

## **Live a Positive & Active Life and Building a Support Network**

**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.

## Living a Positive & Active Life, Building a Support Network, and Family Recovery

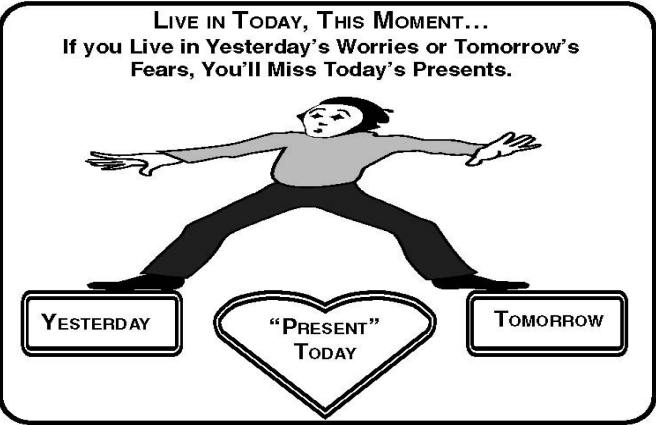

### Volume II; Subject Six; Pages: Subject 6-50 – 6-62







Based on a 2-Hour group: Two 50 minute segments	Time-Frame
<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>As with all other recovery tools, living a <i>positive life</i> takes some <i>practice</i> and some <i>effort</i> – but it's sure worth it! The following poem has a tone of celebrating life:</p> <p style="text-align: center;">Work like you don't need the money. Love like you've never been hurt. Dance like nobody's watching. Sing like nobody's listening. Live like it's Heaven on Earth. (Author Satchel Paige)</p> <p>Living an <i>active life</i> is important to recovery. There are activities that help a person feel better because they produce “feel good” chemicals in the brain. These activities can include exercise, attending sports or cultural events, or participating in religious or social events. It <i>is</i> however important to not overdo it; feeling better takes time (NAFDI, 2000).</p> <p><i>Building a support network</i> is a necessary part of a recovery plan. The saying “Share your happiness and you double it, share your pain and you cut it in half” is what developing a support network is all about. <i>Family recovery</i> is also very important. Family members in recovery and family members who encourage your recovery make wonderful support systems – especially those who get into their own recovery process.</p> <p>These are the topics we will be discussing today – living a positive &amp; active life, building a support network, and family recovery.</p>	5 Minutes 

**Living a Positive & Active Life, Building a Support Network, and Family Recovery; Volume II; Subject Six; Pages: Subject 6-50 – 6-62**

Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame											
Positive Thinking Is Relative	Subject 6-50 – 6-51	Summarize three paragraphs.	30 Minutes 											
Stopping Negative Thinking With “Stop”	Subject 6-51	Summarize one paragraph.												
Reach Out to Others	Subject 6-51	Summarize one paragraph.												
Learn to Have Fun	Subject 6-51	Summarize one paragraph.												
Develop a Sense of Humor	Subject 6-52	1. Summarize the three points in the table using the text. 2. Summarize one paragraph after the table.												
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">1</td> <td style="width: 33%;">INVOLVES THE ENTIRE BRAIN</td> <td style="width: 33%;">2</td> <td style="width: 33%;">FOSTERS POSITIVE &amp; HOPEFUL ATTITUDE</td> <td style="width: 33%;">3</td> <td style="width: 33%;">INCREASES PERSONAL EMPOWERMENT</td> </tr> </table>				1	INVOLVES THE ENTIRE BRAIN	2	FOSTERS POSITIVE & HOPEFUL ATTITUDE	3	INCREASES PERSONAL EMPOWERMENT					
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Learn to Laugh	Subject 6-52 – 5-53	Summarize the five points in the table shown below using the text.												
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16%;">1</td> <td style="width: 16%;">HAVE A SENSE OF HUMOR</td> <td style="width: 16%;">2</td> <td style="width: 16%;">LEARN TO LAUGH</td> <td style="width: 16%;">3</td> <td style="width: 16%;">STAY IN TOUCH WITH YOUR “INNER CLOWN”</td> <td style="width: 16%;">4</td> <td style="width: 16%;">LEARN TO PLAY</td> <td style="width: 16%;">5</td> <td style="width: 16%;">READ OR EXPOSE YOURSELF TO HUMOROUS MATERIAL</td> </tr> </table>				1	HAVE A SENSE OF HUMOR	2	LEARN TO LAUGH	3	STAY IN TOUCH WITH YOUR “INNER CLOWN”	4	LEARN TO PLAY	5	READ OR EXPOSE YOURSELF TO HUMOROUS MATERIAL	
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Get Some Fresh Air	Subject 6-53	Summarize brief paragraph.												
Hang Out With Successful People	Subject 6-53	Summarize brief paragraph.												
Breaking Free of Isolation	Subject 6-54	Summarize two paragraphs.												
Seek Out New Activities	Subject 6-54	Summarize brief paragraph.												
Solitude Versus Loneliness	Subject 6-54	Summarize one paragraph.												
Get Active	Subject 6-55	1. Summarize two paragraphs. 2. Read “Jody N.” real recovery story. 3. Summarize one paragraph.												

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Psychoeducation Part I: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time- Frame						
Live in the Present	Subject 6-55 – 6-56	1. Summarize three paragraphs. 2. Describe or draw a stick figure of the graphic to provide a visual of the point.	continued						
									
Support Network	Subject 6-56 – 6-57	Summarize four paragraphs.							
Support Through Self-Help Groups	Subject 6-57	1. State three points in the table shown below. 2. Summarize remaining paragraph.							
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">1</td> <td style="width: 50%;">PERSONAL RESPONSIBILITY</td> <td style="width: 25%;">2</td> <td style="width: 25%;">SELF-MANAGEMENT</td> <td style="width: 25%;">3</td> <td style="width: 25%;">HELPING ONE ANOTHER</td> </tr> </table>				1	PERSONAL RESPONSIBILITY	2	SELF-MANAGEMENT	3	HELPING ONE ANOTHER
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Support Through Treatment Team	Subject 6-57	Summarize brief paragraph.							
<b>Break</b>			<b>10 Minutes</b>						

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
Benefits of Self-Help Groups	Subject 6-57 – 6-58	1. Summarize five paragraphs. 2. State information of the nine values of self-help group.	 20 Minutes	 25 Minutes
Building a Support Network	Subject 6-58	Summarize information in paragraph.		
Qualities of a Good Support Person	Subject 6-59	Summarize information in table 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																																
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Identify Your Support Network	Subject 6-59	<ol style="list-style-type: none"> <li>1. Summarize one paragraph.</li> <li>2. Illustrate graphic below.</li> </ol>																																		
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<b>Skill Building Exercise and Discussion - Suggestions for topic discussion:</b>																																				
<p><b>To the Group:</b></p> <ol style="list-style-type: none"> <li>1. What qualities do <i>you</i> personally want from a support person?</li> <li>2. Do you have a support network?</li> <li>3. How do they support you? What are the benefits?</li> <li>4. Are you able to easily reach them?</li> <li>5. Have you told the person they are a “support person” for you?</li> <li>6. Do they know <i>specifically</i> what <i>you</i> need? To talk to them? To give you a ride to therapy? Babysit while you attend a self-help group? Go to the store for you? What else?</li> </ol>																																				

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<b>Skill Building Exercise and Discussion - Suggestions for topic discussion: (continued)</b>			<b>Time-Frame with Crisis Processing</b>	<b>Time-Frame without Crisis Processing</b>
<p><b>To the Group:</b> continued</p> <ol style="list-style-type: none"> <li>How could you <i>expand</i> your support network?</li> <li><i>Who</i> would you ask? What would you say?</li> <li>How could this person specifically help you or support you?</li> <li>What is the first step you would take in building or strengthening your support network?</li> <li>Using the format of 1. Support Person 2. How this Person Can Support Me, and 3. Where to Reach Them – name at least two people by answering these three categories.</li> </ol>			 continued 	 continued 
<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>
When The Family Is a Part of The Problem	Subject 6-60	Summarize five paragraphs.	 10 Minutes	 15 Minutes
When The Family Is Part of The Solution	Subject 6-60 – 6-61	Summarize brief introduction and points in the table:		
The Family in Recovery	Subject 6-61	Summarize two paragraphs.		
Be Patient With Your Family	Subject 6-61	<ol style="list-style-type: none"> <li>Summarize information in one paragraph.</li> <li>Discuss the seven points in the table.</li> </ol>		
For The Family Members	Subject 6-61 – 6-62	<ol style="list-style-type: none"> <li>Summarize information in one paragraph.</li> <li>Discuss the eight points in the table.</li> </ol>		
<p><b>Skill Building Exercise and Discussion - Suggestions for topic discussion:</b></p> <p><b>To the Group:</b></p> <ol style="list-style-type: none"> <li>What comments do you have about the family in recovery?</li> <li>Are you able to be patient with your family?</li> <li>What support do you currently have from your family?</li> <li>Is there something you need from them specifically?</li> <li>What would that be? Can you ask for that?</li> <li>How is your family adapting to “recovery?”</li> </ol>				
<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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<b>“Paper Work”</b>	<b>Time-Frame</b>
Group participants fill out Group Notes.	5 Minutes
<b>Group Closure</b>	<b>Time-Frame</b>
Recommended INSPIRATIONAL Handout “ <i>I’ve Learned</i> ” Handout located at the back of Subject Six. Presentation suggestions include: <ol style="list-style-type: none"><li>1. Read the handout to the group, <i>or</i></li><li>2. Give a copy of the handout to each group member, <i>or</i></li><li>3. Hand a copy to a group member and ask a person to read aloud to the group.</li></ol>	5 Minutes 