Developing A Relationship With Yourself Through Building Self-Esteem

EVIDENCE BASED PRACTICES (EBP): Integrated System of Care; Universal Dual Diagnosis Capabilities; Principles of Empathy and Hope; Motivational Interviewing Approach; Stages of Change Model Design; Strength Based; Skill Building; Solution Focused; Neurochemistry Based Disorders of the Brain; Symptom Identification; Symptom Management; EBP Curriculum Topics, i.e. Nutrition, Stress Management, Cognitive Behavioral, and more…

Consistency in the Group Setting

The importance of *consistenc*y in a treatment setting can't be overstated. This is especially true when people are placed in vulnerable situations. *Inconsistency* can, at best, increase uncertainty and insecurity for the person receiving services. At worst, unpredictability can create a sense of helplessness while simultaneously decreasing a person's development of self-reliance. In fact, all human beings benefit from a dependable approach in the treatment of chronic disorders. When a person learns they can rely on consistency, they are less stressed and more relaxed. Consistency in the group setting includes the group structure, psychoeducational material, and the approach.

Each agency or facility will have different requirements – such as group receipts or paperwork – however, consistency can still include a structure similar to the following:

1. Group members pick up: a. Clip Board, b. Paper, and c. Pencil/Pen as they enter the room.
2. Group facilitator picks up the group receipts from each person in the group, and/or the group facilitator passes out the sign-in sheet for the group members to sign.
3. Group facilitator provides a Positive Group Beginning, Consistent Psychoeducational Material, Consistent Approach, and a Positive Group Closure.

Psychoeducational Groups and Crisis Event Processing (when requested)

Notes to Facilitator(s):
1. THE BASICS, *Second Edition* meets the definitions and goals of Psychoeducational Groups, Skill Building Groups, and Cognitive Behavioral Groups.
2. Group participants who have become accustomed to Interpersonal Processing Groups – as well as staff who have facilitated them – may find it a challenge to now facilitate Psychoeducational Groups.
3. Likewise, facilitators who may have followed a more lecture-style education presentation, may find it challenging to now devote at least 1/3rd of group time to specific topic discussions and interactions.
4. Both types of groups (Interpersonal Processing Groups and Psychoeducational Groups) are extremely important, yet each has different goals and structure.
5. The structure of Psychoeducational Groups, Skill Building Groups, and/or Cognitive-Behavioral Groups in no way means that there will not be *interaction* – far from it. It just means that the interactions, discussions, and exercises will be about the topic(s) of each group.
6. Facilitators *may* – or not – still want to allow time in each group for the group member(s) to discuss a crisis that may have occurred since the last group.
7. We do know, of course, that *every* person in group is typically experiencing many challenges each and every week; however, most of these incidents are often best resolved in ways other than group time where the event does not pertain to every group member.
8. Suggested responses to a challenge, problem, or crisis can also include suggesting the person contact their primary care provider; schedule a 1:1 appointment; reschedule their next 1:1 to an earlier time; or, meet with the facilitator after group to explore options and develop a plan.
9. A facilitator would, of course, not *"grade"* an event as being worthy or not for group time. If a person requests individual time in the group, then that would be accepted as valid and time allotted at the end of the group.
10. Over time, the group begins to understand the differences between a situation, a challenge, a problem, or a crisis and can make decisions to utilize group time or continue with the current psychoeducational topic.

Prepare Professionals

Suggestions for professionals to prepare themselves for group typically includes:
1. Review all content material, appendices, and/or handouts *prior* to group to avoid a lecturing style.
2. Decide beforehand the *key points* to be covered in each group to produce flexibility for group responses, discussions, or questions.
3. Gain an overall understanding of the content so summarizing is possible in order to create an interactive facilitation style.
4. Determine the group structure to achieve the essential balance between education and discussions.
5. Check group room to be sure there are enough clipboards, pencils or pens, and markers or chalk for the board.
6. Make enough copies of any handouts *before* group.
7. Write any group content on the board *prior* to the beginning of group whenever possible.

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Master Guide & Master Tips to Professionals

Note: *The Master Guide* (located at the beginning of Volume I & II) and the *Master Tips to Professionals* (located at the back of Volume I) have many topics to assist in the group process like Master Tip #39: Suggestions For Managing Handouts For Groups (pages Master Tips 64-67). Other tips include:

1. Master Guide: Interactive Style (pages Master Guide 10-11)
2. Master Tip #1:   Suggestions for Beginning Group (pages Master Tips 1-4)
3. Master Tip #3:   Empathetic Treatment Approach (pages Master Tips 7-9)
4. Master Tip #4:   Promoting Hope (page Master Tips 9)
5. Master Tip #5:   Maintaining a Consistent, Nonjudgmental, and Positive Attitude (pages Master Tips 10-13)
6. Master Tip #12:   Responding to Requests for Copies of Aᴘᴘᴇɴᴅɪᴄᴇs (pages Master Tips 27-29)
7. Master Tip #13:   Depth of Psychoeducational Content (pages Master Tips 29-30)
8. Master Tip #14:   Group Closure Suggestions (pages Master Tips 30-31)
9. Master Tip #16:   Motivational Interviewing (pages Master Tips 31-32)

Present Curriculum/Topic

1. It is extremely important that each group participant leave every group with more Psychoeducation than they came in with – which may also include discussing a "familiar topic" yet with a "present-day" focus. Psychoeducational Groups are designed to provide education about all areas related to the management of Substance Use Disorders and Psychiatric Disorders. Psychoeducational Groups are not Interpersonal Processing Groups – even though interaction and processing the particular *psychoeducational topic(s)* is essential to individualizing the topic(s) or skill(s) presented.
2. It is recommended that a minimum of 1/3ʳᵈ of group time be devoted to interaction (therapeutic counseling *topic* discussions).   This can be accomplished – depending on the individual style of the group facilitator(s) – by any "present education-interact/discuss – present education-interact/discuss" combination while still structuring the group to include the curriculum/topic education to be covered.
3. The presentation of material will, of course, be modified by the facilitator to match the functioning skills of group participants.   It is important to note, however, that Tʜᴇ Bᴀsɪᴄs, *Second Edition* was written in a conversational language while taking into consideration a wide-range of symptom acuity and severity. Persons with co-occurring psychiatric and substance disorders benefit from learning about their disorders and how to manage them, as do all individuals with any chronic disorder(s). Each group participant will retain what is meaningful to them at the present time.

Group Beginning Suggestions

A positive group beginning (and ending) is extremely important. There are many ways to begin (and end) a group in a positive way. Suggestions to choose from can include:

1. Reading the Thought For The Day from a meditation book. (Note: Meditation books that also contain an index at the end of the book – such as *Easy Does It* – are helpful in choosing a specific reading that matches the topic(s) presented in group like Self-Esteem.), or
2. Reading an inspirational or humorous curriculum handout from Tʜᴇ Bᴀsɪᴄs, *Second Edition*, or
3. Practicing a deep breathing or a stretching exercise, *or*
4. Sharing of one thing that each person is grateful for today, *or*
5. Sharing of one positive thing that he/she did that contributed to their recovery in the past few days, or
6. Reading an AA Slogan with a brief explanation or AA/NA/Dual Recovery inspirational reading.
* Recommended Beginning: Breathing Exercise (located on page Master Tips 3)

Practice Curriculum/Topic

Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

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Volume II; Subject Seven; Pages: Subject 7-44 – 7-49

Based on a 2-Hour group: Two 50 minute segments	Time-Frame
Group Beginning	**20 Minutes Total**
Positive group beginning (suggestions are located on the previous page).	5 Minutes

1. Brief Group Introductions: (Note: The *interactions* in a psychoeducational group are discussions about the *topics*, not inter-personal processing or case management questions which do not apply to the entire group.)
  a. Ask the group members to tell the group their name.
  b. Welcome any group members who are new to this group or phase.
2. Crisis Processing (when requested and optional):
  a. Ask the group if anyone has experienced a crisis since their last group, and if they need/want additional time in this group to discuss it, i.e. what happened, how they managed the crisis, and/or explore options and develop a plan.
  b. Let the person(s) know that you will allow time at the end of this group for them to share their experience and receive support from their fellow group members.
	10 Minutes ↓

Summarize Introduction of the Group Topic and Why It's Important: *There is no nobility in being superior to anyone else. The only true nobility is being superior to the person you were yesterday.* Whitney Young What you think, feel, and believe about yourself may be the simplest definition of self-esteem and self-worth. Having good self-esteem means that you typically value yourself, act in your own best interests, and live within your personal value system. It doesn't mean that you aren't human and that you won't have days of doubt. In fact, most human beings have fluctuating feelings about themselves from time to time, sometimes even from day to day. On one day you may feel self-assured and filled with confidence and on another you may feel insecure and uncertain. (Page: Subject 7-44) Developing self-esteem can be particularly difficult for individuals who have judged themselves so negatively over months or even years. People don't usually understand that Substance Dependence and Psychiatric Disorders like an Anxiety Disorder or Major Depression are primarily the result of *over* or *under* production of neurotransmission (activity) in the brain. When this happens they typically judge themselves harshly for not being able to control depression, anxiety, thoughts, substances, or other *symptoms*. Understanding these disorders – like a person would understand heart disease or diabetes – helps a person to let go of the low sense of self. It also gives meaning to the recommended treatments that contribute to brain healing like good nutrition. Today we will talk about developing a relationship with yourself through building self-esteem.	5 Minutes ↓

Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame
Family Systems and Self-Esteem	Subject 7-44	Summarize two paragraphs.	30 Minutes
Psychiatric and Substance Disorders and Self-Esteem	Subject 7-44	Summarize one paragraph.	
Low Self-Esteem	Subject 7-44 – 7-45	Summarize two paragraphs.	
Viewpoints Reflect Esteem…or *Not*	Subject 7-45	Summarize the four views shown in the table below:	

TABLE ONE				
1	"I'm Okay – You're Not Okay"	3	I'm Not Okay – You're Okay	
2	"I'm Not Okay – You're Not Okay"	4	I'm Okay – You're Okay	

Personal Values and Self-Esteem	Subject 7-45	1. Summarize two brief paragraphs. 2. Discuss the examples in the table below:

TABLE TWO	I Value	I'm in line with my values by:	I create inner conflict when I:
	Honesty	Being honest with others and myself.	Deceive others or am dishonest.
	Kindness	Saying nice things to people I care about.	Gossip and say unkind things.

Dishonesty	Subject 7-45 – 7-46	1. Summarize two paragraphs. 2. Discuss the information in the table below using the text.

TABLE THREE									
1	Convenient Lie	2	Calculated Lie	3	Cruel Lie	4	Cowardly Lie	5	Conceited Lie

Thoughts Create Low Self-Esteem	Subject 7-46	Summarize one paragraph.

Skill Building Exercise and Discussion - Suggestions for topic discussion:

TABLE ONE: Viewpoints Reflect Self-Esteem…or NOT! (Subject 7-45)
1.   What thoughts do you have about these viewpoints?
2.   Is there one in particular that you relate to personally?
3.   In what way? Is it a viewpoint that may protect you from being hurt? Or perhaps a viewpoint of a low self-esteem? Other thoughts?
TABLE TWO: Personal Values and Self-Esteem (Subject 7-45)
1.   What thoughts do you have about these two examples of values?
2.   How do you feel when you live *in line* with your values?
3.   How does it feel if you ever live *outside* of your values?

Skill Building Exercise and Discussion - Suggestions for topic discussion: (continued)	Time-Frame
Table Three: Dishonesty (Subject 7-46) 1. What are your thoughts about dishonesty? 2. Have you ever found that you were dishonest about the use or abuse of alcohol and other drugs? 3. Was this dishonesty a part of protecting yourself? Or your substance use disorder protecting itself? 4. Are you able to forgive yourself? Are you able to understand the reasons for any dishonesty? 5. What are your thoughts about the different types of dishonesty? 6. What looks familiar – if anything?	Continued ⬇
Break	**10 Minutes**
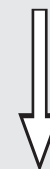
Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Developing Self-Esteem	Subject 7-46 – 7-47	1. Summarize two paragraphs. 2. Give the example in the table below. 3. Summarize remaining paragraph.	15 Minutes ⬇	20 Minutes ⬇

UnHealthy *Externally* Based	Healthy *Internally* Based
Praise, Rewards, Prizes	Challenges, Experiences, Wisdom

Characteristics of Self-Esteem	Subject 7-47 – 7-48	1. State characteristics from the table below. 2. Summarize remaining paragraph.

1	Self-Acceptance	I love and appreciate myself for who I am.
2	Self-Worth	I have many good qualities.
3	Self-Feeling	I listen to my feelings and respect them.
4	Self-Focus	I stand up for myself and what I feel.
5	Self-Growth	I am getting better every day.
6	Self-Nurturing	I make choices that are right for me and take care of myself.
7	Self-Guidance	I have strength to achieve my desires and to make decisions.
8	Self-Determination	Who I can become is important to me.
9	Self-Healing	I treat my body with respect.
10	Self-Love	I am not perfect, this is comfortable, and I am learning to love myself.

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Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Values in Recovery	Subject 7-48	1. Summarize one paragraph. 2. State the fifteen examples of values in the table below.	Continued	Continued

1	HONESTY	4	CLEANLINESS	7	DEDICATION	10	CREATIVITY	13	KINDNESS
2	LOYALTY	5	FRIENDSHIP	8	PUNCTUALITY	11	EFFICIENCY	14	COOPERATION
3	TRUST	6	HARMONY	9	FAIRNESS	12	FUN	15	FORGIVING

Topics & Focus	Pages & Location	Presentation Suggestions		
Trusting Yourself and Others	Subject 7-48	Summarize four paragraphs.		
Rigorous Honesty	Subject 7-48 – 7-49	Summarize brief paragraph.		
Values Pave The Road to Recovery	Subject 7-49	Summarize brief paragraph.		
Behaviors of Self-Esteem	Subject 7-49	Summarize information in table.		
Celebrate Firsts and All Small Victories	Subject 7-49	1. Summarize two brief paragraphs. 2. Give some examples from the table in the text.		

Skill Building Exercise and Discussion - Suggestions for topic discussion:	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
To the Facilitator(s): 1. There are a number of areas and potential exercises you can choose to further explore this topic. 2. The following exercises are two examples for this topic. **To the Group:** EXERCISE # 1: CHARACTERISTICS OF SELF-ESTEEM (Subject 7-47) 1. Take a look at the characteristics of self-esteem (self-acceptance, self-worth, etc.). 2. Which characteristics of self-esteem do you currently value in yourself? 3. Which characteristics of self-esteem have you begun to notice progress in – yet still want to improve or strengthen? 4. Which characteristics of self-esteem would you want to work on developing in the future? What would be your first step? *or* 5. If you had a friend who was working on this self-esteem characteristic, what would you recommend their first step be?	15 Minutes	20 Minutes

Skill Building Exercise and Discussion - Suggestions for topic discussion: (continued)	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
EXERCISE # 2: VALUES IN RECOVERY (Subject 7-48) 1. Take a look these values which are just examples of many (honesty, loyalty, etc.). 2. From this list, what do you personally value the most? 3. When you live your life consistently with this value(s) how do you feel? 3. Is there another value(s) not on this list that means a great deal to you in your life? For example, patience – courage – respect – compassion – empathy – persistence – consistency – optimism – or _____? 4. Is there a small – but very important – step(s) you could start to take to strengthen or develop this (these) value(s) in your life today? 5. What would that be? 6. How and when would you start?	Continued	Continued
Crisis Processing	**Time-Frame**	
1. Ask the group member(s) to tell the group what happened. 2. Explore options and/or develop an immediate plan for coping. 3. Allow the group to offer support.	10 Minutes	
"Paper Work"	**Time-Frame**	
Group participants fill out Group Notes.	5 Minutes	
Group Closure	**Time-Frame**	
Recommended INSPIRATIONAL HANDOUT "Things I Have Learned" located at the back of Subject Seven. Presentation suggestions include: 1. Read the handout to the group, *or* 2. Give a copy of the handout to each group member, *or* 3. Hand a copy to a group member and ask a person to read aloud to the group.	5 Minutes	