

Developing A Relationship With Your Spiritual Or Higher Self

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


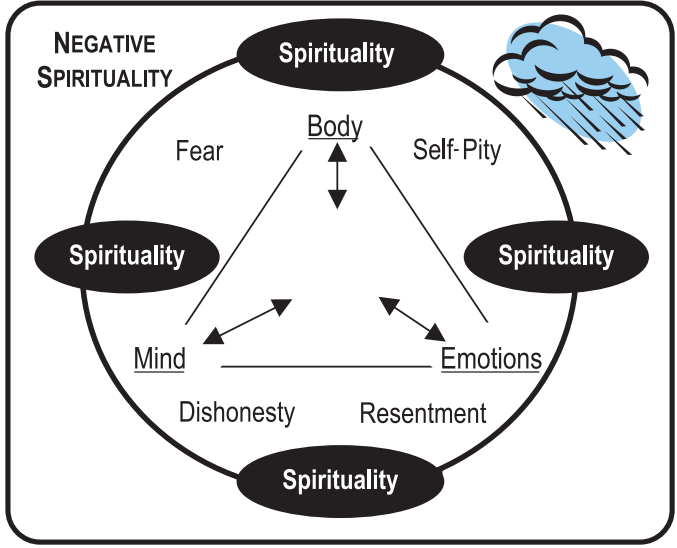
Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

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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>Brief Introduction of the Group Topic and Why It's Important: (page Subject 7-70)</u></p> <p>In order to overcome the powerful role of addictions, you'll need to find a power <i>bigger</i> and <i>higher</i> than yourself or your addiction. It doesn't get any "<i>bigger</i>" than the Twelve Step Fellowship of millions of people sitting in thousands of meetings in over 150 countries around the world every day of the week. It doesn't get any "<i>higher</i>" than a program of spirituality. In fact, a familiar story in the Twelve Step Fellowship is the following (Roper, 2000):</p> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px;"> <p>A newcomer to the Twelve Step Fellowship approached an old timer and said, "You know, I'm starting to connect with these ideas and with you people, but there's one thing that I'm just not getting. What's this "spiritual" part of the program that y'all keep talking about? The old timer scratched his head, thought for a moment, and then responded, "Well, I guess I could explain the <i>spiritual</i> part if you could tell me what the <i>other</i> part is."</p> </div> <p>Of course, there's no <i>other</i> part. Recovery <i>is</i> a spiritual process. The word "spiritual" involves two essential components of the "spirit" and "spiritual values." Today we will talk about spirituality and spiritual values.</p>	5 Minutes 

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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame																																									
Spirit	Subject 7-70	Summarize one brief paragraph.	30 Minutes 																																									
Spirituality	Subject 7-71	Summarize two paragraphs.																																										
Negative Spirituality	Subject 7-71 – 7-72	<ol style="list-style-type: none"> Summarize first two paragraphs. Illustrate and discuss the graphic shown below. Summarize the third paragraph. State the results of spiritual bankruptcy found in the table below. (Note: Many of these are also symptoms of psychiatric and/or substance disorders; however, this discussion is about identifying the blocks to a positive spiritual life.) Summarize last paragraph. 																																										
<div style="display: flex; justify-content: space-between;"> <div data-bbox="136 690 808 1234">  </div> <div data-bbox="840 690 1816 1234"> <table border="1"> <tbody> <tr> <td>1</td> <td>LACK OF JOY AND PLEASURE</td> <td>8</td> <td>DESPAIR</td> <td>15</td> <td>FEAR</td> </tr> <tr> <td>2</td> <td>LIFE WITHOUT MEANING</td> <td>9</td> <td>PREOCCUPATION WITH DEATH</td> <td>16</td> <td>DISHONESTY</td> </tr> <tr> <td>3</td> <td>INDIFFERENCE</td> <td>10</td> <td>SUICIDAL THOUGHTS</td> <td>17</td> <td>DEPRESSION</td> </tr> <tr> <td>4</td> <td>LOSS OF FOND FEELINGS</td> <td>11</td> <td>IRRITABILITY</td> <td>18</td> <td>LOSS OF HOPE</td> </tr> <tr> <td>5</td> <td>TEARFULNESS AND GUILT</td> <td>12</td> <td>FEELINGS OF BEING TRAPPED</td> <td>19</td> <td>LACK OF SELF-WORTH</td> </tr> <tr> <td>6</td> <td>REMORSE OR THINKING "IF ONLY"</td> <td>13</td> <td>BLEAK OUTLOOK ON LIFE</td> <td>20</td> <td>FRUSTRATION</td> </tr> <tr> <td>7</td> <td>LOW MOTIVATION</td> <td>14</td> <td>SOCIAL ISOLATION</td> <td>21</td> <td>NO SERENITY</td> </tr> </tbody> </table> </div> </div>				1	LACK OF JOY AND PLEASURE	8	DESPAIR	15	FEAR	2	LIFE WITHOUT MEANING	9	PREOCCUPATION WITH DEATH	16	DISHONESTY	3	INDIFFERENCE	10	SUICIDAL THOUGHTS	17	DEPRESSION	4	LOSS OF FOND FEELINGS	11	IRRITABILITY	18	LOSS OF HOPE	5	TEARFULNESS AND GUILT	12	FEELINGS OF BEING TRAPPED	19	LACK OF SELF-WORTH	6	REMORSE OR THINKING "IF ONLY"	13	BLEAK OUTLOOK ON LIFE	20	FRUSTRATION	7	LOW MOTIVATION	14	SOCIAL ISOLATION	21
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Spiritual <i>Diseases</i> Call for Spiritual <i>Solutions</i>	Subject 7-72	Summarize two paragraphs.																																										
Attitudes That Block Spiritual Growth	Subject 7-72	<ol style="list-style-type: none"> Summarize one paragraph. State the three examples in the table located in the text. 																																										
Religion and Spirituality	Subject 7-72 – 7-73	<ol style="list-style-type: none"> Summarize four paragraphs. Read the true story about "Mike's" <i>Recovery Story With "Howard."</i> 																																										

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Psychoeducation Part I: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time- Frame
Spirituality and Culture	Subject 7-73 – 7-74	<ol style="list-style-type: none"> Summarize the two paragraphs. Read the true recovery story about “<i>Sue’s</i>” <i>Trip to Mexico</i>. 	continued
Skill Building Exercise and Discussion – Suggestions for topic discussion:			
<p><u>To the Group:</u></p> <ol style="list-style-type: none"> What comments do you have about developing a relationship with your spiritual or higher self? How about spirituality? Is that a concept you are working on? Is it a concept you already have a strong connection to? The term “negative spirituality” might sound confusing, yet when a person is filled with fear, self-pity, dishonesty, or resentment – it’s pretty easy to see how that would have a negative effect on their spirit. It would be like explaining the spirit of a person as a light bulb. If we put sacks on the light it would keep the light from shining brightly outward. The more sacks – that could represent fear, etc. – that we put on the light then the dimmer the light or “spirit” would become. What would you name the “sacks” in your life that might dim your inner spirit? Addiction? Guilt? What else? In recovery the layers covering the inner spirit can be removed one at a time – then your true light shines bright. 			
Break			10 Minutes

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Keep an Open Mind About Spirituality	Subject 7-74 – 7-75	<ol style="list-style-type: none"> Summarize the two paragraphs and read the quote from the “Big Book.” Read the true story of “<i>Elizabeth’s</i>” <i>Recovery Story and “Spiritual” Awareness</i>. 	 15 Minutes	 20 Minutes
Beliefs in Concepts We Can’t See or Explain	Subject 7-75 –7-76	Summarize one brief paragraph.		
Positive Spirituality	Subject 7-76	<ol style="list-style-type: none"> Summarize one paragraph. Illustrate, explain, and discuss the graphic located on the next page. 		

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Psychoeducation Part II: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing																																																																				
Importance of Spirituality	Subject 7-76	Summarize four paragraphs.	continued 	continued 																																																																				
The Building Blocks of The Spirit – Spiritual Values	Subject 7-77	1. Summarize two paragraphs. 2. Name and/or discuss some or all of the examples shown below of the building blocks of the spirit.																																																																						
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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> It is recommended that any group content for this particular group be written on the board prior to the beginning of group.</p> <p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. If you squeeze an orange – what do you get? Yep, orange juice. Why? Because that’s what’s on the inside. 2. What do <i>you</i> get when you are <i>squeezed</i> by stress? Or life? What comes out is what’s inside. 3. It takes <i>time</i> to build or choose what values you respect or what values you want to have inside yourself and your life. 4. It may even take time to identify the values you <i>already</i> have. 5. As you look at some of these examples of <i>building blocks of the spirit</i>, which three values do you <i>currently</i> value in your life today, are worthwhile to you personally, and are values that you live by? 6. Which five spiritual values would be desirable to you personally to develop in the future? 7. Have any disorders – like Substance Use Disorders or Psychiatric Disorders – gotten in the way of you <i>practicing</i> these values in your life today? Such as, self-respect, dignity, trust, or ability to change, etc.? In what way(s)? 8. Which value will you focus on starting today – right now – as the one you want to begin practicing for your life in recovery? 	<p style="text-align: center;">15 Minutes</p> 	<p style="text-align: center;">20 Minutes</p> 
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. 	10 Minutes	
“Paper Work”	Time-Frame	
Group participants fill out Group Notes.	5 Minutes	
Group Closure	Time-Frame	
<p>Recommended INSPIRATIONAL HANDOUT “<i>Trouble Tree</i>” located at the back of Subject Seven. Presentations suggestions include:</p> <ol style="list-style-type: none"> 1. Read the handout to the group, <i>or</i> 2. Ask a group member to read the handout out loud to the group, <i>or</i> 3. Give a copy to each group member to take home and ask for a volunteer to read the handout to the group. 	5 Minutes	