

Elements of Spiritual Health and Personal Circle of 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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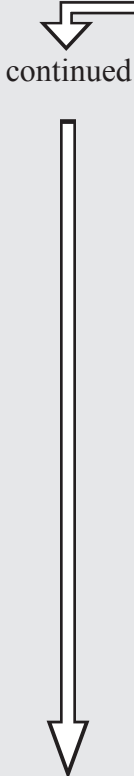

Based on a 2-Hour group: Two 50 minute segments	Time-Frame
Group Beginning	20 Minutes Total
Positive group beginning (suggestions are located on the previous page).	5 Minutes
<ol style="list-style-type: none"> 1. Brief Group Introductions: (Note: The <i>interactions</i> in a psychoeducational group are 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 7-77)</u></p> <p>Values are also called “spiritual values” since they help each of us connect with our inner selves, our higher-self and, our Higher Power. It is, after all, the nature of addiction to destroy everything in its path. Spiritual values are something that every human being can relate to. They are, in fact, the values that bind us all together, and they are as vital to a healthy life as air, food, and water (Mueller and Ketcham, 1987, p.174). Values are the building blocks of the energy of the spirit and the foundation of positive spirituality.</p> <p>In an active addiction, it's impossible to establish values because people find themselves crossing their previous value lines time and time again or living against their values.</p> <p>The building blocks of your spiritual essence are your “spiritual values.” They include trust, caring, love, compassion, faith, courage, honesty, humility, and forgiveness. Every value must be developed and built on to ensure the fullness of life in sobriety. Spiritual concepts and values are simple because they are about truth and simply said, “truth is truth.” Values are principles that each individual believes are worthwhile or desirable.</p> <p>Today we will talk about the elements of spiritual health as well as the Personal Circle of Recovery.</p>	5 Minutes 



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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions								Time- Frame																																																																					
Spiritual Values (continued)	Subject 7-77	List the values (or as many as you choose) found in the table below.								30 Minutes																																																																					
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Skill Building Exercise and Discussion - Suggestions for topic discussion:										↓																																																																					
<p>To the Group:</p> <ol style="list-style-type: none"> 1. What three values (or others that may not be on the list) do you value the most? 2. Why are these are these values meaningful to you? 3. How would living <i>without</i> these values affect your life? 4. How does living <i>within</i> or honoring these values affect you? 																																																																															
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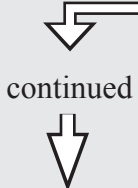
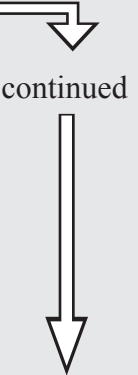

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions						Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Service to Others	Subject 7-77 – 7-78	Summarize three paragraphs.						15 Minutes	20 Minutes
Elements of Spiritual Health	Subject 7-78	<ol style="list-style-type: none"> 1. Summarize brief paragraph. 2. Discuss the Twelve Elements of Spiritual Health in the table below using explanations in the text. 							
		1	LOVE	4	MEANING	7	COMMITMENT	10	IMAGINATION
		2	INTIMACY	5	HOPE	8	PATIENCE	11	COURAGE
		3	TRUST	6	FAITH	9	JOY	12	GRATITUDE

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Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Spiritual and Emotional Home	Subject 7-78 – 7-79	Summarize four paragraphs.		
Finding a Higher Power	Subject 7-79 – 7-80	Summarize five paragraphs.		
Discovering a Personal Concept of a Higher Power	Subject 7-80	<ol style="list-style-type: none"> 1. Summarize one paragraph. 2. Read the true recovery story: <i>“Sylvia” Connects With a Higher Power of Her Own Understanding.</i> 		
Ways to Develop Spirituality	Subject 7-81	<ol style="list-style-type: none"> 1. Summarize one paragraph. 2. Discuss the fourteen points located in the table: 		
Skill Building Exercise and Discussion - Suggestions for topic discussion:				
<p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. What comments do you have? 2. What do you relate to personally? 3. What ways do you provide “service to others?” Is there something you might be able to do to in this area of recovery? 4. Which of the twelve elements of spiritual health are the most meaningful to you personally? In what way(s)? 5. Have you found that self-help groups or Twelve Step meetings provide a spiritual home? 6. Have you found a “Higher Power” of your understanding? 7. How will the fourteen ways to develop spirituality be of help to you personally? 8. Which one(s) will you add to your recovery program? 				

Skill Building Exercise and Discussion - Suggestions for topic discussion: (continued)	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<p><u>To the Facilitator(s):</u></p> <ol style="list-style-type: none"> 1. The remainder of this group will be devoted to the <i>“Personal Circle of Recovery”</i> WORKSHEET. 2. Detailed suggestions for this exercise are located on Subject 7-82 – 7-83. 3. You may present the handout information in whatever way meets your specific facilitating needs/style which might include: <ol style="list-style-type: none"> a. Give each group member a copy of the handout to work on, share with the group, and take home, or b. Illustrate the graphic on the board for group discussions, or c. Verbally state the parts of the recovery wheel (see the table on Subject 7-83) and elicit suggestions for each during group discussions. 		

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Skill Building Exercise and Discussion - Suggestions for topic discussion: (continued)	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<p>To The Group:</p> <ol style="list-style-type: none"> 1. Today we will look at a personal recovery circle. 2. The areas of the circle are: Mental, Physical, Emotional, Abstinence, and Spirituality. 3. In each of these areas please write either something you have accomplished in this area of your recovery or a recovery goal you are working toward. 	 <p>continued</p>	 <p>continued</p>
<p style="text-align: center;">Crisis Processing</p> <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 style="text-align: center;">Time-Frame</p> <p style="text-align: center;">10 Minutes</p>	
<p style="text-align: center;">“Paper Work”</p>	<p style="text-align: center;">Time-Frame</p>	
<p>Group participants fill out Group Notes.</p>	<p style="text-align: center;">5 Minutes</p>	
<p style="text-align: center;">Group Closure</p>	<p style="text-align: center;">Time-Frame</p>	
<p>“Don’t Quit” Handout located at the back of Subject Seven. Presentation suggestions include:</p> <ol style="list-style-type: none"> 1. Read the handout to the group. 2. Give a copy of the handout to each group member. 3. Hand a copy to a group member and ask a person to read aloud to the group. 	<p style="text-align: center;">5 Minutes</p>	