

Stress and Co-Occurring Disorders & Daily Stress Management 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 1/3rd 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


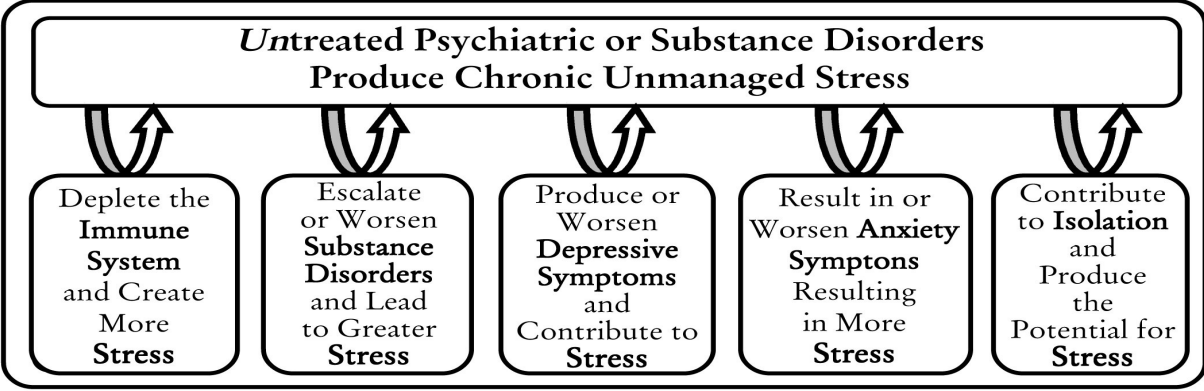
Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

Stress and Co-Occurring Disorders & Daily Stress Management Skills


Volume II; Subject Four; Pages: Subject 4-1 – 4-8

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 4-1)</u></p> <p>People in treatment for <i>any</i> disease or any disorder will benefit from understanding the physical risks and medical complications of their disorder. People in treatment for co-occurring Psychiatric and Substance Disorders can benefit from learning about:</p> <ol style="list-style-type: none"> 1. How untreated Psychiatric Disorders and emotional distress can affect physical health and place a person at risk for illness. 2. How continued Substance Abuse or Substance Dependence affects the body and eventually leads to physical complications, illness, disease, and possibly death. <p>Knowledge can promote understanding. Understanding can then pave the way for hope, and hope is a necessary ingredient of recovery. Today we will talk about the connection between stress and the immune system, substance disorders, depression, anxiety, and isolation.</p>	5 Minutes 

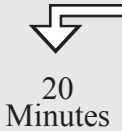
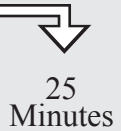




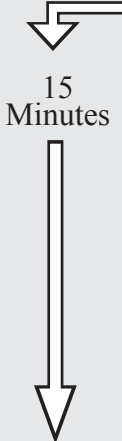
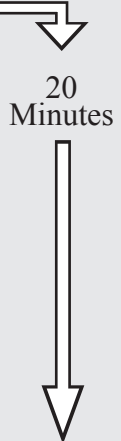
Stress and Co-Occurring Disorders & Daily Stress Management Skills; Volume II; Subject Four; Pages: Subject 4-1 – 4-8

Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame								
Chronic Disorders Versus Acute Illnesses	Subject 4-1	Summarize three brief paragraphs.	30 Minutes 								
The Connection Between Stress and The Immune System, Substance Disorders, Depression, Anxiety, and Isolation	Subject 4-1	<ol style="list-style-type: none"> Summarize two brief paragraphs. Name the connections of how stress worsens disorders which in turn creates <i>more</i> stress: 									
 <p style="text-align: center;">Untreated Psychiatric or Substance Disorders Produce Chronic Unmanaged Stress</p> <p style="text-align: center;"> Deplete the Immune System and Create More Stress Escalate or Worsen Substance Disorders and Lead to Greater Stress Produce or Worsen Depressive Symptoms and Contribute to Stress Result in or Worsen Anxiety Symptoms Resulting in More Stress Contribute to Isolation and Produce the Potential for Stress </p>											
Stress Defined	Subject 4-2	Summarize two paragraphs.									
Primitive Ancestors and Stress	Subject 4-3	Summarize brief explanation.									
The “Fight-or-Flight” Response	Subject 4-3 – 4-4	<ol style="list-style-type: none"> Summarize the brief paragraph. Discuss the information found in the table below using the text. 									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 5%; text-align: center;">1</td> <td>Body rapidly gathers energy from stored places in the body and prevents additional energy from being stored.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Rapid delivery of energy and oxygen to parts of the body needed to fight or to flee.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Current energy made available for short term needs by putting a halt to any unnecessary use of energy for long-term functions of the body.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Perception is altered to better prepare the body to fight or flee.</td> </tr> </tbody> </table>				1	Body rapidly gathers energy from stored places in the body and prevents additional energy from being stored.	2	Rapid delivery of energy and oxygen to parts of the body needed to fight or to flee.	3	Current energy made available for short term needs by putting a halt to any unnecessary use of energy for long-term functions of the body.	4	Perception is altered to better prepare the body to fight or flee.
1	Body rapidly gathers energy from stored places in the body and prevents additional energy from being stored.										
2	Rapid delivery of energy and oxygen to parts of the body needed to fight or to flee.										
3	Current energy made available for short term needs by putting a halt to any unnecessary use of energy for long-term functions of the body.										
4	Perception is altered to better prepare the body to fight or flee.										
Stress and Modern Life	Subject 4-4	Summarize brief paragraphs.									
Stressors	Subject 4-4	Summarize brief paragraphs.									
Stress Reactions	Subject 4-4 – 4-5	Summarize brief paragraphs.									
“Good” or Short-Term Stress	Subject 4-5	Summarize the five positive aspects of stress located in the table.									

Stress and Co-Occurring Disorders & Daily Stress Management Skills; Volume II; Subject Four; Pages: Subject 4-1 – 4-8

Psychoeducation Part I: Topics & Focus (continued)	Pages & Location	Presentation Suggestions	Time- Frame																			
“Bad” or Long-Term Stress	Subject 4-5	Summarize brief paragraph.	continued 																			
Co-Occurring Disorders and Stress	Subject 4-5 – 4-6	Summarize three paragraphs.																				
Stress Management Techniques	Subject 4-6	<ol style="list-style-type: none"> 1. Summarize two paragraphs. 2. Discuss nine stress management techniques in Table One below. 3. Discuss daily stress management in Table Two below. 																				
<table border="1"> <tr> <td data-bbox="128 451 170 488">1</td> <td data-bbox="176 451 1570 488">Achieving balance between work-rest-play.</td> <td data-bbox="1577 451 1822 488" rowspan="9">Table One</td> </tr> <tr> <td data-bbox="128 493 170 531">2</td> <td data-bbox="176 493 1570 531">Sharing thoughts and feelings with others.</td> </tr> <tr> <td data-bbox="128 535 170 573">3</td> <td data-bbox="176 535 1570 573">Changing negative thinking to positive thinking.</td> </tr> <tr> <td data-bbox="128 578 170 615">4</td> <td data-bbox="176 578 1570 615">Finding humor in a situation and laughing freely with others (Wooten, 2000).</td> </tr> <tr> <td data-bbox="128 620 170 657">5</td> <td data-bbox="176 620 1570 657">Setting achievable goals and accepting time or financial limitations.</td> </tr> <tr> <td data-bbox="128 662 170 699">6</td> <td data-bbox="176 662 1570 699">Taking care to get rest and sleep, good nutrition, plenty of fluids and water, and exercise (St. Joseph Hospital, 1998).</td> </tr> <tr> <td data-bbox="128 704 170 742">7</td> <td data-bbox="176 704 1570 742">Eliminating stressful practices and behaviors, including drug and alcohol abuse.</td> </tr> <tr> <td data-bbox="128 747 170 784">8</td> <td data-bbox="176 747 1570 784">Choosing relaxation activities like music, walks, quiet time, or reading.</td> </tr> <tr> <td data-bbox="128 789 170 826">9</td> <td data-bbox="176 789 1570 826">Developing a support system and keeping company with supportive, positive people.</td> </tr> </table>		1		Achieving balance between work-rest-play.	Table One	2	Sharing thoughts and feelings with others.	3	Changing negative thinking to positive thinking.	4	Finding humor in a situation and laughing freely with others (Wooten, 2000).	5	Setting achievable goals and accepting time or financial limitations.	6	Taking care to get rest and sleep, good nutrition, plenty of fluids and water, and exercise (St. Joseph Hospital, 1998).	7	Eliminating stressful practices and behaviors, including drug and alcohol abuse.	8	Choosing relaxation activities like music, walks, quiet time, or reading.	9	Developing a support system and keeping company with supportive, positive people.	
1	Achieving balance between work-rest-play.	Table One																				
2	Sharing thoughts and feelings with others.																					
3	Changing negative thinking to positive thinking.																					
4	Finding humor in a situation and laughing freely with others (Wooten, 2000).																					
5	Setting achievable goals and accepting time or financial limitations.																					
6	Taking care to get rest and sleep, good nutrition, plenty of fluids and water, and exercise (St. Joseph Hospital, 1998).																					
7	Eliminating stressful practices and behaviors, including drug and alcohol abuse.																					
8	Choosing relaxation activities like music, walks, quiet time, or reading.																					
9	Developing a support system and keeping company with supportive, positive people.																					
<table border="1"> <tr> <td data-bbox="128 873 170 911">1</td> <td data-bbox="176 873 1570 911">Identify the areas that cause stress.</td> <td data-bbox="1577 873 1822 911" rowspan="3">Table Two</td> </tr> <tr> <td data-bbox="128 915 170 953">2</td> <td data-bbox="176 915 1570 953">Choose a stress management technique that will be helpful to them personally.</td> </tr> <tr> <td data-bbox="128 958 170 995">3</td> <td data-bbox="176 958 1570 995">Practice the chosen skill until it becomes routine or a habit.</td> </tr> </table>		1	Identify the areas that cause stress.	Table Two	2	Choose a stress management technique that will be helpful to them personally.	3	Practice the chosen skill until it becomes routine or a habit.														
1	Identify the areas that cause stress.	Table Two																				
2	Choose a stress management technique that will be helpful to them personally.																					
3	Practice the chosen skill until it becomes routine or a habit.																					
Skill Building Exercise and Discussion Discussion - Suggestions for topic discussion																						
<p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. From the examples of the nine stress management techniques ask yourself “How am I doing in these areas?” 2. For example, are you aware that achieving balance between work-play-rest helps relieve stress? How is the <i>balance</i> in your life? 3. What else do you relate to? What areas are you having great success in? Good for you! How did you achieve that? 4. Is there an area(s) where you could make improvements that will lessen stress in the process? 5. What about the other three techniques from the list for managing <i>daily stress</i>? 6. How are you doing at identifying the areas that cause you stress? What stress management technique(s) do you already use or will begin to try? For example, relaxation activities? Finding humor in a situation? Others? 7. Which one(s) will you work to make progress? 																						
Break			10 Minutes																			

Stress and Co-Occurring Disorders & Daily Stress Management Skills; Volume II; Subject Four; Pages: Subject 4-1 – 4-8

Psychoeducation Part II: Topics & Focus	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing																				
Stress Reduction Stretching Exercise	Subject 4-7	1. Summarize one paragraph. 2. Walk the group through the stretching exercise below using the text. <table border="1" data-bbox="716 282 1650 370"> <tr> <td>1</td><td>Finger Fan</td> <td>3</td><td>Ear to Shoulder</td> <td>5</td><td>Knee Pull</td> </tr> <tr> <td>2</td><td>Upper Back Stretch</td> <td>4</td><td>Overhead Reach</td> <td>6</td><td>Waist Bend</td> </tr> </table>	1	Finger Fan	3	Ear to Shoulder	5	Knee Pull	2	Upper Back Stretch	4	Overhead Reach	6	Waist Bend										
1	Finger Fan	3	Ear to Shoulder	5	Knee Pull																			
2	Upper Back Stretch	4	Overhead Reach	6	Waist Bend																			
Daily Stress Management Skills: R-E-L-E-A-S-E	Subject 4-7 – 4-8	Discuss each of the daily stress management skills using the information in the text: <table border="1" data-bbox="831 431 1446 734"> <tr><td>R</td><td>Rest & Sleep</td></tr> <tr><td>E</td><td>Exercise Regularly</td></tr> <tr><td>L</td><td>Learn Acceptance</td></tr> <tr><td>E</td><td>Eat Nutritiously</td></tr> <tr><td>A</td><td>Allow Time for Leisure</td></tr> <tr><td>S</td><td>Set Goals</td></tr> <tr><td>E</td><td>Express Worries & Concerns</td></tr> </table>	R	Rest & Sleep	E	Exercise Regularly	L	Learn Acceptance	E	Eat Nutritiously	A	Allow Time for Leisure	S	Set Goals	E	Express Worries & Concerns								
R	Rest & Sleep																							
E	Exercise Regularly																							
L	Learn Acceptance																							
E	Eat Nutritiously																							
A	Allow Time for Leisure																							
S	Set Goals																							
E	Express Worries & Concerns																							
Skill Building Exercise and Discussion Discussion - Suggestions for topic discussion																								
To the Group: <ol style="list-style-type: none"> How are you doing in each of these areas of <i>daily</i> stress management skills? What areas have you had success in? What area(s) will you focus on next for improvement? 																								
Skill Building Exercise and Discussion Discussion - Suggestions for topic discussion (continued)			Time-Frame with Crisis Processing	Time-Frame without Crisis Processing																				
To the Facilitator(s): <ol style="list-style-type: none"> The remainder of this group will be devoted to the “Stress Management <i>Survival Plan</i>” WORKSHEET. You may present the handout information in whatever way meets your specific facilitating needs/style which might include: <ol style="list-style-type: none"> Give each group member a copy of the handout to work on, share with the group, and take home, <i>or</i> Put the ten different major headings on the board for group discussions, <i>or</i> Verbally state the ten examples of a “Stress Management <i>Survival Plan</i>” using the text of the handout while eliciting group discussion about each. <table border="1" data-bbox="212 1333 1423 1523"> <tr> <td>1</td><td>Good Nutrition</td> <td>6</td><td>Learn to Tolerate and Forgive</td> </tr> <tr> <td>2</td><td>Learn to Plan</td> <td>7</td><td>Avoid Unnecessary Competition</td> </tr> <tr> <td>3</td><td>Recognize and Accept Limits</td> <td>8</td><td>Get Regular Physical Exercise</td> </tr> <tr> <td>4</td><td>Have Fun</td> <td>9</td><td>Learn a Systematic Method of Relaxing</td> </tr> <tr> <td>5</td><td>Be a Positive Person</td> <td>10</td><td>Talk Out Your Troubles</td> </tr> </table> 			1	Good Nutrition	6	Learn to Tolerate and Forgive	2	Learn to Plan	7	Avoid Unnecessary Competition	3	Recognize and Accept Limits	8	Get Regular Physical Exercise	4	Have Fun	9	Learn a Systematic Method of Relaxing	5	Be a Positive Person	10	Talk Out Your Troubles		
1	Good Nutrition	6	Learn to Tolerate and Forgive																					
2	Learn to Plan	7	Avoid Unnecessary Competition																					
3	Recognize and Accept Limits	8	Get Regular Physical Exercise																					
4	Have Fun	9	Learn a Systematic Method of Relaxing																					
5	Be a Positive Person	10	Talk Out Your Troubles																					

Stress and Co-Occurring Disorders & Daily Stress Management Skills; Volume II; Subject Four; Pages: Subject 4-1 – 4-8

Skill Building Exercise and Discussion Discussion - Suggestions for topic discussion (continued)	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. Which of the examples of a “Stress Management <i>Survival Plan</i>” do you practice and/or have success in? 2. How does that personally help <i>you</i> manage your stress? 3. Which one(s) of these do you think would also be helpful to you personally in <i>further</i> managing stress? 4. Which one would you begin to practice in your recovery plan? 5. What would be your specific plan? How, for example, would you begin to “Have Fun?” <i>or</i> How would you begin to “Get Regular Exercise?” What else? 6. When will you start? 	<p style="text-align: center;">↓</p> <p style="text-align: center;">continued</p> <p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p> <p style="text-align: center;">continued</p> <p style="text-align: center;">↓</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	
<ol style="list-style-type: none"> 1. Read a daily brief meditation for the day, <i>or</i> 2. Ask each group member which specific daily stress management skill they will begin to do this week (rest, sleep, exercise, etc.) this week, <i>or</i> 3. Ask a group member to read aloud an inspirational reading or message of your choice. 	5 Minutes	