Be the Change Facilitator's Manual

Session One:
Understanding Addiction

Participant introduction (10 mins)

- Welcome participants to group
- Introduction exercise: Ask group participants to pair up with a partner they don't already know, make introductions, and learn four things about each other. Recall the larger group and ask each participant to introduce their partner to the group by name and share with the group the four things learned about the partner.

Group introduction (1 min)

- Overview of session one:
    - Guidelines & Confidentiality
    - Today will focus on understanding addiction through discussion of models and definitions
    - The next 6 sessions will focus on providing tools and understanding that participants can use to 'Be the Change'.

Guidelines & Confidentiality (4 mins)

- Explain confidentiality within a group setting
- Ask participants to read the Group guidelines on page 5 in the Client Handbook
- Ask clients to reflect on how they feel about the guidelines, and if they would like to add any points

Iceberg Model (25 mins)

- Ask participants to look at the Iceberg Model on page 7 of the client workbook
- Explain the model to clients, highlighting that all factors beneath the surface of the iceberg contribute to using behaviour, including mental health (co-morbidity), physical health, genetic predisposition, family patterns, social and personal factors
- Explain the connection between diet, exercise and maintaining physiological health with mental health (anxiety = relaxation; depression = exercise)

Cycle of Addiction (15 Mins)

- Ask participants to look at the Cycle of Addiction on page 8 of the Client workbook

- Ask participants to think of a friend or relative, their drug of choice and how they fit the cycle of addiction
- Using a participant or generic example describe the cycle of addiction on the whiteboard

Break for Refreshments (15 mins)

- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

Cycle of Change (Focus on other) (15 mins)

- Ask participants to look at the Cycle of Change model on page 9 of the client handbook
- Ask participants to provide you with an example including drug of choice and where they think that person is on the cycle of change
- Using a participant or generic example describe the cycle of change

Lapsing & Relapsing (15 mins)

- Ask clients to look at 'Lapsing and Relapsing' on page 11 of the participant workbook
- Explain to participants the difference between lapsing and relapsing, highlighting that the significant difference occurs in the user's thinking:
- Lapse = change/recovery focus; Relapse = old habits/using focus
- Discuss coping with lapses, focusing on user's behaviour: Support lapsing behaviour, boundaries for relapsing behaviour

Homework (5 mins)

- Ask clients to read and review the content of today's session in their client handbook for homework

Close Session (15mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Two:
Change

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session two:
    - Review homework
    - Today's session will focus on participants own change through reviewing some of the models we learned last session and through new tools

Homework Review (15 mins)

- Remind participants of the topics that were covered during session one, highlighting that that session focused on the experience of the user
- Ask if any participants have questions stemming from session one

Cycle of Change (20 mins)

- Ask clients to read 'Reasons to Change' on page 13 of the client workbook, and to answer the questions on page 14 in their workbook
- Remind participants that we looked at the Cycle of Change last session
- Ask participants to look at the Cycle of Change model on page 9 of the participant handbook
- Using a participant or generic example describe the cycle of change from the perspective of the participant
- Highlight that the cycle can be used to conceptualise any change in self or other

Lapsing & Relapsing (20 mins)

- Remind participants of the difference between lapsing and relapsing, that we looked at last session (page 11 of the participant workbook), highlighting that the significant difference occurs in thinking:
  Lapse = change/new habits focus; Relapse = no change/old habits focus
- Discuss coping with lapses, focusing on own behaviour in relation to the user
- Picking up the example provided in the Cycle of Change topic describe the difference between lapsing and relapsing from the perspective of the participant
- Identify the difference between the user's lapse and participant's lapse, highlighting the importance of participant's independent resilience ie. The participant can remain resilient whilst the user lapses

- Coping with lapses will be covered in more detail in session 4 – Self Care strategies (CBT)

Break for Refreshments (15 mins)

- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins at X time

Decisional Balance – Weighing up the Pro's and Con's (20 mins)

- Ask clients to look at the Decisional Balance template on page 16 of the client workbook
- Ask participants to recall the change that they identified that they want to make in their relationship with the user
- Ask a participant to provide their example or use a generic example to illustrate the decisional balance on a whiteboard
- Walk through the decisional balance with the participants, identifying pros and cons of staying the same on the top level and pros and cons of changing on the bottom level
- Discuss what the participants observed from the process, identifying the connection between number of pros and cons and motivation to change. Ask participants to complete the motivation to Change scale on page 18 of the participant workbook

Goal Setting (5 mins)

- Ask participants to look at the goal setting worksheet on page 19 of the participant workbook
- Discuss the relationship between goals, motivation and wellbeing

Homework (5 mins)

- Ask participants to complete a decisional balance in relation to a change they would like to make in relation to the user
- Ask participants to complete the Goal Setting Worksheet handout on page 19 of participant workbook

Close Session (15mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Three:
Wellbeing

Check-in and Group introduction (5 mins)
- Remind participants about Guidelines & Confidentiality
- Overview of session two
- Review homework – decisional balance and goal planning
- Today's session will focus on participants' wellbeing, including self-assessment of stress, anxiety and mood

Homework Review (15 mins)
- Remind participants of the topics that were covered during session two, highlighting that that session focused on the experience of the participant: stages of change, lapsing/relapsing, pros and cons and goal setting
- Review Homework – decisional balance and goal setting
- Ask if any participants have questions stemming from session two

Elements of Wellbeing (20 mins)
- Discuss with participants the relationship between personal wellbeing and maintenance of physical, mental & emotional energy.
- Do a brainstorming exercise with participants, asking participants to call out answers to the question 'What is wellbeing?".
- Reflect on participants' results, discussing whether those elements are present or missing in participants' lives and how that connects to their relationships.

Energy Bank Balance Exercise (20 mins)
- Ask participants to look at the energy bank balance on pages 22 & 23 of the participant workbook
- Draw the energy bank balance on the whiteboard, describing the way a healthy relationship operates, sharing energy between two people (represented by the containers).
- Ask clients to consider if this is how the energy transfer operates in their relationship with the person with the addiction.
- Continue working with the diagrams, describing to clients how unhealthy relationships operate, highlighting levels of energy, energy imbalances, and holes in containers.

Break for Refreshments (15 mins)
- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

DASS-21 Self-Assessment (10 mins)

- Ask clients to look at the DASS-21 on page 24 of the participant workbook
- Explain the purpose and process of administering the DASS-21 to participants, highlighting that the DASS-21 is not a diagnostic tool, rather it is a tool to check current levels of symptomology associated with depression, anxiety and stress.
- When the participants have completed the assessment, explain the process of scoring the DASS-21 (as below) and ask participants to score their tests.
- Explain that the DASS-21 can be used in an ongoing basis to provide participants with an indicator of how they are being affected by their life stressors and moods.
- Ask clients if their results matched what they thought they would find

DASS21 scoring:

Relay these instructions to group participants: "Copy scores for each question in the appropriate column (white box) on the right hand side of the questionnaire. Add up the totals for each column". Then relay the ranges for each category as in the table below, and ask participants to note the category they scored in for each scale in their workbooks.

Note: the severity labels are used to describe the full range of scores in the population, so 'mild' for example means that the person is above the population mean but probably still way below the typical severity of someone seeking help (ie it does not mean a mild level of disorder.

The individual DASS scores do not define appropriate interventions. They should be used in conjunction with all clinical information available to you in determining appropriate treatment for any individual.

[1]Symptoms of psychological arousal
[2]The more cognitive, subjective symptoms of anxiety

DASS 21 SCORE

DEPRESSION SCORE	ANXIETY SCORE	STRESS SCORE

	Depression	Anxiety	Stress
Normal	0 - 4	0 - 3	0 - 7
Mild	5 - 6	4 - 5	8 - 9
Moderate	7 - 10	6 - 7	10 - 12
Severe	11 - 13	8 - 9	13 - 16
Extremely Severe	14 +	10 +	17 +

Stress, Anxiety and Mood (25 mins)

- Describe stress, anxiety and mood to participants, ensuring the following is covered:
    - Stress is a response we experience when we perceive there to be demands that are greater than the resources we have to meet them (e.g. time, money, skill etc.)
    - Anxiety is characterised by excessive worry, and uncomfortable physiological symptoms associated with the flight, flight or freeze response (e.g. breathing quickly, chest pains, shaking etc.)
    - Depression is characterised by feeling low or numb, low motivation levels, low energy and negative thought patterns.

Homework (5 mins)

- Ask participants to answer the questions about wellbeing on page 27 of the participant workbook

Close Session (15mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Four:
Self-Care Strategies
CBT

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session three
- Review homework – wellbeing questions
- Today's session will focus on participants' self-care strategies from a CBT perspective

Homework Review (15 mins)

- Remind participants of the topics that were covered during session three, highlighting that that session focused on wellbeing and assessment of stress, anxiety and mood
- Review Homework – wellbeing questions
- Ask if any participants have questions stemming from session three

Cognitive Behavioral Therapy (40 mins)

- Introduce CBT to participants, referring to page 29 of the participant workbook
- Discuss this scenario with the group: "Imagine you are in the supermarket and across the fresh produce section you see an old friend. This person seems to look at you and then look away without acknowledging you"
- Ask participants to identify the predominant emotion they would expect to feel in this scenario (write these on the board)
- Then ask participants to identify the thoughts driving the emotion they identified (write these on the board next to the corresponding emotions)
- Ask participants to look at the 3 tests on page 31 in the participant workbook
- Work through the 3 test exercises on the whiteboard to challenge the automatic thoughts the group identified.
- Ask them to discuss any changes in their thinking for that example scenario now that they've done the 3 test exercise
- Reinforce the key message – that our automatic thoughts aren't always the most objective, and can sometimes lead to unnecessarily feeling bad. By stopping and pausing, and applying the three tests, we can have more control over how we feel.

Break for Refreshments (15 mins)

- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

Lapsing/Relapsing (5 mins)

- Remind participants about the cycle of change that we looked at in session 1, page 9 of the participant workbook
- Refer to the lapsing/relapsing section on page 11 of the participant workbook, reiterating that lapsing is a normal part of any change
- Explain lapsing and relapsing, highlighting that the significant difference between the two:
    - A lapse is a temporary slip-up in which the participant reverts back to prior behaviour but maintains motivation to continue with the change
    - A relapse is a change of mind in which the participant decides that they don't wish to change and revert back to prior thinking and behaviour

Responding to the others' lapse or relapse (10 mins)

- Ask the participants to look at 'How to respond to a lapse or relapse in the person with addiction" on page 32 of the participant workbook
- Identify the risk that a lapse/relapse in the recovery of a person with an addiction can co-occur with a lapse/relapse in the support person
- Discussion topic: "Change in support people is often in the way that they think about and behave in their relationship with the person with the addiction".

Lapse Management (10 mins)

- Ask participants to refer to "Your Lapse or Their Lapse" on page 33 of the participant workbook
- Describe the importance of planning as a strategy to prevent or manage lapses, highlighting that effective planning is a type of self-care
- Ask participants to look at the lapse management plan template on page 34 of the participant workbook, reading through the questions to ensure that participants understand all questions

Homework (5 mins)

- Ask participants to complete the 3 test model based on a difficult interaction that occurs during their week
- Ask participants to complete the lapse management planning questions on page 34 of the participant workbook in relation to their own change

Close Session (15mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place, and close session

Session Five:
Self-Care Strategies
Problem Solving and Planning

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session four
- Review homework
- Today's session will focus on problem solving and planning as a self-care strategy

Homework Review (15 mins)

- Remind participants of the topics that were covered during session four, highlighting that that session focused on self-care strategies: lapsing/relapsing and CBT
- Review Homework – 3 test example and lapse management plan
- Ask if any participants have questions stemming from session four

Worrying or Problem Solving? (5 mins)

- Refer to 'What is the difference between a solvable problem and a worry?' on page 37 of the participant workbook.
- Discuss the difference between a problem that can be solved and a worry (anxiety) that can't be solved, highlighting that worries that are unsolvable predict the future, containing the words 'might', could' or 'what if'

Problem Solving Model (35 mins)

- Ask participants to look at the problem solving model on page 39 of the participant workbook
- Ask clients to identify a solvable problem in their relationships
- Work through the problem solving model worksheet on page 42 of the participant workbook using a client example or use a generic example

Break for Refreshments (15 mins)

- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

Goal setting with the SMARTER Model (20 mins)

- Ask the participants to look at the SMARTER model on page 41 of the participant workbook
- Ask participants to identify a change that they want to make in their relationship

- Describe the SMARTER model using a participant's goal or use generic example on the whiteboard

Planning for Change (5 mins)
- Ask participants to look at the change planning worksheet on page 46 of the participant workbook
- Discuss the SMARTER stages of planning through a client example or a generic example

Homework (5 mins)
- Ask participants to complete the problem solving worksheet on page 42 of the participant workbook
- Ask participants to complete the change plan worksheet on page 46 of the participant workbook

Close Session (15mins)
- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Six:
Relationships
Communication and Assertiveness

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session five
- Review homework
- Today's session will focus on communication and assertiveness in relationships

Homework Review (15 mins)

- Remind participants of the topics that were covered during session five, highlighting that that session focused on planning and problem solving as self-care strategies
- Review Homework – change plan worksheet and problem solving worksheet
- Ask if any participants have questions stemming from session five

Communication Styles (15 mins)

- Write the headings 'Passive', 'Aggressive', 'Passive Aggressive' and 'Assertive' on the whiteboard
- Explain to participants that these are the four common styles of communication
- Ask participants to brainstorm words that describe the four styles of communication, ensuring that correct words are written under the headings. If participants call out incorrect definitions for a communication style, engage in brief discussions explaining why that word fits under a different heading
- Ask participants to write the definitions of the communication styles in the spaces on page 49 of the participant workbook

Assertive Communication (25 mins)

- Ask participants to look at the Assertive Communication Techniques handout on page 50 of the participant handbook
- Talk through examples of the different assertive styles with clients, highlighting that different assertive techniques can be used for different situations

Break for Refreshments (15 mins)
- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

Improving your Assertiveness (15 mins)
- Ask participants to read the improving your assertiveness handout on page 54 of the participant workbook.
- Discuss tips for improving assertiveness with participants

Assertiveness Hierarchy (10 mins)
- Ask participants to look at the assertiveness hierarchy handout on page 56 of the participant workbook
- Complete the assertiveness hierarchy exercise using a participant or generic exercise on the whiteboard

Homework (5 mins)
- Ask participants to practice assertive communication techniques during the week
- Ask participants to complete their personal assertiveness hierarchy at home

Close Session (15mins)
- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Seven: Relationships Boundaries and Safety

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session six
- Review homework
- Today's session will focus on boundaries and safety in relationships

Homework Review (15 mins)

- Remind participants of the topics that were covered during session six, highlighting that that session focused on communication and awareness in relationships
- Review Homework – assertive technique practice sheet and personal assertiveness hierarchy
- Ask if any participants have questions stemming from session six

Types of Safety (5 mins)

- Ask participants to look at 'Types of safety' on page 60 of the participant workbook
- Discuss types of safety, highlighting that emotional/mental abuse and financial abuse can be just as damaging as physical abuse

Boundaries (25 mins)

- Ask participants to look at 'Boundaries and Consequences' on page 63 of the participant workbook
- Discuss realistic boundary setting, reminding participants about the SMARTER model criteria, highlighting that boundary setting is only effective if consequences for overstepping the boundary are identified, and that these consequences need to be realistic actions that the participant is willing to implement
- Refer participants to the boundary setting circle on page 67 of the participant workbook
- Draw the boundary setting circle exercise on the whiteboard. Complete the exercise using a client or generic example with group participation, identifying behaviours that are acceptable on the inside of the circle and unacceptable on the outside of the circle

- Highlight that the circle represents your boundaries. Anything on the inside of the circle are behaviours that you accept and anything on the outside of the circle needs a realistic consequence to maintain the boundary

Consequences (10 mins)
- Remind participants of the assertive communication skills we learned last session.
- Ask participants to look at the description of consequence assertion on page 52 of the participant workbook
- Ask participants to provide you with examples of unacceptable behaviours that were identified on the outside of the boundary circle. Describe consequence assertion using a participant or generic example
- Highlight that if clients are in risky situations, it might be more appropriate to use a passive communication style to maintain safety. For example, if a person is intoxicated it is pointless to engage in rational assertive communication

Break for Refreshments (15 mins)
- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins

Developing a support network (5 mins)
- Ask participants to read ‘Social Support’ on page 68 of the participant handbook
- Ask participants to answer questions on page 69 of the participant workbook, identifying the different types of support people

Planning for Support (15 mins)
- Ask participants to look at the support planning handout on page 72 of the client workbook
- Using a client or generic example, develop the two types of support plans, highlighting the importance of having ‘time out’ support as well as problem solving/venting support

Referrals (10 mins)
- Ask participants to look at the referrals list on page 70 of the participant workbook. Briefly explain the different types of services listed
- Encourage clients to seek help if appropriate

Homework (5 mins)
- Read through questions and ask participants to complete the boundary setting circle worksheet on page 71 of the participant workbook
- Ask participants to create a support plan using the worksheet on page 72 of the participant workbook

Close Session (15mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Remind clients of next meeting time, date and place.
- Close session

Session Eight:
Review and Future Planning

Check-in and Group introduction (5 mins)

- Remind participants about Guidelines & Confidentiality
- Overview of session seven
- Review homework
- Today's session will review previous sessions and provide future direction for participants

Homework Review (15 mins)

- Remind participants of the topics that were covered during session seven, highlighting that that session focused on communication and assertiveness in relationships
- Review Homework – boundary setting circle and support plan
- Ask if any participants have questions stemming from session seven

Review previous sessions (45 mins)

- Review previous sessions by writing the session headings on the whiteboard and asking participants to remember what we learned during each session. Write content identified by participants under each heading:
    - Alcohol and Other Drugs and Addictions
    - Change
    - Wellbeing
    - Self-Care Strategies - CBT
    - Self-Care Strategies - Planning and Problem Solving
    - Relationships – Communication and Assertiveness
    - Relationships – Boundaries and Safety
- Ask participants if there is anything from those sessions that they have questions about

Break for Refreshments (15 mins)

- Invite participants to make a hot drink and share light refreshments
- Advise participants that the session will resume in 15 mins at X time

Planning for the Future (20 mins)

- Remind participants that goal setting and planning are vital to making effective change, referring to the SMARTER model
- Ask participants to look at the future planning worksheet on page 77 of the participant workbook

- Brainstorm future goals with the group on the whiteboard. Encourage the participants to write any goals that appeal to them on page 77 of the participant workbook
- Complete the future planning worksheet on the whiteboard using a participant or generic example
- Allow 5 minutes for participants to complete their personal worksheet
- Ask participants if they have any questions relating to their future planning worksheet

Close Session (20 mins)

- Ask participants to think of one thing that they learned during today's session that they didn't already know
- Ask participants to take turns going around the circle to share their examples with the group
- Check in with clients about how they feel in response to today's session
- Remind clients that if they feel triggered by anything that we discussed during the group that they should contact an appropriate support person
- Provide participants with a feedback form and ask if they can complete it and hand back to you before leaving the session
- Thank participants for their participation in the Be The Change group
- Close session