

## **Getting a Home Group – Getting a Sponsor – Working the Twelve Steps**

**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 1/3<sup>rd</sup> 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 1/3<sup>rd</sup> 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.


## Getting a Home Group – Getting a Sponsor – Working the Twelve Steps





### Volume II; Subject Six; Pages: Subject 6-73 – 6-81

<b>Based on a 2-Hour group: Two 50 minute segments</b>	<b>Time-Frame</b>
<b>Group Beginning</b>	<b>20 Minutes Total</b>
Positive group beginning (suggestions are located on the previous page).	5 Minutes
<ol style="list-style-type: none"> <li>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"> <li>a. Ask the group members to tell the group their name.</li> <li>b. Welcome any group members who are new to this group or phase.</li> </ol> </li> <li>2. Crisis Processing (when requested and optional):                             <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> </ol>	10 Minutes 
<p><u>Summarize Introduction of the Group Topic and Why It's Important:</u></p> <p>The Twelve Step Program has been working for millions of people since 1937. Today we will talk about three very important foundations of the most popular self-help group – The Twelve-Step Program – Getting a Home Group, Getting a Sponsor, Working the Steps.</p>	5 Minutes 





<b>Psychoeducation Part I: Topics &amp; Focus</b>	<b>Pages &amp; Location</b>	<b>Presentation Suggestions</b>	<b>Time-Frame</b>		
Getting a Home Group	Subject 6-73	Summarize four paragraphs.	30 Minutes		
Getting a Sponsor	Subject 6-74 – 6-76	<ol style="list-style-type: none"> <li>1. Summarize six paragraphs.</li> <li>2. Summarize the basics about a sponsor found in the table below and in the text:</li> </ol>			
1	What is a sponsor?	4	How do I get a sponsor?	7	Should my sponsor be a man or woman?
2	What are characteristics of a sponsor?	5	Choosing a sponsor.	8	How do I use a sponsor?
3	What does a sponsor do?	6	How do I make the decision to get a sponsor?	9	What if they say no?




**Getting a Home Group – Getting a Sponsor – Working the Twelve Steps; Volume II; Subject Six; Pages: Subject 6-73 – 6-81**

Psychoeducation Part I: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time-Frame																											
Working the Twelve Steps	Subject 6-76	1. Summarize one paragraph. 2. List the principles of the Twelve Steps found in the table:	Continued 																											
Rewards of the Twelve Steps	Subject 6-76 – 6-77	State the information found in the table.																												
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>STEPS</th> <th>PRINCIPLES</th> <th>STEPS</th> <th>PRINCIPLES</th> </tr> </thead> <tbody> <tr> <td>STEP ONE</td> <td>Honesty</td> <td>STEP SEVEN</td> <td>Humility</td> </tr> <tr> <td>STEP TWO</td> <td>Hope</td> <td>STEP EIGHT</td> <td>Brotherly Love</td> </tr> <tr> <td>STEP THREE</td> <td>Faith</td> <td>STEP NINE</td> <td>Justice</td> </tr> <tr> <td>STEP FOUR</td> <td>Courage</td> <td>STEP TEN</td> <td>Perseverance</td> </tr> <tr> <td>STEP FIVE</td> <td>Integrity</td> <td>STEP ELEVEN</td> <td>Spiritual Awareness</td> </tr> <tr> <td>STEP SIX</td> <td>Willingness</td> <td>STEP TWELVE</td> <td>Service</td> </tr> </tbody> </table>				STEPS	PRINCIPLES	STEPS	PRINCIPLES	STEP ONE	Honesty	STEP SEVEN	Humility	STEP TWO	Hope	STEP EIGHT	Brotherly Love	STEP THREE	Faith	STEP NINE	Justice	STEP FOUR	Courage	STEP TEN	Perseverance	STEP FIVE	Integrity	STEP ELEVEN	Spiritual Awareness	STEP SIX	Willingness	STEP TWELVE
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<p><b>To the Group:</b></p> <ol style="list-style-type: none"> <li>Do you currently have a sponsor?</li> <li>Have you had a sponsor in the past?</li> <li>What was or is the benefit of having a sponsor?</li> </ol>																														
<b>Break</b>			10 Minutes																											


Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing						
Recovery Slogans Offer Mottos to Live By	Subject 6-77	Summarize one paragraph.	 10 Minutes 	 15 Minutes 						
Slogans Are Simple, Yet Have Profound Meanings	Subject 6-77	1. Summarize one brief paragraph. 2. Summarize the explanations of three of the most common slogans found in the table:								
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Slogans Help People Stay on The Path	Subject 6-77 – 6-78	1. Mention as many of the slogans as time allows, or 2. Ask group members to name as many slogans as time allows.								

**Getting a Home Group – Getting a Sponsor – Working the Twelve Steps; Volume II; Subject Six; Pages: Subject 6-73 – 6-81**

<b>Psychoeducation Part II: Topics &amp; Focus (continued)</b>	<b>Pages &amp; Location</b>	<b>Presentation Suggestions</b>	<b>Time-Frame with Crisis Processing</b>	<b>Time-Frame without Crisis Processing</b>
Reading Inspirational Literature	Subject 6-78 – 6-79	<ol style="list-style-type: none"> <li>Summarize one paragraph.</li> <li>Read comment by “Cliff R.”</li> <li>Summarize the two examples of finding inspiration in the table:</li> </ol>	 Continued	 Continued
1	POEMS & PHRASES	2	COINS OR CHIPS	
Service to Others	Subject 6-79	Summarize one paragraph.		

<b>Skill Building Exercise and Discussion - Suggestions for topic discussion:</b>	<b>Time-Frame with Crisis Processing</b>	<b>Time-Frame without Crisis Processing</b>
<p><b><u>To the Group:</u></b></p> <ol style="list-style-type: none"> <li>What person in your life taught you something or was there for you when you were a child?</li> <li>Is that a grandparent? A teacher? A coach? A parent? A neighbor?</li> <li>What did they teach you or support you in learning?</li> <li>Was it fishing? Playing the piano? A hobby like knitting? A skill like repairing cars? A life skill like cooking? How to drive a car? How to read? How to do math?</li> <li>What are the qualities of that person?</li> <li>Were they patient? Were they supportive? Were they a good listener? Were they knowledgeable? Had they “been there” and knew how to do the skill well?</li> <li>Why would a specific person teach you fish and not something else like cooking? Isn’t it because they know how to do something you’re learning? Having knowledge is extremely important when mentoring, guiding, or teaching by example.</li> <li>Sponsors are men and women who know <i>how to stay abstinent</i> and are guides to working the steps and the program.</li> <li>If you wanted to climb a mountain like Mt. Rainer you certainly wouldn’t have the person who taught you to play the piano get you in condition...unless they were a piano expert <i>and</i> a mountain climbing expert.</li> <li>A sponsor is a guide – a person who has learned the skills – a person who knows about the process – a person who has been in the shoes of a person just starting in the program.</li> <li>What qualities will you look for in a sponsor?</li> </ol>	 20 Minutes	 25 Minutes
<b>Crisis Processing</b>	<b>Time- Frame</b>	
<ol style="list-style-type: none"> <li>Ask the group member(s) to tell the group what happened.</li> <li>Explore options and/or develop an immediate plan for coping.</li> <li>Allow the group to offer support.</li> </ol>	10 Minutes	

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“Paper Work”		Time-Frame						
Group participants fill out Group Notes.		5 Minutes						
Group Closure		Time-Frame						
<p><b>(“Note to Facilitator(s):</b> You can have a copy of the handout of the promises located at the back of Subject Three in the Inspirational Handout titled <i>“The Journey”</i> available for a group participant(s) to read aloud to the group, <i>or</i> you may choose to give each group member their own copy to take home.).</p> <p><b><u>To the Group:</u></b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Group Closure</td> <td style="width: 15%; text-align: center;">Subject 6-80</td> <td>Summarize one paragraph.</td> </tr> <tr> <td>The Promises of Working The Twelve Step Program</td> <td style="text-align: center;">Subject 6-81</td> <td>                     1. Read the Promises, <i>or</i>                      2. Ask a group member to read the Promises aloud to the group, <i>or</i>                      3. Ask each group member to read one at a time.                 </td> </tr> </table>		Group Closure	Subject 6-80	Summarize one paragraph.	The Promises of Working The Twelve Step Program	Subject 6-81	1. Read the Promises, <i>or</i> 2. Ask a group member to read the Promises aloud to the group, <i>or</i> 3. Ask each group member to read one at a time.	5 Minutes  
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