

Overview of Psychiatric Disorders & The Link Between Mental Health and Substance Use Disorders

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 *consistency* 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.

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 APPENDICES (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 *THE BASICS, 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 *THE BASICS, 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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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
<ol style="list-style-type: none"> 1. Brief Group Introductions: (Note: The <i>interactions</i> in a psychoeducational group are discussions about the <i>topics</i>, not inter-personal processing or case management questions which do not apply to the entire group.) <ol style="list-style-type: none"> 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): <ol style="list-style-type: none"> 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 
<p><u>Summarize Introduction of the Group Topic and Why It's Important (page Subject 2-1):</u> Research demonstrates that disorders as different as stroke, Anxiety Disorder, Alcohol or Drug Dependence, Bipolar Disorder, Schizophrenia, Major Depression, Anorexia, Learning Disability, or Alzheimer's disease all have their origins in the brain. This means every American at some point in life, either personally or through a family member's struggle, will be affected by a brain disorder (National Institute of Mental Health [NIMH], 2002a).</p> <p>In other words, Psychiatric Disorders are very common in our society. Today we will discuss the overview of Psychiatric Disorders as well as the link between psychiatric and substance use disorders.</p>	5 Minutes 

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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame						
Medical Disorders of The Brain	Subject 2-1	Summarize two remaining paragraphs.	30 Minutes 						
Location of People With Co-Occurring Disorders If Not in Treatment	Subject 2-1 – 2-2	Summarize the information in the text of the two areas of the table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 50%; text-align: center;">Incarcerated</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">Homeless</td> </tr> </table>		1	Incarcerated	2	Homeless		
1	Incarcerated	2		Homeless					
Why People Do Not Receive Treatment	Subject 2-2	Summarize the information in the table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 25%; text-align: center;">Mistaken beliefs...</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%; text-align: center;">Fears...</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 25%; text-align: center;">Misperceptions...</td> </tr> </table>		1	Mistaken beliefs...	2	Fears...	3	Misperceptions...
1	Mistaken beliefs...	2		Fears...	3	Misperceptions...			
The Reality of Seeking Treatment	Subject 2-2	1. Summarize one paragraph and the information in the first table. 2. Summarize second paragraph and the information in the second table.							
Myths and Facts About Psychiatric Disorders	Subject 2-3	Read through as many myths and facts in the table as time allows.							
“Emotional Issues” and Psychiatric Disorders	Subject 2-3	Summarize information in three brief paragraphs.							
Overview of Psychiatric Disorders	Subject 2-4	Discuss three areas in table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 95%;">What is mental health?</td> </tr> <tr> <td style="text-align: center;">2</td> <td>What are mental health illnesses?</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Can mental health illnesses be successfully treated?</td> </tr> </table>	1	What is mental health?	2	What are mental health illnesses?	3	Can mental health illnesses be successfully treated?	
1	What is mental health?								
2	What are mental health illnesses?								
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Break			10 Minutes						

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing					
Causes of Psychiatric Disorders	Subject 2-5	Summarize paragraph.	 10 Minutes	 15 Minutes					
Categories of Psychiatric Disorders	Subject 2-5	1. Summarize one paragraph. 2. Briefly summarize information in the table below: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Axis I</td> <td style="width: 20%; text-align: center;">Axis II</td> <td style="width: 20%; text-align: center;">Axis III</td> <td style="width: 20%; text-align: center;">Axis IV</td> <td style="width: 20%; text-align: center;">Axis V</td> </tr> </table>			Axis I	Axis II	Axis III	Axis IV	Axis V
Axis I	Axis II	Axis III			Axis IV	Axis V			
Episodes of Psychiatric Disorders	Subject 2-5	Summarize information in the table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Acute</td> <td style="width: 33%; text-align: center;">Recurrent</td> <td style="width: 33%; text-align: center;">Chronic or Persistent</td> </tr> </table>			Acute	Recurrent	Chronic or Persistent		
Acute	Recurrent	Chronic or Persistent							
Symptoms of Psychiatric Disorders	Subject 2-5 – 2-6	Summarize information in the table: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Mild</td> <td style="width: 33%; text-align: center;">Moderate</td> <td style="width: 33%; text-align: center;">Severe</td> </tr> </table>	Mild	Moderate	Severe				
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Skill Building Exercise and Discussion - Suggestions for topic discussion:	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing		
<p><u>To Facilitator(s):</u></p> <ol style="list-style-type: none"> It is recommended that any group content for this particular group be written on the board <i>prior</i> to the beginning of group whenever possible. The handout for this discussion is found at the end of <u>SUBJECT ONE</u> (<i>Not Subject Two</i>): <i>PERSONAL ASSESSMENT: THE LINK BETWEEN MENTAL HEALTH AND SUBSTANCE USE DISORDERS</i>. You may give a copy to each group member, <i>or</i> use a transparency to show the handout for discussion, <i>or</i> discuss the points of the handout (listed below in the section “To the Group”) by putting the questions on the board. First, summarize and discuss the top two sections of the handout with the group: <table border="1" data-bbox="189 547 1539 593"> <tr> <td>Alcohol and Other Drug Abuse and Mental Health Symptoms</td> <td>Hope – Dual Recovery</td> </tr> </table> <p><u>To the Group – <i>The Link Between Mental Health and Substance Use Disorders</i>:</u></p> <ol style="list-style-type: none"> What mental health symptoms, emotions, or thoughts are causing you distress? What psychoactive substances (alcohol or other drugs) do you use now or have used in the recent past? What benefits do you get from using substances? What are some other ways you can get these same benefits other than using alcohol or other drugs? Does alcohol and drug use cause you any emotional distress or mental health problems? If so, what are they? What mental health benefits (thinking, emotions, behaviors) would you gain or do you gain when not using alcohol or drugs? 	Alcohol and Other Drug Abuse and Mental Health Symptoms	Hope – Dual Recovery	<p>20 Minutes</p> 	<p>25 Minutes</p> 
Alcohol and Other Drug Abuse and Mental Health Symptoms	Hope – Dual Recovery			
<p style="text-align: center;">Crisis Processing</p> <ol style="list-style-type: none"> Ask the group member(s) to tell the group what happened. Explore options and/or develop an immediate plan for coping. Allow the group to offer support. 	<p>Time-Frame 10 Minutes</p>			
<p style="text-align: center;">“Paper Work”</p>	Time-Frame			
<p>Group participants fill out Group Notes.</p>	5 Minutes			
<p style="text-align: center;">Group Closure</p>	Time-Frame			
<ol style="list-style-type: none"> Recommended Inspirational Recommended INSPIRATIONAL HANDOUT “<i>Today</i>” located at the back of Subject Two. Presentation suggestions include: <ol style="list-style-type: none"> Read the handout to the group, <i>or</i> Give a copy of the handout to each group member, and/<i>or</i> Ask a group member to read aloud the handout to the group, <i>or</i> Read a daily meditation for the day of your choice. 	5 Minutes 