

Fear in Early Recovery & Developing Self-Awareness With The Johari Window

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


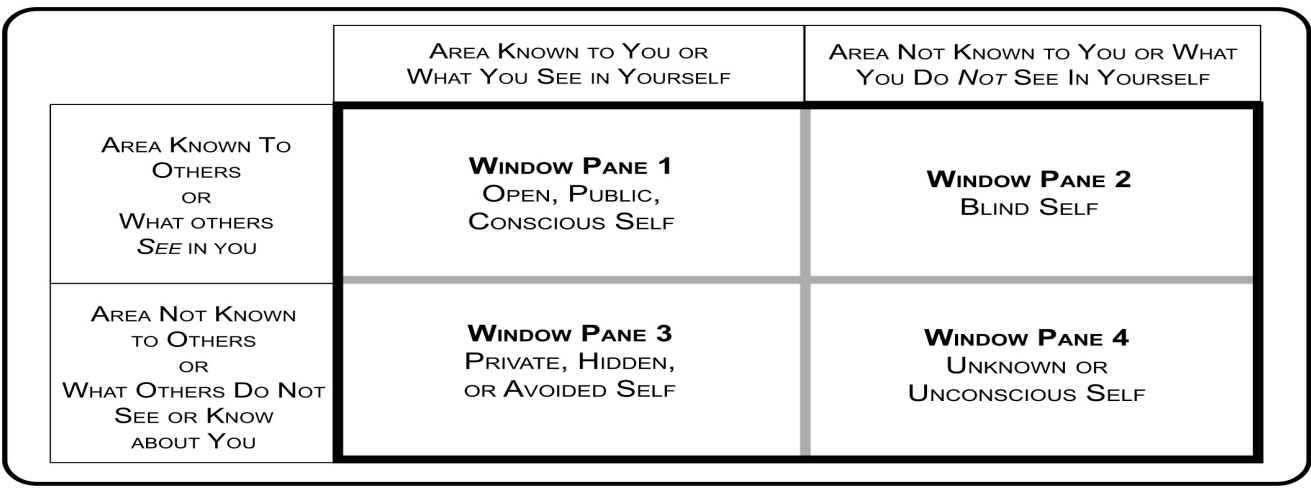
Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

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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 interpersonal 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 1-39 – 1-40):</u></p> <p>Group provides an atmosphere for personal growth. A person can begin to see the value of individual contributions of other group members as well as their own. The process of accepting others includes recognizing, respecting, and honoring the individuality of each person in the group. When a person accepts others they begin to develop their own sense of self-identity, self-respect, and self-acceptance.</p> <p>The group process is an excellent place to learn and practice new skills like self-disclosing with others, giving and receiving feedback, developing trust, and practicing good communication skills. As a person practices these skills and behaviors <i>in</i> group, they are able to use them in their interactions with others <i>outside</i> group.</p> <p>Today we will talk about fear in early recovery and how to move from victim to survivor. We will also discuss window panes called the Johari Window that shows how each person can increase their self-awareness by opening some shades a little more and by closing others a little more.</p>	5 Minutes 

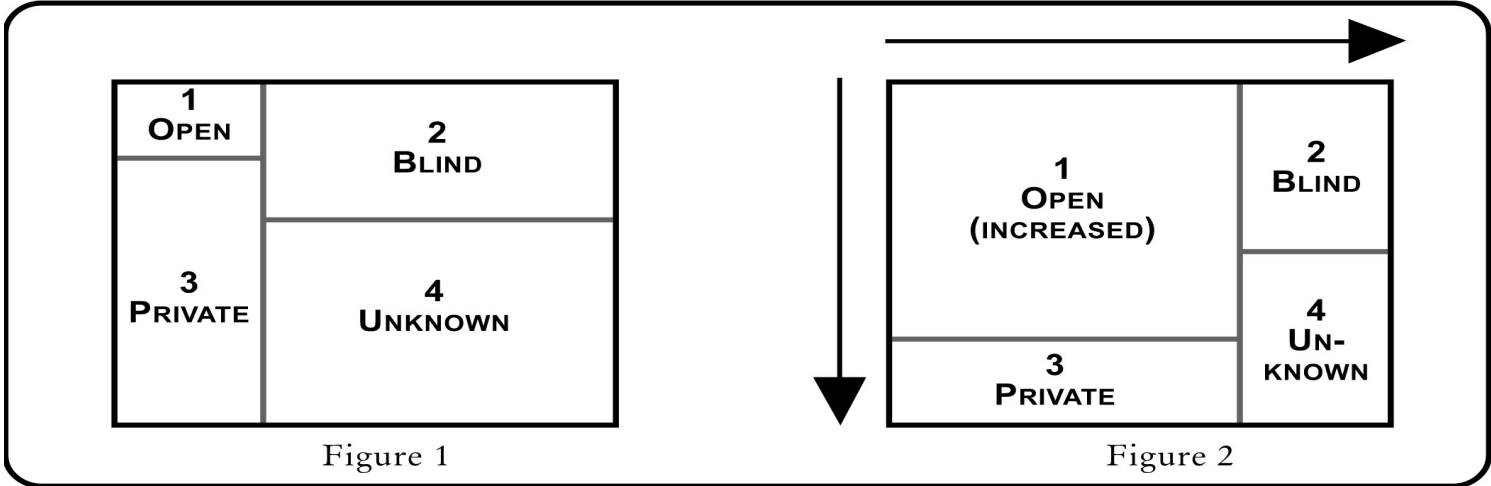
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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame									
<p><u>To the Facilitator(s):</u></p> <ol style="list-style-type: none"> 1. It is recommended that any group content for this particular group be written on the board prior to the beginning of group. 2. The JOHARI WINDOW exercise in this particular group can be somewhat tricky if you are not familiar with it. It would be important and helpful for the facilitator(s) to go over the information prior to group. 3. Complete understanding of the way the JOHARI WINDOW works will result in the exercise being a smooth group exercise, a meaningful educational experience, and a clear visual illustration for enhanced understanding 			<p>30 Minutes</p> 									
Fear in Early Recovery	Subject 1-38	<ol style="list-style-type: none"> 1. Summarize brief paragraphs and mention the nine common fears in early recovery. 2. Summarize one remaining paragraph. 										
Fear of Living Life Without Substances	Subject 1-38	Summarize two brief paragraphs.										
Fear in the Group Process	Subject 1-38 – 1-39	Summarize two brief paragraphs.										
Acknowledging Fear	Subject 1-39	Summarize three brief paragraphs.										
Working Through Fear By Living in Today	Subject 1-39	Summarize one brief paragraph.										
Increasing Self-Awareness With The JOHARI WINDOW	Subject 1-40	<ol style="list-style-type: none"> 1. Summarize three brief paragraphs. 2. Illustrate the JOHARI WINDOW located in GRAPHIC ONE below or ask each group member to draw their own. 										
GRAPHIC ONE												
 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">AREA KNOWN TO YOU OR WHAT YOU SEE IN YOURSELF</td> <td style="text-align: center;">AREA NOT KNOWN TO YOU OR WHAT YOU DO <i>NOT</i> SEE IN YOURSELF</td> </tr> <tr> <td style="text-align: center;">AREA KNOWN TO OTHERS OR WHAT OTHERS SEE IN YOU</td> <td style="text-align: center;">WINDOW PANE 1 OPEN, PUBLIC, CONSCIOUS SELF</td> <td style="text-align: center;">WINDOW PANE 2 BLIND SELF</td> </tr> <tr> <td style="text-align: center;">AREA NOT KNOWN TO OTHERS OR WHAT OTHERS DO NOT SEE OR KNOW ABOUT YOU</td> <td style="text-align: center;">WINDOW PANE 3 PRIVATE, HIDDEN, OR AVOIDED SELF</td> <td style="text-align: center;">WINDOW PANE 4 UNKNOWN OR UNCONSCIOUS SELF</td> </tr> </table>					AREA KNOWN TO YOU OR WHAT YOU SEE IN YOURSELF	AREA NOT KNOWN TO YOU OR WHAT YOU DO <i>NOT</i> SEE IN YOURSELF	AREA KNOWN TO OTHERS OR WHAT OTHERS SEE IN YOU	WINDOW PANE 1 OPEN, PUBLIC, CONSCIOUS SELF	WINDOW PANE 2 BLIND SELF	AREA NOT KNOWN TO OTHERS OR WHAT OTHERS DO NOT SEE OR KNOW ABOUT YOU	WINDOW PANE 3 PRIVATE, HIDDEN, OR AVOIDED SELF	WINDOW PANE 4 UNKNOWN OR UNCONSCIOUS SELF
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Psychoeducation Part I: Topics & Focus (Continued)	Pages & Location	Presentation Suggestions	Time- Frame
WINDOW PANE 1: OPEN, PUBLIC, CONSCIOUS SELF	Subject 1-41	Discuss explanations & examples of each window pane located in the text.	continued 
WINDOW PANE 2: BLIND SELF	Subject 1-41	Discuss explanations & examples of each window pane located in the text.	
WINDOW PANE 3: PRIVATE, HIDDEN, OR AVOIDED SELF	Subject 1-41	Discuss explanations & examples of each window pane located in the text.	
WINDOW PANE 4: UNKNOWN OR UNCONSCIOUS SELF	Subject 1-41	Discuss explanations & examples of each window pane located in the text.	
Skill Building Exercise and Discussion			
<p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. How do you relate to the fears in early recovery – which may also be fears throughout recovery? 2. Can you see how working a complete recovery plan for physical, emotional, mental, and spiritual recovery can help to replace fears with confidences? 3. How are you doing at this time with the common fear of living life without substances? 4. It's important to remember that whatever benefits using alcohol and other drugs may provide temporarily – like reducing depression or increasing energy – addiction and/or Substance Use Disorders create more fears sooner or later. 5. Examples include: fear of going to jail, fear of health problems, fear of losing family, and certainly fear of not being able to life without substances or fear of not being able to manage depression or have energy without the use of substances. 6. <i>Acknowledging</i> fear is part of <i>working</i> through fear. Who are you able to share your fears with? 7. If you don't currently have a person to talk to and share your fears – is there someone you could ask to talk to? Who might that be? Sponsor? Friend? Family member? Who else? 8. What questions do you have about the JOHARI WINDOW? Understanding each window will be helpful in the exercise after the break. 9. Any more questions? Or comments? 			
Break			10 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
The Window Panes Change With Self-Disclosure and Feedback	Subject 1-42	1. Illustrate the following GRAPHIC TWO on the next page to provide a visual to the group. 2. Summarize the two remaining paragraphs.	15 Minutes	20 Minutes
<p>GRAPHIC TWO</p>  <p align="center">Figure 1 Figure 2</p>			15 Minutes	20 Minutes
<p>Skill Building Exercise and Discussion</p>				
<p>To the Group:</p> <ol style="list-style-type: none"> 1. What have you noticed or discovered in WINDOW PANE 1: OPEN, PUBLIC, CONSCIOUS SELF? What are some things about you that are known to you and also known to others? 2. What have you noticed or discovered in WINDOW PANE 2: BLIND SELF? What are some things about you that you do not see or are not aware of about yourself, but others see more clearly? 3. What have you noticed or discovered in WINDOW PANE 3: PRIVATE, HIDDEN, OR AVOIDED SELF? What are some things that you know about yourself, like sensitive feelings, but others don't know about you unless you reveal or disclose the information to them? 4. What have you noticed or discovered in WINDOW PANE 4: UNKNOWN OR UNCONSCIOUS SELF? What are some things about you that may not be known to you and may not be known to others? 5. How does this information help you move the shades in your JOHARI WINDOW? 6. How can increasing self-awareness help you personally in your recovery? 				

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Psychoeducation Part II: Topics & Focus (Continued)	Pages & Location	Presentation Suggestions	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing												
Moving From Victim to Survivor	Subject 1-46 – 1-47	Summarize three paragraphs.	15 Minutes	20 Minutes												
Don't Let Fear Be In Charge	Subject 1-46 – 1-47	Summarize brief paragraphs.														
Sharing Personal Experiences in a Support or Recovery Group	Subject 1-47 – 1-48	1. Summarize the information in the table below using the text for explanations. 2. Summarize two remaining paragraphs.														
<table border="1"> <tr> <td>1</td> <td>Keeping a person honest & accountable in recovery.</td> <td>4</td> <td>Getting the story right.</td> </tr> <tr> <td>2</td> <td>Giving a new perspective on the events in a person's life.</td> <td>5</td> <td>Being honest about oneself sheds illusions.</td> </tr> <tr> <td>3</td> <td>Breaking through isolation & shame that blocks growth.</td> <td>6</td> <td>Lasting benefits of telling a truthful story.</td> </tr> </table>					1	Keeping a person honest & accountable in recovery.	4	Getting the story right.	2	Giving a new perspective on the events in a person's life.	5	Being honest about oneself sheds illusions.	3	Breaking through isolation & shame that blocks growth.	6	Lasting benefits of telling a truthful story.
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Learning to Value The Perceptions of Others	Subject 1-48	1. Summarize two paragraphs. 2. Read the story about perspective.														
Skill Building Exercise and Discussion																
<u>To the Group:</u>																
1. What comments do you have about moving from <i>victim</i> to <i>survivor</i> ? It takes time doesn't it? 2. How are you doing at this point about <i>not</i> letting fear be in charge? That also takes time doesn't it? 3. What comments do you have about the benefits of sharing your story with a group? Which of these common benefits have you personally experienced? 4. Which ones are you currently struggling with? 5. Which one(s) will you work to improve in the future – like "GETTING THE STORY RIGHT?"																
Psychoeducation Part II: Topics & Focus (Continued)	Pages & Location	Presentation Suggestions														
Group Closure	Subject 1-65	Summarize one paragraph.														
Co-Occurring Disorders <i>Without</i> Recovery	Subject 1-65	1. Summarize introduction to the graphic. 2. State the eight points located in the table.														
Co-Occurring Disorders <i>With</i> Recovery	Subject 1-65 – 1-66	1. Summarize introduction to the graphic. 2. State the eight points located in the table in the text. 3. Summarize four paragraphs.														

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Crisis Processing	Time-Frame with Crisis Processing	Time-Frame without Crisis Processing
<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	continued
Group “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 to name something they are grateful for today, <i>or</i> 3. Ask a group member to read aloud an inspirational reading or message of your choice. 	5 Minutes	