

Codependency Defined & Patterns, Characteristics, and Recovery

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


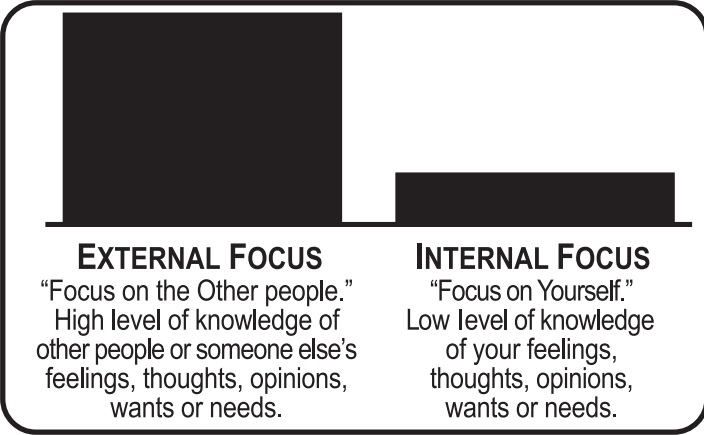
Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

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Volume II; Subject Seven; Pages: Subject 7-37 – 7-43

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: (Subject 7-37)</u></p> <p>One of the sayings from codependency recovery or CODA (Co-dependency anonymous) is, “A codependent person is someone who, when he or she is drowning, has someone <i>else's</i> life flash before their eyes.”</p> <p>Initially the term “codependency” was used to describe a person who is personally affected by their involvement with someone who is dependent on alcohol or other drugs. The codependent develops a dysfunctional, constricted, and often self-destructive way of coping with life as a result of being inescapably linked to someone else’s addiction (Subby, 1987). These behaviors become so entrenched over time that they develop into predictable sets of symptoms called codependency (Ortman, 1997).</p> <p>Today we are going to talk about the definition of codependency, the patterns of codependency, the characteristics of codependency, and codependency recovery.</p>	5 Minutes 


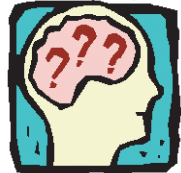

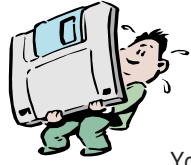






Codependency Definition & Patterns, Characteristics, and Recovery; Volume II; Subject Seven; Pages: Subject 7-37 – 7-43

Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame
Codependency Defined	Subject 7-37	<ol style="list-style-type: none"> Summarize one paragraph. Read “<i>Maxine O.’s Story.</i>” Summarize remaining paragraph. 	30 Minutes
Codependency and Family Rules	Subject 7-38	Summarize or state the ten rules located in the table in the text.	
Codependency and The Recovering Person	Subject 7-38	Summarize brief paragraph.	
Externally Focused	Subject 7-38 – 7-39	<ol style="list-style-type: none"> Summarize seven paragraphs. Use the graphic to create a visual of the information in the text. 	
 <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>EXTERNAL FOCUS</p> <p>“Focus on the Other people.” High level of knowledge of other people or someone else’s feelings, thoughts, opinions, wants or needs.</p> </div> <div style="text-align: center;"> <p>INTERNAL FOCUS</p> <p>“Focus on Yourself.” Low level of knowledge of your feelings, thoughts, opinions, wants or needs.</p> </div> </div>			
Patterns of Codependency	Subject 7-39	Summarize the nine points found in the table located in the text.	
Skill Building Exercise and Discussion - Suggestions for topic discussion:			
<p>To the Group:</p> <ol style="list-style-type: none"> What thoughts do you have about codependency? Do you have a person in your life who is codependent or is a person who pretty much gives up their life by focusing on you? Do you relate to any of the family rules that may be the initial building blocks of codependency? Are you more externally focused? How does that affect your relationship with others? Your relationship with yourself? Do you relate to any of the nine examples of patterns of codependency? In what way(s)? 			
Break			10 Minutes

Codependency Definition & Patterns, Characteristics, and Recovery; Volume II; Subject Seven; Pages: Subject 7-37 – 7-43

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions		Time-Frame with Crisis Processing	Time-Frame without Crisis Processing																									
Characteristics of The Codependent Person	Subject 7-40 – 7-41	1. Summarize the eleven characteristics found in the table below. 2. Use the explanations of each located in the text.																												
<table border="1"> <tr> <td data-bbox="128 310 180 358">1</td> <td data-bbox="180 310 783 358">CONTROL, which means...</td> <td data-bbox="783 310 842 358">7</td> <td data-bbox="842 310 1619 358">DISTORTED EMOTIONS, which means...</td> </tr> <tr> <td data-bbox="128 358 180 407">2</td> <td data-bbox="180 358 783 407">CARETAKING, which means...</td> <td data-bbox="783 358 842 407">8</td> <td data-bbox="842 358 1619 407">STRESS-RELATED PHYSICAL PROBLEMS, which means...</td> </tr> <tr> <td data-bbox="128 407 180 456">3</td> <td data-bbox="180 407 783 456">OVERLY RESPONSIBLE, which means...</td> <td data-bbox="783 407 842 456">9</td> <td data-bbox="842 407 1619 456">LACK OF BOUNDARIES, which means...</td> </tr> <tr> <td data-bbox="128 456 180 505">4</td> <td data-bbox="180 456 783 505">EXTERNAL REFERENCING, which means...</td> <td data-bbox="783 456 842 505">10</td> <td data-bbox="842 456 1619 505">IMPRESSION MANAGEMENT, which means...</td> </tr> <tr> <td data-bbox="128 505 180 553">5</td> <td data-bbox="180 505 783 553">FEAR OF ABANDONMENT, which means...</td> <td data-bbox="783 505 842 553">11</td> <td data-bbox="842 505 1619 553">LACK OF SELF-ESTEEM, which means...</td> </tr> <tr> <td data-bbox="128 553 180 574">6</td> <td data-bbox="180 553 783 574">FROZEN FEELINGS, which means...</td> <td></td> <td></td> </tr> </table>	1	CONTROL, which means...	7			DISTORTED EMOTIONS, which means...	2	CARETAKING, which means...	8	STRESS-RELATED PHYSICAL PROBLEMS, which means...	3	OVERLY RESPONSIBLE, which means...	9	LACK OF BOUNDARIES, which means...	4	EXTERNAL REFERENCING, which means...	10	IMPRESSION MANAGEMENT, which means...	5	FEAR OF ABANDONMENT, which means...	11	LACK OF SELF-ESTEEM, which means...	6	FROZEN FEELINGS, which means...					15 Minutes	20 Minutes
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Finding the Balance	Subject 7-41	Summarize two paragraphs.																												
Skill Building Exercise and Discussion - Suggestions for topic discussion:																														
<p>To the Group:</p> <ol style="list-style-type: none"> 1. What do you relate to as we talked about the characteristics of codependency? 2. Remember that these patterns typically develop as a way of protecting a person from emotional pain. 3. They can also develop in a person who has a Substance Disorder or a person who has a Psychiatric Disorder because of low self-esteem and wanting to be liked by others (external focus). 4. If you do relate to some of these characteristics, which one(s) have you made progress in? How did you accomplish that progress? 5. If you do relate to others in this list, which one or two would you work to change next? 6. What would you do first? 																														
Psychoeducation Part II: Topics & Focus (cont)	Pages & Location	Presentation Suggestions		Time-Frame with Crisis Processing	Time-Frame without Crisis Processing																									
Changing The Rules Through Codependency Recovery	Subject 7-42 – 7-43	1. Summarize two paragraphs. 2. Verbally discuss the process of the graphic (located on the next page), <i>or</i> 3. You can name and then explain #1, #2, #3, #4, and # 5 from the table below. 4. After the group discussion about “What Old Messages Are You Carrying Around?” then the rest of the group will be spent on the the <i>Skill Building Exercise</i> on the next page. The group discussion is about the 16 suggestions of reprogramming a person’s “hard drive” or changing old messages and tapes.																												
<table border="1"> <tr> <td data-bbox="201 1455 243 1503">1</td> <td data-bbox="243 1455 667 1503">Old Tapes</td> <td data-bbox="667 1455 709 1503">3</td> <td data-bbox="709 1455 905 1503">Change</td> <td data-bbox="905 1455 1472 1503">5</td> <td data-bbox="1472 1455 2007 1503">New Thoughts In – New Emotions Out</td> </tr> <tr> <td data-bbox="201 1503 243 1555">2</td> <td data-bbox="243 1503 667 1555">Thoughts In – Emotions Out</td> <td data-bbox="667 1503 709 1555">4</td> <td data-bbox="709 1503 1472 1555">New Message</td> <td></td> <td></td> </tr> </table>	1	Old Tapes	3			Change	5	New Thoughts In – New Emotions Out	2	Thoughts In – Emotions Out	4	New Message					15 Minutes	20 Minutes												
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Psychoeducation Part II: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<p style="text-align: center;">WHAT OLD MESSAGES ARE YOU CARRYING AROUND?</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 20%;"> <p>What do your discs say? Worthless? Guilty? Resentful?</p>  </div> <div style="width: 20%; text-align: center;"> <p>The messages you feed into your brain produce emotions and eventually behaviors.</p>  </div> <div style="width: 20%;"> <p>If you want to change how you feel and act, use your recovery tools and change the discs!</p>  </div> <div style="width: 20%; text-align: center;"> <p>The messages you feed into your brain produce emotions and eventually behaviors.</p>  </div> <div style="width: 20%;"> <p>You can change how you feel about yourself and others when you change your discs.</p>  </div> </div> <p style="text-align: center;">Thoughts In → Emotions Behaviors Out</p> <p style="text-align: center;">What messages will you program into your new discs? Worthy? Honest? Kind?</p>			<p>continued</p>  	<p>continued</p>  
Skill Building Exercise and Discussion - Suggestions for topic discussion:				
<p>To the Group:</p> <ol style="list-style-type: none"> 1. First, I will read sixteen suggestions of how you can reprogram your hard drive or computer discs (located on Subject 7-42 – 7-43). 2. I will read them four at a time and ask which ones you think would be the most helpful to you personally. 3. Restate the one(s) that will be the most helpful into an “I” or “Me” or “My” statements: <ol style="list-style-type: none"> a. “I can think, make good decisions, and figure things out.” b. “It’s okay for me to be who I am.” 4. What comments do you have? 5. Is it challenging to think different thoughts? 6. Restate a new reprogramming thought that you will practice this week. 				
Crisis Processing			Time-Frame	
<ol style="list-style-type: none"> 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. 			<p>10 Minutes</p>	

Codependency Definition & Patterns, Characteristics, and Recovery; Volume II; Subject Seven; Pages: Subject 7-37 – 7-43

“Paper Work”	Time-Frame
Group participants fill out Group Notes.	5 Minutes
Group Closure	Time-Frame
<p>The recommended INSPIRATIONAL HANDOUT is “<i>Twelve Steps Downward</i>” located at the back of Subject Seven.</p> <p>Presentations suggestions include:</p> <ol style="list-style-type: none"> 1. Read the handout to the group, <i>or</i> 2. Hand a copy to a group member and go around the room for each person to read one of the “<i>Twelve Steps Downward</i>” until the handout is completely read, <i>or</i> 3. Give each person in the group a copy of the handout to take home while asking the group to read the handout out loud to the group. 	<p>5 Minutes</p> 