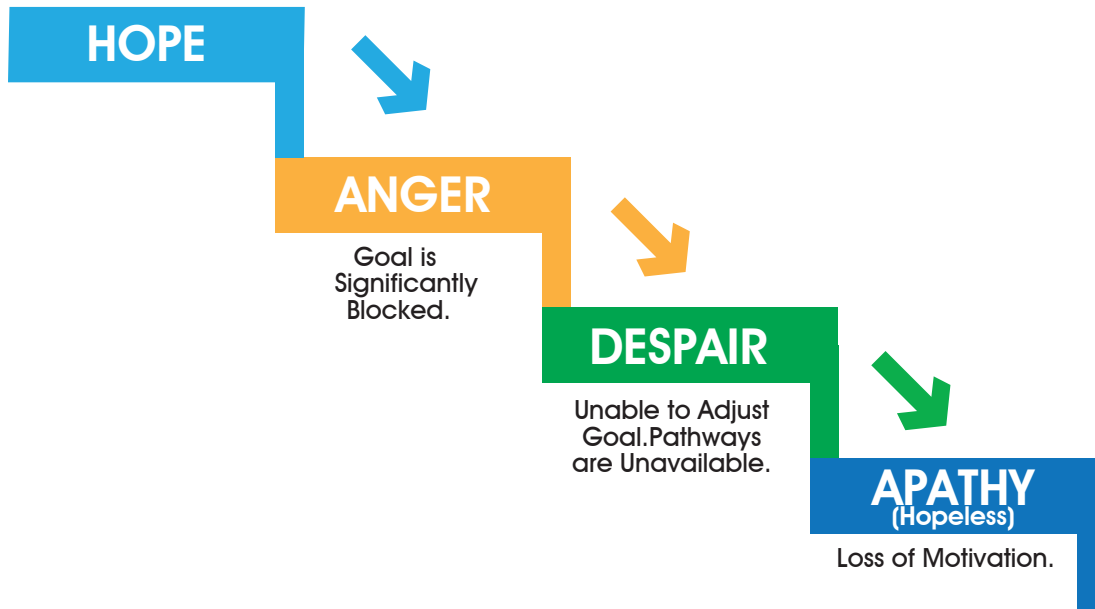
What was an Attention Detractor? How did you manage the detractor?

Who or what helped you?

Where have you seen desperation in your work?



The Loss of Hope



What was the goal?

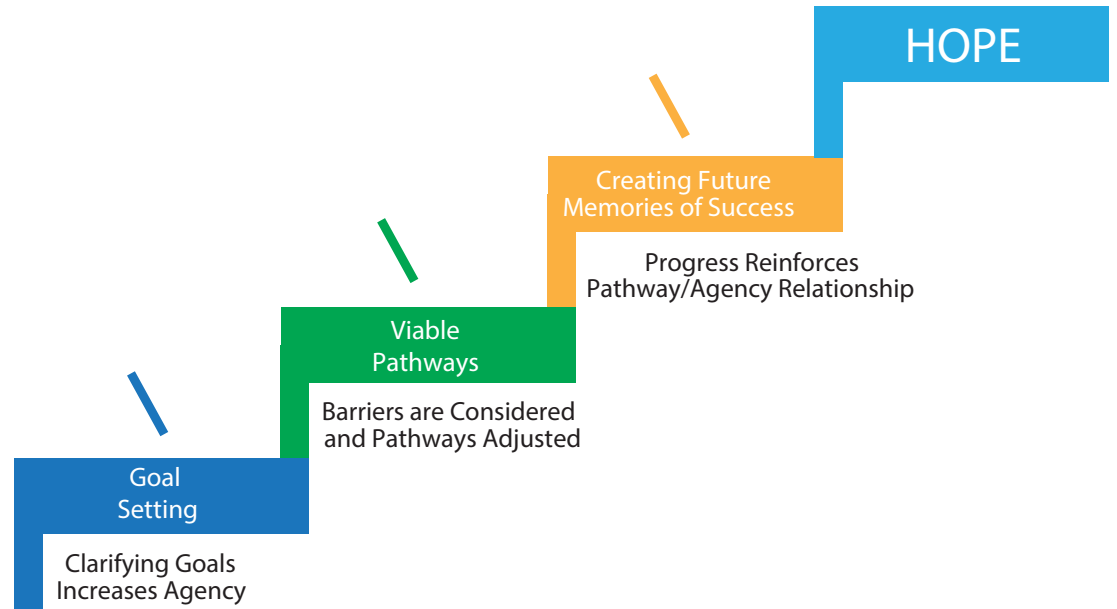
How did desperation impact pathway thinking?

How did desperation impact willpower?

How did desperation impact willpower?



Nurturing Hope



Examples of Hope Theory



Strategies to Nurture Hope

Introduce Hope	Introduce the concept of hope and discuss its core components (distinguish wishful thinking).
Goal Setting	Help the individual develop personally relevant goals.
Pathways	List and discuss potential pathways the individual chooses.
Willpower	Have individual identify/describe the sources of motivation.
Problem Solve	Identify and list obstacles.
Create Hope Visual	Create a Visual Map accessible for the reference.
Re-Goaling	Remember - We have the ability to re-goal.

What are some creative ways to implement this process in your work?



The Science and Power of Hope

What We Have Learned

What is Hope?

Hope is the belief the future will be better than today, and you play a role in making that future possible. Hope is not a wish. Hope allows us to identify valued goals, set the pathways to achieve these goals, and exert the willpower to make these goals possible.

Impact of Unmitigated Trauma on Hope:

How does unmitigated trauma rob children and adults of hope? Our research shows that trauma leads to rumination, anxiety/depression, PTSD, and insecure attachment styles. Being stuck in our past trauma robs our ability to connect with others and lowers our ability to be future oriented effectively reducing our hope.

Can Hope Be Measured?

We published two meta-analytic studies on the Children's Hope Scale and the Adult Hope Scale. These publications provide strong evidence in the validity and reliability of the scales used to measure hope. This research is informing the field that hope scores can be used with confidence for both researchers and practitioners.

Can Hope Be Learned?

This line of research identifies strategies to nurture hope among those experiencing trauma and adversity. Hope is malleable across the life span showing that targeted program services can help move from despair to hope for both children and adults. This research is guiding our work to identify effective practices and develop training programs for service providers.

Impact of Hope on Trauma Survivors:

These publications provide a framework for organizations to become hope centered and trauma informed when working with survivors. Incorporating strategies to nurture hope leads to positive outcomes. This research provides a unifying framework that can shape interventions, advocacy and social policy around hope's evidence-based practice.

Hope as a Coping Resource for At-Risk Children and Adults:

Our research has found that increasing hope among depressed youth reduces suicidal ideation. We have also found that increasing hope buffers the negative consequences of parenting stress among parents at-risk for child maltreatment. Multiple on-going studies show that increasing a parent's hope is related to positive parenting practices and improved parent child relationships.

Secondary Traumatic Stress and Staff Burnout:

You cannot give what you do not have! Ensuring hope among service providers is also important to well-being. Our research demonstrates that hope can mitigate the negative effects of secondary traumatic stress on burnout social service and medical providers.



Your Personal and Professional Goals Worksheet

Below write down three goals you set for yourself. These can be Personal Goals, Family Goals, and/or Professional Goals.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Adding Detail to Your Goals

Specifics	Goal 1	Goal 2	Goal 3
Achievement vs. Avoidance			
Degree of Difficulty: Low Moderate High			
Stretch vs. Mastery			
Time to Completion			
Degree of Change Involved			
Support Networks			
Potential Detractors			
Beneficiaries			
Other Details			

Overall, how successful do you think you will be in pursuing these goals?

1	2	3	4	5	6
Not at all successful	A little successful	Somewhat successful	Moderately successful	Mostly successful	Very successful

Goal 1: _____

Goal 2: _____

Goal 3: _____



Hope Worksheet Directions

As you review the hope worksheet, some explanation may be useful. This worksheet is designed to add detail and clarity to your pathways (waypower) and agency (willpower). Individuals who are more hopeful will move through this worksheet with ease whereas less hopeful individuals will likely respond to this process with frustration and a focus on failure.

It is important that you focus on the details of the goals taking the time to identify them with patience and diligence. Do not rush through the worksheet. With each answer, spend time exploring more explanation and detail. The key to all these worksheets is to remember that imagination is the instrument of hope. Imagine your life differently if you achieve your goals.

What will it:

- Look like?
- Feel like?
- Be like?

Take notice of the ebb and flow of pathways and agency as you move through the worksheet.

Item 1:

Do not rush through this part of the worksheet. It is worth exploring each goal in terms of specific details, short term vs. long term, etc. The personal and professional goal worksheet may be useful in preparing for the full hope worksheet. A low hope person may struggle with describing specific details of a goal and might need help from a higher hope person. Do not be afraid to ask someone that seems to have higher hope in his or her life, for assistance.

Item 2:

A person who does not desire the goal will struggle to complete the worksheet. It is important that the goal is truly desired. Finding a goal, no matter how small is often a great place to start if you are a low hope person.

Item 3:

This item can help clarify the goal. For example, is the motivation to the goal intrinsic or extrinsic? Is it coming from within? On the other hand, is it some outside force or person inspiring the goal? Goal motivation may start externally but eventually it must become internal. Intrinsic motivation is more likely to sustain you in the presence of barriers and adversity.

Item 4:

After describing the goal, it is worth spending time savoring what success will feel like. This is intended to reinforce willpower.

Items 5, 6, 7, & 8:

Lower hope individuals will possibly struggle with these items. Do not be discouraged if you find yourself in that place. After considering the potential barriers, your willpower may be lower. Therefore, item 7 is intended to re-invigorate you to complete item 8.

Item 9:

It is often helpful to break a goal into sub-goals or benchmarks. Sub-goals can also serve to help determine if you are on the right pathway to your goals. Finally, breaking the goal into sub-goals helps you connect the future to the present, seeing how the small steps can get you to the goal eventually. Dream big, start small.

Items 10 & 11:

These are intended to reinforce willpower and demonstrate the social resources available when pursuing your goals. You likely have far more resources available to you than you might think. It may take being honest with others by asking for help and it may take the time to find the right person to ask for help; but take it one step at a time.

Hope Worksheet

The purpose of this worksheet is to assist you in establishing and pursuing a desirable goal. By describing your desirable goal in as much detail as possible, you are likely to experience an increase in your motivation and interest. When you have described one or more possible strategies to your goal, you are now on the pathway to rising and sustained hope.

1. Describe your goal in as much detail as possible (Narrative)

2. How much do you desire this goal? None 1 2 3 4 5 A great amount

3. Why you want to achieve this goal? That is, describe what is motivating you.

4. Imagine you have just achieved your goal. Describe how you will feel? What will change in your life?

5. List the pathways (actions/strategies) you can use to achieve your goal. For example, if your goal is to get a better job, pathways might include: Education, Changing Jobs, etc.

Pathway 1: _____

Pathway 2: _____

Pathway 3: _____

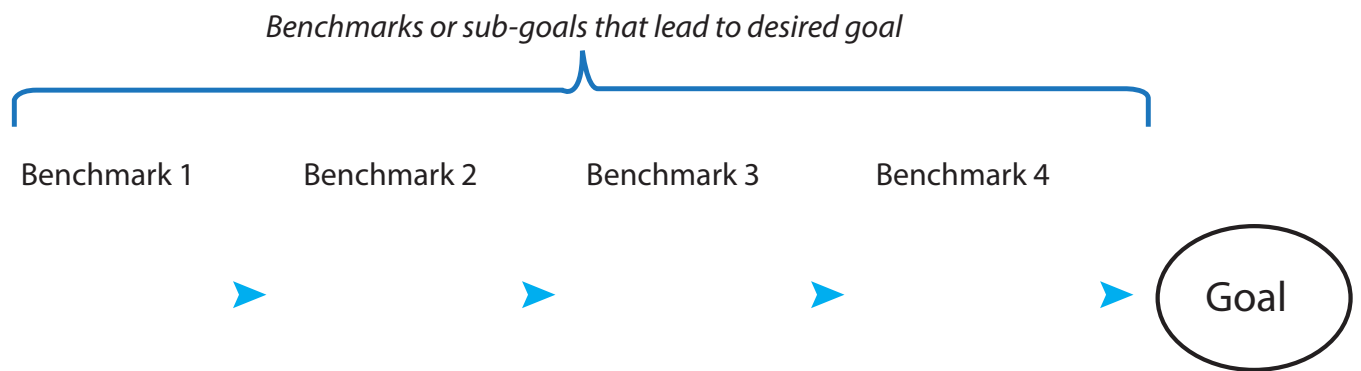
6. Describe potential barriers for each pathway you listed.

Pathway 1:
Potential Barrier: _____

Pathway 2:
Potential Barrier: _____

Pathway 3:
Potential Barrier: _____

7. From points 5 & 6 above, choose the best pathway and describe how you will overcome the barriers to that pathway.
8. Describe a time when you achieved a difficult goal by overcoming barriers. That is, what were the barriers and how did you overcome them and how did you feel?
9. Describe the benchmarks that you need to achieve to attain the goal. For example, what are steps that must be accomplished for you to attain your goal?



Note: add more benchmarks if needed.

10. Identify people and/or resources you can count on for support in pursuing your goal.
11. Describe something that motivates you (e.g., music, movie, person). Think of how you can use this inspiration to help you stay motivated as you pursue your goal.

Overall, how successful do you think you will be in pursuing this goal?

1	2	3	4	5	6
Not at all successful	A little successful	Somewhat successful	Moderately successful	Mostly successful	Very successful

Goal 1: _____

Goal 2: _____

Goal 3: _____

Pathways to Goal Planning Worksheet

- 1. List your goal identified from the goal worksheet and identify each successive step (sub goal) that will lead to success.
- 2. For each step, identify a potential barrier that may block success.
- 3. Describe solutions to barriers and the supports that will help you stay on track to success.
- 4. Identify multiple pathways to the goal using this sheet. Then prioritize each pathway based upon the potential for success.

Step 1

Step 2

Step 3

Step 4

Step 5

Goal

Selected Pathway

→

→

→

→

→

Identify Potential Barrier for Each Step

↑

↑

↑

↑

↑

Solution

Solution

Solution

Solution

Solution

Supports

Supports

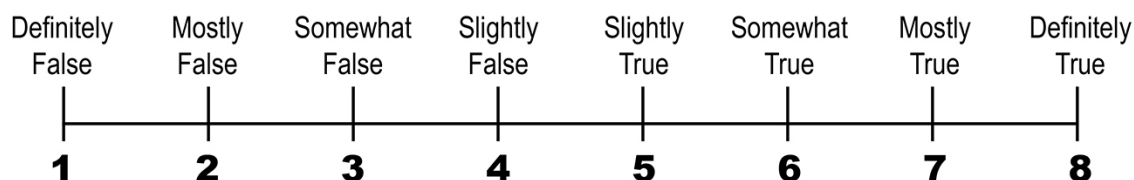
Supports

Supports

Supports

THE ADULT HOPE SCALE

Directions: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale shown below, please select the number that best describes **YOU** and put that number in the blank provided. There are no right or wrong answers.



- _____ **1.** I can think of many ways to get out of a jam.
- _____ **2.** I energetically pursue my goals.
- _____ **3.** There are lots of ways around any problem.
- _____ **4.** I can think of many ways to get the things in life that are most important to me.
- _____ **5.** Even when others get discouraged, I know I can find a way to solve the problem.
- _____ **6.** My past experiences have prepared me well for my future.
- _____ **7.** I've been pretty successful in life.
- _____ **8.** I meet the goals that I set for myself.

Notes: The **Agency** subscale score is the sum of items 2, 6, 7 & 8; the **Pathways** subscale score is the sum of items 1, 3, 4 & 5. **Hope** is the sum of the four **Pathways** and four **Agency** items. Scores can range from a low of 8 to a high of 64.

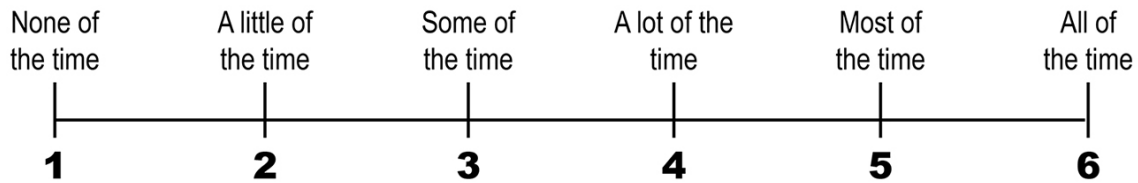
Agency Score _____ (Add items 2,6, 7, and 8)

Pathways Score _____ (Add items 1,3,4, and 5)

Total Hope Score _____ (Agency Score + Pathways Score)

THE CHILDREN'S HOPE SCALE

Directions: Read each sentence carefully. For each sentence, please think about how you are in most situations. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided. There are no right or wrong answers.



- _____ 1. I think I am doing pretty well.
- _____ 2. I can think of many ways to get the things in life that are most important to me.
- _____ 3. I am doing just as well as other kids my age.
- _____ 4. When I have a problem, I can come up with lots of ways to solve it.
- _____ 5. I think the things that I have done in the past will help me in the future.
- _____ 6. Even when others want to quit, I know that I can find ways to solve the problem.

Notes: The **Agency** subscale score is the sum of items 1, 3 & 5; the **Pathways** subscale score is the sum of items 2, 4 & 6. **Hope** is the sum of the three **Pathways** and three **Agency** items. Scores can range from a low of 6 to a high of 36.

Agency Score _____ (Add items 1,3 and 5)

Pathways Score _____ (Add items 2,4, and 6)

Total Hope Score _____ (Agency Score + Pathways Score)

Peer Reviewed Publications Supporting this Workshop

1. Gwinn, C., & Hellman, C. M. (2018). *Hope rising: How the science of hope can change your life*. New York, NY: Morgan James Publishing.
2. Passmore, S., Hemming, E., McIntosh, H., Hellman, C. M. (In Press). The relationship between hope, meaning in work, secondary traumatic stress and burnout among child abuse pediatric clinicians. *The Permanente Journal*.
3. Muñoz, R.T., & Hanks, H., & Hellman, C. M. (In Press). Hope and resilience as distinct contributors to psychological flourishing among childhood trauma survivors. *Traumatology*.
4. Muñoz, R.T., & Hanks, H. (In Press). A structural model of adverse childhood experiences as antecedents of rumination leading to lower hope. *Journal of Interpersonal Violence*.
5. Munoz, R. T., Hanks, H., Brahm, N. C., Miller, C. R., McLeod, D. & Fox, M.
6. D. (2019). Adverse childhood experiences and trust in the medical profession among young adults. *Journal of Health Care for the Poor & Underserved*, 30, 238-248.
7. Munoz, R. T., Quinton, K. A., Worley, J. A., & Hellman, C. M. (2019). Locus of hope: External hope in parents/guardians as an antecedent of adolescents' internal hope and life satisfaction. *Child Indicators Research*, 12, 1107-1124.
8. Sulimani-Aidan, Y., Melkman, E., & Hellman, C. M. (2019). Nurturing the hope of youth in care: The contribution of mentoring. *American Journal of Orthopsychiatry*, 89, 134-143.
9. Munoz, R. T., Pearson, L. C., Hellman, C. M., McIntosh, H. C., Khojasteh, J., & Fox, M. D. (2018). Adverse childhood experiences and posttraumatic stress as an antecedent of anxiety and lower hope. *Traumatology*, 24, 209-218.
10. Hellman, C. M., Munoz, R. T., Worley, J. A., Feeley, J. A., & Gillert, J. E. (2018). A reliability generalization on the Children's Hope Scale. *Child Indicators Research*, 11, 1193-1200.
11. Hellman, C. M., Robinson-Keilig, R. A., Dubriwny, N. M., Hamill, C., & Kraft, A. (2018). Hope as a coping resource for parents at-risk for child maltreatment. *Journal of Family Social Work*, 21, 365-380.
12. Hellman, C. M., Worley, J. A., & Munoz, R. T. (2018). Hope as a coping resource for caregiver well-being. In W. A. Bailey and A. W. Harris (Eds.). *Family Caregiving: Fostering Resilience Across the Life Course*. Springer.
13. Munoz, R.T., Hoppes, S., Hellman, C.M., Brunk, K.L., Bragg, J.E., & Cummins, C. (2018). The effects of mindfulness meditation on hope and stress. *Research on Social Work Practice*, 28, 696-707.
14. Bragg, J. E., Miller-Cribbs, J., Gordon, J., Gaudet, J., Hellman, C. M., & Munoz, R. T. (2017). Increasing self-efficacy and building hope through simulation-based education. *International Journal of Arts & Sciences*, 10, 549-558.
15. Muñoz, R.T. Brady, S., & Brown, V. (2017). The psychology of resilience: A model of the relationship of locus of control to hope among survivors of intimate partner violence. *Traumatology*, 23(1), 102-111.
16. Munoz, R.T., Hellman, C. M., & Brunk, K. (2017). The relationship between hope and life satisfaction among survivors of intimate partner violence: The enhancing effect of self-efficacy. *Applied Research in Quality of Life*, 12, 981-995.
17. Baxter, M. A., Hemming, E. J., McIntosh, H. C., & Hellman, C. M. (2017). Exploring the relationship between adverse childhood experiences and hope. *The Journal of Child Sexual Abuse*, 26, 948-956.
18. Fry-Grier, L., & Hellman, C. M. (2017). School aged children of incarcerated parents: The effects of alternative criminal sentencing. *Child Indicators Research*, 10, 859-879.
19. Hellman, C. M. & Gwinn, C. (2017). Children exposed to domestic violence: Examining the effects of Camp HOPE on children's hope, resilience, and strength of character. *Child and Adolescent Social Work Journal*, 34, 269-276. Olinske, J. L., & Hellman, C. M. (2017). Leadership in the human service nonprofit organization: The influence of board of directors on executive director well-being and burnout. *Human Service Organizations: Management, Leadership, and Governance*, 41, 95-105.
20. Muñoz, R.T., Hellman, C. M., Buster, B., Robbins, A., Carroll, C. Kabbani, M., Cassody, L., Brahm, N., & Fox, M. (2016). Life satisfaction, hope, and positive emotions as antecedents of health-related quality of life among homeless individuals. *International Journal of Applied Positive Psychology*, 1, 69-89.
21. Munoz, T. R., Bull, L., Sheth, D., Gower, S., Engstrom, E., Brunk, K., Hellman, C. M., Fox, M. (2014). The predictive power of Adverse Childhood Experiences on Trust in the Medical Profession among residents of a public housing facility. *Annals of Community Medicine and Practice*, 1, 995-1002.
22. Hellman, C. M., Pittman, M. K., & Munoz, R. T. (2013). The first twenty years of the will and the ways: An examination of score reliability distribution on Snyder's Dispositional Hope Scale. *Journal of Happiness Studies*, 14, 723-729.
23. Hoppes, S. Bryce, H., Hellman, C. M., & Finlay, E. (2012). The effects of brief mindfulness training on caregivers' well-being. *Activities, Adaptation, & Aging*, 36, 147-166.

Commonly Used Terms in Hope Theory

1. ACE -Adverse childhood experiences
2. Agency -A complex term used to describe your ability to dedicate mental energy (willpower) to begin and sustain the journey toward your goals.
3. Burn Out -Professional exhaustion
4. Collective Hope -Similar to individual hope in that it is based upon goals, pathways, and willpower. However, it includes the complexity of social influences necessary for shared values and beliefs. Collective hope requires the group to have a shared vision of the future (goals) and collectively agree on the strategies (pathways) for pursuing this vision along with a unified mental focus (willpower).
5. Compassion Fatigue -The impact of trauma on care providers or others that did not experience that trauma personally.
6. Goals -Something you are trying to do or achieve. Approach (positive) are those we want to attain. Avoidance (negative) goals are those that we do not want to happen.
7. Hope -Hope is the belief that your future will be better than today and you have the power to make it so.
8. Hope Continuum -When after repeated attempts to a goal and hope declines individuals will react to goals with a focus on failure and negativity such as anger, frustration or sadness.
9. Pathway -The roadmaps (waypower) individuals have in mind that will allow them to begin the journey toward the future.
10. Polyvictimization -When someone has experienced different kinds of trauma in childhood and then other types in adulthood.
11. Resilience -Individual can overcome and move past difficult things that have happened to them.
12. Self-efficacy -Refers to the confidence you have about your ability to pursue and attain a specific goal.
13. Survival Window -When your focus is not on hope. A time of grief/when adversity slams into our lives.
14. Talking Cure -Empowering victims of abuse/trauma to tell their stories which opens the door for healing.
15. TBI -Traumatic Brain Injury
16. Toxic Stress -When a child or adult experiences something that is not brief, but is prolonged or frequent.
17. Trauma -Results from an event, series of events, or set of circumstances that are experienced by an individual as physically and emotionally harmful or threatening.
18. Vicarious Trauma -Also known as compassion fatigue.



Research Activities Supported in Partnership with:

HOPE RESEARCH CENTER

The mission of the University of Oklahoma is to provide the best possible educational experience for students through excellence in teaching, research, creative activity and service to the state and society. The Hope Research Center focus this mission by collaborating with nonprofit agencies to improve program services using sound scientific practice while simultaneously training students in the application of research methodologies.

The Hope Research Center is an interdisciplinary social science unit in the College of Arts & Sciences for the University of Oklahoma. Collaborating with nonprofit organizations, faculty and graduate students lead research projects with a particular focus on sustainable well-being among vulnerable and otherwise at-risk individuals and communities.

Guided by the principles of Positive Psychology, and the right of all members in the community to flourish; we use hope as the theory of change to assess the impact of nonprofit and human service organizations.

Faculty and students who work in the center provide a full range of applied research activities including program evaluation and outcome assessment in support of program service delivery. Participating faculty members are nationally recognized for their area of research and are expert methodologist with the capacity to match research protocols to the needs of the nonprofit community.

HOPE RESEARCH CENTER

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