

## **The Immune System, Stress, STDs, and Reducing Risk**

**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)

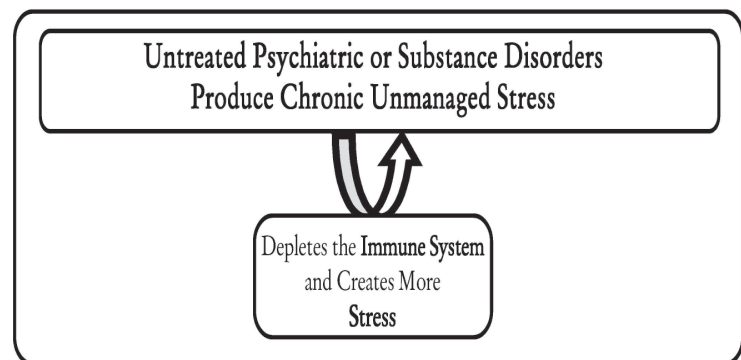
## Practice Curriculum/Topic

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.


## The Immune System, Stress, STDs, and Reducing Risk

### Volume II; Subject Four; Pages: Subject 4-8 – 4-15; 4-36 – 4-39


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>                      Untreated Psychiatric or Substance Disorders produce chronic unmanaged stress. Stress then depletes the immune system. A depleted immune system then creates more stress. Increased stress and the symptoms of unmanaged stress worsen the symptoms of Psychiatric and Substance Disorders.</p> <p>It's just a vicious cycles isn't it? The only way to actually break the cycle is to treat Psychiatric and Substance Disorders and manage stress at the same time.</p> <p>The importance of the immune system can't be overstated. The immune system is designed to fight off illness and is made up of specialized cells that have evolved to protect the body. In fact, <i>any</i> person with <i>any</i> chronic disorder has an increased chance of relapse or return of symptoms when under stress. That fact means recognizing and managing stress is extremely important for everyone.</p> <p>Today we will talk about the immune system, stress, STDs (sexually transmitted diseases), developing plans of protection, and reducing risk.</p>	5 Minutes 







**The Immune System, Stress, STDs, and Reducing Risk; Volume II; Subject Four; Pages: Subject 4-8 – 4-15; 4-36 – 4-39**



Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame																								
The Immune System, Stress, and Physical Health	Subject 4-8	Summarize three paragraphs.	30 Minutes 																								
Components of the Immune System	Subject 4-9	1. Summarize information in the table below using the text. <table border="1" data-bbox="730 332 1537 376"> <tr> <td>1</td> <td>Lymphocytes</td> <td>2</td> <td>B &amp; T Cells</td> <td>3</td> <td>T Cells</td> </tr> </table> 2. Summarize last paragraph.		1	Lymphocytes	2	B & T Cells	3	T Cells																		
1	Lymphocytes	2		B & T Cells	3	T Cells																					
The Immune System in Action	Subject 4-9	Summarize three points in the table below using the text.																									
<table border="1" data-bbox="231 522 1669 597"> <tr> <td>1</td> <td>B &amp; T Cells are Activated</td> <td>2</td> <td>B Cells Make Specific Antibodies</td> <td>3</td> <td>Antibodies Disable Bacteria, Coat Bacteria, Block Viruses &amp; Produce Immunity</td> </tr> </table>		1		B & T Cells are Activated	2	B Cells Make Specific Antibodies	3	Antibodies Disable Bacteria, Coat Bacteria, Block Viruses & Produce Immunity																			
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The <i>Un</i> healthy Immune System	Subject 4-9	Summarize two paragraphs.																									
The Effects of Chronic Stress on Physical Health	Subject 4-10	Summarize the four points in the table.																									
Physical Signs and Illnesses Associated With Stress	Subject 4-10	1. Summarize information in the two paragraphs . 2. State the information in the graphic below. 3. State as many signs and illnesses from the table of physical signs of stress as time allows.																									
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>Untreated Psychiatric and Substance Disorders = Stress = Impaired Immune System = Illness</b> </div>																											
<table border="1" data-bbox="199 1015 1701 1274"> <tr> <td>Constant Fatigue</td> <td>Rashes</td> <td>Teeth Grinding</td> <td>Chest Pain</td> </tr> <tr> <td>Sleep Disturbances</td> <td>Nervous Energy</td> <td>Frequent Infections</td> <td>Blocked Arteries</td> </tr> <tr> <td>Rapid Weight Loss or Gain</td> <td>Heartburn</td> <td>Diarrhea or Constipation</td> <td>Heart Disease</td> </tr> <tr> <td>Frequent Headaches</td> <td>Ulcers</td> <td>Shortness of Breath</td> <td>Diabetes</td> </tr> <tr> <td>Frequent Backaches</td> <td>Tight Muscles</td> <td>High Blood Pressure</td> <td>Strokes</td> </tr> <tr> <td>Nausea or Vomiting</td> <td>Nervous Tics</td> <td>Pounding Heart</td> <td>Cancer</td> </tr> </table>				Constant Fatigue	Rashes	Teeth Grinding	Chest Pain	Sleep Disturbances	Nervous Energy	Frequent Infections	Blocked Arteries	Rapid Weight Loss or Gain	Heartburn	Diarrhea or Constipation	Heart Disease	Frequent Headaches	Ulcers	Shortness of Breath	Diabetes	Frequent Backaches	Tight Muscles	High Blood Pressure	Strokes	Nausea or Vomiting	Nervous Tics	Pounding Heart	Cancer
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A Weakened Immune System and Illness	Subject 4-10	Summarize one paragraph.																									
Sexually Transmitted Diseases (STDs)	Subject 4-11	Summarize two brief paragraphs.																									
Transmission of a Sexually Transmitted Disease	Subject 4-11	Summarize three paragraphs.																									

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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame				
Types of Sexually Transmitted Diseases	Subject 4-11	Summarize the two points in the table below using the text. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>Viral STDs</td> <td>2</td> <td>Barcterial STDs</td> </tr> </table>	1	Viral STDs	2	Barcterial STDs	
1	Viral STDs	2	Barcterial STDs				
The Risks of Not Seeking Treatment	Subject 4-11 – 4-12	Summarize two brief paragraphs.					
The Benefits of Seeking Treatment For STDs	Subject 4-12	Summarize two brief paragraphs.					
Checking Out Concerns Is Worth It!	Subject 4-12	Summarize four paragraphs.					
<b><u>To the Group:</u></b> Do you have questions or comments on what we have talked about so far?							
<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						
Human Immunodeficiency Virus (HIV) Defined	Subject 4-13	Summarize two paragraphs.								
Acquired Immune Deficiency Syndrome (AIDS) Defined	Subject 4-13	Summarize two paragraphs.								
Transmission of The HIV/AIDS Virus	Subject 4-13 – 4-14	1. Summarize one paragraph. 2. Explain three important points in the table using the text. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td> <td>An Infectious Substance</td> <td>2</td> <td>A Potentially Infectious Dose</td> <td>3</td> <td>Penetration Into the Blood Stream</td> </tr> </table>	1	An Infectious Substance	2	A Potentially Infectious Dose	3	Penetration Into the Blood Stream		
1	An Infectious Substance	2	A Potentially Infectious Dose	3	Penetration Into the Blood Stream					
The Benefits of Seeking Treatment For HIV/AIDS	Subject 4-14	Summarize four paragraphs.								
Testing and Treatment For HIV/AIDS	Subject 4-14 – 4-15	Summarize four paragraphs.								
<b><u>To the Group:</u></b> 1. Do you have any comments? 2. Do you have any questions?										

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<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>								
Alcohol and Other Drugs Affect Behavior	Subject 4-36	1. Summarize three brief paragraphs. 2. State the five points in table.										
High Risk Behaviors Associated With Substance Disorders	Subject 4-36 – 4-37	1. Summarize three paragraphs. 2. Discuss the five points in table.			20 Minutes	30 Minutes						
Reducing The Risky Behaviors of Substance Disorders	Subject 4-37	Summarize the five points of risk reduction in the table.										
Develop a Plan For Protection – When Sober	Subject 4-37	Summarize three points in the table.										
Reducing Risks – Safe Sex Practices and Resisting Pressure	Subject 4-38	Summarize brief paragraph.										
Safe Sexual Activity	Subject 4-38	Summarize three points in the table below using the text.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 50%;">Total Sexual Abstinence</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%;">Monogamous Relationships</td> <td style="width: 25%; text-align: center;">3</td> <td style="width: 50%;">Talking To Partners About Sex &amp; Protection</td> </tr> </table>					1	Total Sexual Abstinence	2	Monogamous Relationships	3	Talking To Partners About Sex & Protection		
1	Total Sexual Abstinence	2			Monogamous Relationships	3	Talking To Partners About Sex & Protection					
Using a Condom	Subject 4-38	Summarize two points in table below using the text.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 50%;">Always Use a Latex Condom</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%;">Use a Water-Based Lubricant</td> </tr> </table>					1	Always Use a Latex Condom	2	Use a Water-Based Lubricant				
1	Always Use a Latex Condom	2	Use a Water-Based Lubricant									
Reducing Risk With Sexual Partners	Subject 4-39	Summarize two points in table below using the text.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1</td> <td style="width: 50%;">Avoid Sex with High-Risk People</td> <td style="width: 25%; text-align: center;">2</td> <td style="width: 25%;">Get Tested</td> </tr> </table>			1	Avoid Sex with High-Risk People	2	Get Tested						
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Resisting Pressure From Others	Subject 4-39	Summarize one brief paragraph.										
Ways To Resist Pressure For Sex	Subject 4-38	Summarize five points in the table using the text.										



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<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>1. What thoughts do you have?</li> <li>2. What comments do you have?</li> <li>3. Let’s talk about developing a plan for protection – when sober. What are your thoughts?</li> <li>4. How about ways to resist pressure for sex? What are your thoughts on this topic?</li> </ol>	<p>continued</p> 	<p>continued</p> 
<b>Crisis Processing</b>	<b>Time-Frame</b>	
<ol style="list-style-type: none"> <li>1. Ask the group member(s) to tell the group what happened.</li> <li>2. Explore options and/or develop an immediate plan for coping.</li> <li>3. Allow the group to offer support.</li> </ol>	<p>10 Minutes</p>	
<b>“Paper Work”</b>	<b>Time-Frame</b>	
<p>Group participants fill out Group Notes.</p>	5 Minutes	
<b>Group Closure</b>	<b>Time-Frame</b>	
<p>Recommended INSPIRATIONAL HANDOUT “<i>Looking For Some SERENITY? Try Putting The SERENITY PRAYER Into Your Day</i>” located at the back of Subject Four. The goal of this exercise is to walk group participants through the process of actually <i>putting into practice</i> the SERENITY PRAYER. Presentation suggestions include:</p> <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 to share and take home, <i>or</i></li> <li>3. Hand a copy to a group member and ask he/she to read aloud to the group.</li> </ol> <p>Ask group members – as time allows – to give suggestions for:</p> <ol style="list-style-type: none"> <li>1. An example of ... “grant me the SERENITY to accept the things I cannot change”... (something you <i>can’t</i> change)?</li> <li>2. An example of... “courage to change the things I can”... (something you <i>can</i> change)?</li> <li>3. An example of... “and the Wisdom to know the difference.” (Today I <i>don’t</i> have to: _____. Actually <i>all</i> I have to do today is not drink or drug. To meet that goal Today I will: _____.)</li> </ol>	<p>5 Minutes</p> 