



Implementation of HOPE
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Tufts Medical Center Floating Hospital for Children at Tufts Medical Center

Disclosures

The authors have no financial relationships to disclosure or conflicts of interest to resolve.

Objectives

- Outline the stages of implementation of HOPE as a family-facing process
- Explore the policy and practice changes to integrate HOPE into existing workflows
- Demonstrate HOPE-informed screening practices

Icebreaker


What is your role where you work?

1. Healthcare Provider (ie: MD, NP, PA)
2. Paraprofessional (ie: Community Health Worker)
3. Program Manager or Policy Maker
4. Other



Health Outcomes and Positive Experiences


World Health Organization:
"a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"



Common positive experiences

- Attachment
- Conversation
- Literacy
- Independence
- Mastery

How does HOPE align with mitigating toxic stress after ACEs?



STRESS BUSTERS

4

BUILDING BLOCKS OF HOPE

1 Relationships

- with other children
- with other adults
- through interactive activities

3 Engagement

- Develop a sense of connectedness
- Social/civic activities

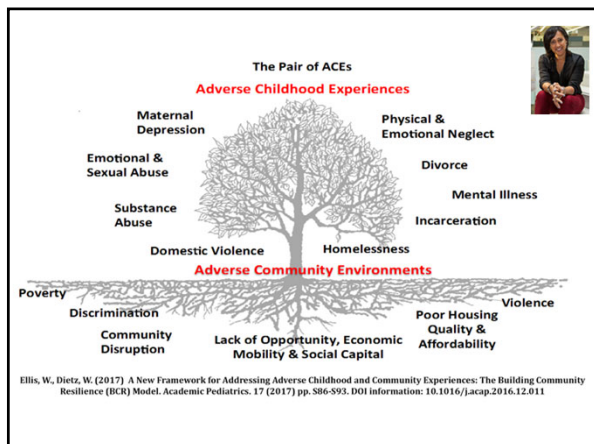
2 Environment

- Safe, equitable, & stable
- Living, playing, & learning
- Positive school & home environments

4 Social and Emotional development

- Playing & learning with peers
- Collaboration in art, drama, & music

Source: [California Surgeon General's Playbook](#) | Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85





HOPE, Health Equity, and Anti-Racism

4 BUILDING BLOCKS OF HOPE

1 Relationships

- with other children
- with other adults
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- Social/ethnic activities

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- Playing & learning with peers
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- 14 year-old Latinx girl with depression identifies lack of "quality time" with her family as a barrier to her recovery
- Mom does not have much time--she has 4 special needs children and needs her daughter to "step it up"

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. *Academic Pediatrics* 2017; 17:S79-S85

HOPE, Health Equity, and Anti-Racism

- 2 Black children, ages 3 and 8, with uncontrolled asthma and unaddressed cockroach and termite infestation
- Mom's priority: wants her children to be happy, and they're happiest playing outside

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85

HOPE, Health Equity, and Anti-Racism

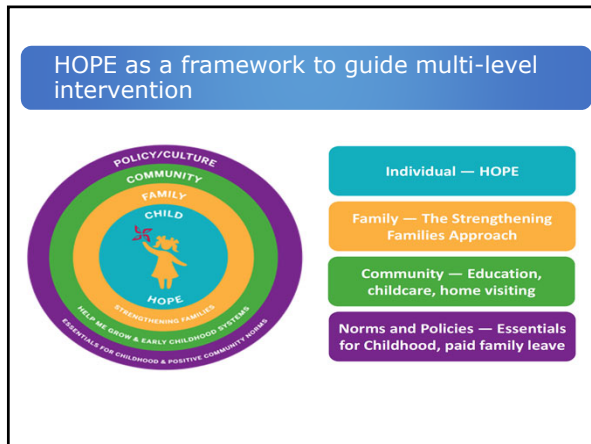
- 9 year-old Black male, being raised primarily by his Caucasian step-grandmother, experiencing race-based bullying in school tells you "he hates his skin"
- Step-grandmother does not know how to help him: "I've told him over and over again that we're made differently for a reason."

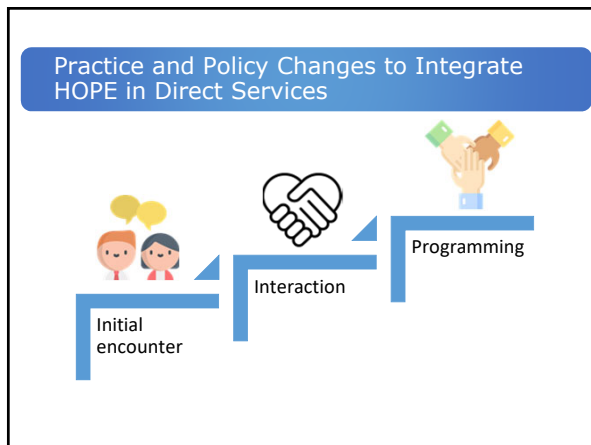
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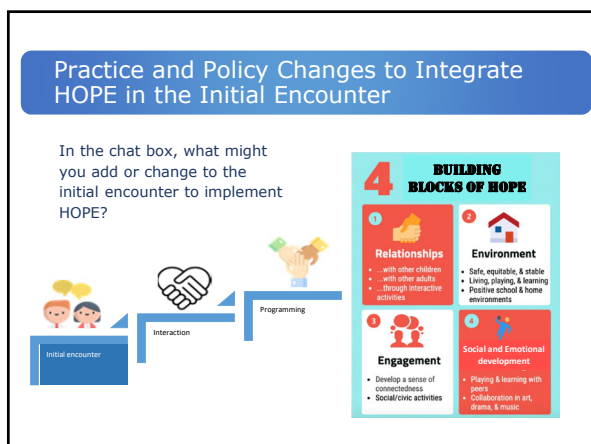
HOPE, Health Equity, and Anti-Racism

- 2 Black children, ages 3 and 8, with now well-controlled asthma
- Mom is glad that they can run and play without difficulty
- Since the pandemic, they fight now when they play together

Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85









Initial encounter: Ask about PCEs along with ACEs

ACEs Screening

- > ACEs are a known risk factor for poor health
- > Standard screening tools becoming available

PCEs Assessment?

- > Promote health
- > More complete picture of the client
- > Supports relationship
- > Provides directions for action

Practice and Policy Changes to Integrate HOPE in the Initial Encounter

In the chat box, what might you add or change to your daily interactions to implement HOPE?

4 BUILDING BLOCKS OF HOPE

<p>1 Relationships</p> <ul style="list-style-type: none"> • with other children • with other adults • through interactive activities 	<p>2 Environment</p> <ul style="list-style-type: none"> • Safe, equitable, & stable • Living, playing, & learning • Positive school & home environments
<p>3 Engagement</p> <ul style="list-style-type: none"> • Develop a sense of connectedness • Social/creative activities 	<p>4 Social and Emotional development</p> <ul style="list-style-type: none"> • Playing & learning with peers • Collaboration in art, drama, & music

Interacting with adults with histories of trauma

- Ms. S has been sober for three years. At a recent community event, she calculated that her ACE score was 5.
- She mentions this to you, and wonders how her history will affect her 2-year old son
- Armed with knowledge of PCEs, how would you talk with her?



Practice and Policy Changes to Integrate HOPE in the Initial Encounter

In the chat box, what might you add or change to your programming to implement HOPE?



Balance ACEs with HOPE

