

# Unit A Recovery Skills Workbook

Revision Log, Coverage Audit, and Leadership Review Checklist

## Production summary

**Core workbook:** 30 A4 portrait pages: 10 Nurse Teaching Cards, 10 Patient Learn pages, and 10 Patient Practice pages.

**Starter companion set:** 5 additional A4 pages: Recovery Pathway, 5-4-3 Grounding, STOP, Calm-the-Body, and DEAR MAN.

**Branding:** Unit A only. The source pilot remains unchanged. The new version is labeled “Final Draft - Pending Leadership Review.”

## Global revisions applied

- Removed MarinHealth branding and standardized “Unit A Recovery Skills Program.”
- Rebuilt all pages as editable PowerPoint objects rather than flattened page images.
- Standardized headings, margins, footers, card styles, six-color accent palette, and writing areas.
- Condensed dense paragraphs into short teaching language, bullets, steps, and teach-back prompts.
- Preserved the existing APeX Nursing Group Note workflow and removed any implication of a new documentation system.
- Added trauma-informed choices, eyes-open grounding, low-disclosure practice, and staff-support language.
- Added safety cautions to body-based calming and Opposite Action content.
- Optimized pages for A4 portrait color-laser printing and binder use.

## Page-by-page revision log

| Pages | Lesson                            | Revision level | Main changes                                                                                    |
|-------|-----------------------------------|----------------|-------------------------------------------------------------------------------------------------|
| 1-3   | Getting Through Difficult Moments | Substantial    | Condensed teaching script; clarified safe next-step sequence; expanded writing space.           |
| 4-6   | Be Here Now                       | Substantial    | Added eyes-open option and present-moment language; simplified grounding sequence.              |
| 7-9   | Finding Your Balance              | Substantial    | Reframed all-or-nothing thinking as “both-and”; clarified that balance does not mean agreement. |
| 10-12 | Pause Before You Act              | Substantial    | Standardized STOP language; strengthened urge-to-choice example.                                |
| 13-15 | Calm Your Body                    | Substantial    | Added gentle TIPP-inspired safety cautions and staff consultation triggers.                     |
| 16-18 | Comfort Through Your Senses       | Substantial    | Created a practical sensory menu; clarified that neutral sensory details also count.            |
| 19-21 | Understanding My Emotions         | Substantial    | Separated emotion, body signal, urge, and chosen response.                                      |
| 22-24 | Thought or Fact?                  | Substantial    | Clearly distinguished observable fact, interpretation, and alternative explanations.            |
| 25-27 | Choose a Helpful Action           | Substantial    | Added fact-check and safety exception; defined a small, goal-directed opposite action.          |
| 28-30 | Ask for What You Need             | Substantial    | Simplified DEAR MAN language; added a realistic Unit A request example.                         |

Pages 31-35 are new companion resources and were not present in the pilot.

## Coverage and gap analysis

| Lesson                            | Nurse card | Learn   | Practice | Companion status                   |
|-----------------------------------|------------|---------|----------|------------------------------------|
| Getting Through Difficult Moments | Present    | Present | Present  | Recovery pathway created           |
| Be Here Now                       | Present    | Present | Present  | 5-4-3 grounding created            |
| Finding Your Balance              | Present    | Present | Present  | Both-and worksheet: Phase 2        |
| Pause Before You Act              | Present    | Present | Present  | STOP card created                  |
| Calm Your Body                    | Present    | Present | Present  | Calm-body guide created            |
| Comfort Through Your Senses       | Present    | Present | Present  | Five-senses menu: Phase 2          |
| Understanding My Emotions         | Present    | Present | Present  | Emotion vocabulary wheel: Phase 2  |
| Thought or Fact?                  | Present    | Present | Present  | Check-the-Facts worksheet: Phase 2 |
| Choose a Helpful Action           | Present    | Present | Present  | Opposite Action guide: Phase 2     |
| Ask for What You Need             | Present    | Present | Present  | DEAR MAN planner created           |

### Finding

**No Nurse Teaching Cards are missing.** Every lesson includes a matching Nurse Teaching Card, Patient Learn page, and Patient Practice page. Remaining gaps are optional companion tools, not missing core curriculum.

## Prioritized companion resources

### 1. Recovery Skills Quick-Reference Pathway

Supports skill selection during distress and connects all lessons.

### 2. 5-4-3 Present-Moment Grounding Card

Provides a low-disclosure, eyes-open grounding option.

### 3. STOP Pocket Reference

Supports rapid use before impulsive action.

### 4. Calm-the-Body Safety Guide

Clarifies gentle TIPP-inspired options and medical safety triggers.

### 5. DEAR MAN Communication Planner

Turns the interpersonal skill into a usable request worksheet.

## Recommended Phase 2 additions

- Finding Balance / both-and worksheet
- Five-senses personal coping menu
- Emotion vocabulary wheel
- Check-the-Facts worksheet
- Opposite Action decision guide
- Personal coping and support plan
- When to ask staff for help safety card

## Leadership review checklist

- Clinical language reviewed by Unit A nursing leadership
- Body-based activities reviewed for unit-specific medical restrictions
- Patient education level and accessibility approved
- APeX documentation cue confirmed with current workflow
- Unit A-only branding approved for pilot use
- Printing, lamination, binder margins, and supply availability confirmed
- Workflow for distributing and collecting patient practice pages defined
- Pilot feedback method selected for patients and staff
- Version owner and future revision process assigned
- Organizational logo added only after formal approval

## Recommended pilot feedback questions

- Could patients understand the skill without extra explanation?
- Could nurses teach the lesson in the available group time?
- Which page felt crowded, unclear, or repetitive?
- Which companion card was used outside group?
- What wording or activity should be changed before department adoption?