

## **Healing Body & Brain By Eating Right and Developing Nutritional Planning & Shopping Skills**

**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

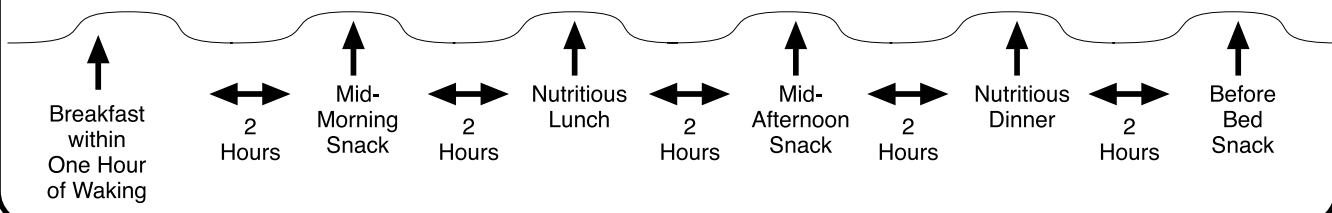
Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

## Healing Body & Brain By Eating Right and Developing Nutritional Planning & Shopping Skills

### Volume II; Subject Six; Pages: Subject 6-38 – 6-44

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"> <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> (Subject 6-38 first paragraph only)</p> <p>It's incredible just how much of a difference something as basic as nutrition can make. Through careful attention to nutrition, you can greatly reduce or even eliminate many of the unpleasant symptoms that most recovering people go through in the first two years of recovery – by simply providing a source of slowly and regularly available glucose.</p> <p>It doesn't matter if a person has a Substance Use Disorder like Alcohol Abuse or a Psychiatric Disorder like a Mood Disorder or another disorder or <i>no</i> disorder at all. Healthy nutrition helps <i>every</i> human being – disorder or not. It's a <i>must</i> for sound health, a <i>must</i> for prevention of illness, and a <i>must</i> to help guard against the reoccurrence of symptoms.</p> <p>Today, we will talk about the importance of good nutrition, and developing nutritional planning and shopping skills.</p>	5 Minutes 

# Healing Body & Brain By Eating Right and Developing Nutritional Planning & Shopping Skills; Volume II; Subject Six; Pages: Subject 6-38 – 6-44

Psychoeducation Part I: Topics & Focus		Pages & Location	Presentation Suggestions			Time- Frame	
Benefits of Eating Properly		Subject 6-38	1. Name the three positive effects of eating properly found in TABLE ONE below. 2. Refer to the text for explanations of each.			30 Minutes	
TABLE ONE		1	HEALS THE BODY	2	HEALS THE MIND	3	PROMOTES RECOVERY
Purpose of Eating Right		Subject 6-38	1. Illustrate GRAPHIC ONE below to provide a visual of the positive nutritional effects of three meals and three snacks each day. 2. Positive effects of eating right include managing blood sugar which results in: a. Reducing or eliminating symptoms of low blood sugar like irritability, anxiety, mood swings, depression, crying spells, confusion, etc. b. Reducing or eliminating cravings for alcohol and other drugs. c. Helping in the management of disorders like Depression, Anxiety, and Mood Disorders. 3. Note to Facilitators: You can leave GRAPHIC ONE up on the board for use later in this group when you talk about GRAPHIC FOUR.				
<div><div>GOAL: Stable Blood Sugar Levels Throughout the Day</div><div><b>CONSISTENT NUTRITION STABILIZES BLOOD SUGAR</b></div><div></div></div>							
Nutritional Planning		Subject 6-38 – 6-39	1. Summarize one paragraph. 2. Name the eight points of the “Diet for Sobriety” shown in TABLE TWO below. 3. Refer to the text for explanations of each.				
TABLE TWO		1	EAT THREE GOOD MEALS A DAY		5	AVOID STRESS WHENEVER POSSIBLE	
		2	EAT THREE NUTRITIOUS SNACKS		6	INCREASE FLUID INTAKE TO KEEP YOUR BODY HYDRATED	
		3	CUT BACK ON CAFFEINE OR AVOID IT ALTOGETHER		7	REBUILD CALCIUM LEVELS	
		4	CUT BACK ON SWEETS OR AVOID THEM ALTOGETHER		8	TAKE DAILY VITAMIN SUPPLEMENTS	

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### Skill Building Exercise and Discussion - Suggestions for topic discussion:

#### To the Group:

1. What are your eating habits like?
2. Do you eat three nutritious meals each day?
3. How about three healthy snacks each day?
4. How is your caffeine intake?
5. How much sugar do you eat each day?
6. Do you avoid or manage stress well?
7. Do you drink fluids in the form of water, juices, soups, milk, etc.?
8. Do you eat foods that contain nutrients? Like calcium? Protein? Vitamins?
9. Do you take multiple vitamins or vitamin supplements?
10. What good nutritional habits have you been successful in putting into practice?
11. What improvements do you think you could make to your food plan?
12. What are three goals you would name to improve your nutritional planning?
13. What is the next step you will make to improve your nutrition?





**Time-  
Frame**

continued



**Break**

**10  
Minutes**

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions				Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Vitamins and Nutrients	Subject 6-40	1. Briefly summarize the ten nutrients that beef up the immune system and contribute to healthy nutrition shown in TABLE THREE below. 2. Give a few examples of each one located in the text.				<div> 10 Minutes</div>	<div> 15 Minutes</div>
TABLE THREE							
1	CALCIUM-RICH FOODS	5	VITAMIN A-RICH FOODS	8	VITAMIN E-RICH FOODS		
2	PROTEIN-RICH FOODS	6	VITAMIN B-RICH FOODS	9	TRYPTOPHAN-PRODUCING FOODS		
3	NUTRITIOUS FOODS	7	VITAMIN C-RICH FOODS	10	MINERALS		
4	NUTRITIOUS VEGETABLES						
Shopping From The Basic Food Groups	Subject 6-41	1. Summarize the two line introduction to GRAPHIC TWO shown on the following page. 2. Briefly illustrate the food pyramid.				<div></div>	<div></div>

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Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
3. Note to Facilitator(s): The specifics of this food pyramid are not relevant to all racial, religious, cultural or ethnic groups. It does, however, give a good visual so different cultures can adapt this to their specific dietary needs.		<p><b>THE FOOD PYRAMID</b></p> <p>(NOTE: The specifics of this food pyramid are not relevant to all racial, religious, cultural, or ethnic groups. It does, however, give a good visual so different cultures can adapt this to their specific dietary needs.)</p>	continued	continued
Psychoeducation Part II: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Planning Meals	Subject 6-42	<ol style="list-style-type: none"> <li>Summarize the brief introduction.</li> <li>Illustrate GRAPHIC THREE shown on the following page so the group can visualize a helpful way of PLANNING MEALS.</li> </ol>	20 Minutes	25 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
GRAPHIC THREE	BREAD, CEREAL, RICE, & PASTA GROUP		MILK, YOGURT, & CHEESE GROUP	continued	continued
	VEGETABLE GROUP		MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NUTS GROUP		
	FRUIT GROUP		FATS, OILS, & SWEETS GROUP		
Shopping Tips to Cope With Symptoms		Subject 6-42	1. Summarize brief paragraph. 2. Summarize six points in the table located in the text.		
Shopping Tips to Eat Better For Less Money		Subject 6-43	1. Name the six food categories in TABLE FOUR below. 2. Give examples of each located in the text.		
TABLE FOUR	1	BREADS, CEREAL, RICE, PASTA	4		
	2	VEGETABLES	5		
	3	FRUITS	6		
Developing Healthy Nutritional Habits		Subject 6-43– 6-44	Summarize six paragraphs.		

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Skill Building Exercise and Discussion - Suggestions for topic discussion:		Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<p><b>To the Group:</b></p> <ol style="list-style-type: none"> <li>Remember, recovery is <i>progress</i> and not <i>perfection</i>.</li> <li>Developing healthy nutritional habits takes time “one step at a time.”</li> <li>Do you eat from the different food groups from the PLANNING MEALS list?</li> <li>What foods do you need to add to your weekly food plan?</li> <li>Are there foods in the low cost, nutritious foods that you might purchase this week?</li> <li>What change will you make this week in your food plan?</li> <li>Do you eat regularly?</li> <li>Did you eat breakfast regularly?</li> <li>Do you eat something healthy every two hours?</li> <li>Let’s brainstorm as a group some options for three nutritious meals and three nutritious snacks by putting three choices on the six lines in GRAPHIC FOUR below.</li> </ol>		continued	continued
<p>GRAPHIC FOUR</p>			
Crisis Processing		Time-Frame	
<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	
Group “Paper Work”		Time-Frame	
Group participants fill out Group Notes.		5 Minutes	



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Group Closure	Time-Frame
<ol style="list-style-type: none"> <li>1. Ask each group member what one nutritional goal they will set for this week:                         <ol style="list-style-type: none"> <li>a. Eat breakfast?</li> <li>b. Shop for nutritious food?</li> <li>c. Make a nutritional food plan?</li> <li>d. Eat more regularly?</li> <li>e. Add a snack?</li> <li>f. Add more protein?</li> <li>g. Or _____?, or</li> </ol> </li> <li>3. Ask a group member to read aloud an inspirational reading or message of your choice.</li> </ol>	<p>5 Minutes</p> 