VOLUME B
Elements of Psychological Treatment

Elements of Family Therapy for Adolescents with Substance Use Disorders
Introduction to family therapy and Treatnet Family

Family therapy core strategies

Family therapy phases and interventions

Possible issues and themes

Micro teaching and evaluation

Elements of family therapy for adolescent substance use disorders
Where are we so far?

Phases of FT:
- Phase 1: Engagement
- Phase 2: Family Assessment
- Phase 3: Create Motivation to Change
- Phase 4: Family therapy Interventions
- Phase 5: Termination

FT interventions

A basket for questions
Let's begin!

Workshop 4
POSSIBLE ISSUES AND THEMES
At the end of this workshop you will be able to:

► Foresee and address some additional issues
► Learn how to approach complicated situations that may come up in FT: What to do when problems or crises come up?
We will shift gears now and discuss issues that could arise as you begin your work with families. These additional issues include:

► Community engagement
► Staff safety and self-care
► Family and youth engagement – additional issues

Please close your book now!
Community engagement

Engaging other systems of care

<table>
<thead>
<tr>
<th>Potential issue</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families may need assistance with other systems:</td>
<td>Be familiar with agencies and services</td>
</tr>
<tr>
<td>► Medical/psychiatric care</td>
<td>► Overcome barriers</td>
</tr>
<tr>
<td>► Employment</td>
<td></td>
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<tr>
<td>► Educational support</td>
<td></td>
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<tr>
<td>► Child care</td>
<td></td>
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<tr>
<td>► Financial or aid/basic needs</td>
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<tr>
<td>► Legal assistance</td>
<td></td>
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<tr>
<td>► Housing</td>
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</table>

Let’s think!

Engaging other systems of care

► What kind of systems are there that you can involve or engage?
► How can the therapist approach them?
► What works well? What are the challenges?
► Who is paying?
► What are the needs?
## Staff safety

### Going into the clients’ home

<table>
<thead>
<tr>
<th>Some potential issues</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaos</td>
<td>Safety first!</td>
</tr>
<tr>
<td>Stigma</td>
<td>Maintain boundaries and structure of session</td>
</tr>
<tr>
<td>Limited space</td>
<td></td>
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<tr>
<td>Boundaries</td>
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</table>

### Let’s think!

**Going into the clients’ home**

- How common are home visits in your current practice?
- What kind of safety measures can you undertake before going to a clients’ home?
- What should you be aware of while being in a clients’ home?
Staff safety

Family members become aggressive in session

**Staff safety potential issues**

- Arguments can escalate or get physical
- Therapist may not know what to do

**Recommendations**

- Therapist actively structures session, prevents escalation or arguing. Can use talking stick, or have family members only talk to therapist, etc.
- Therapist must NOT get between family members who fight
- Call for assistance

Let's practice!

**Managing escalating anger in session**

- “The parent and the youth” discuss the parent’s expectations for the youth keeping his/her room clean and neat. The youth balks and begins to complain. Parents become agitated and escalation begins.
- “The therapist” practices strategies in preventing the argument and de-escalation.
Important point to remember

Diffuse escalation early!

Staff safety

Police questions therapist

Potential issues
- Therapist walks or pulls up to home of known client with a drug use disorder, or travels in a neighborhood with drug trafficking
- Police officer is unclear about therapist’s motives

Recommendations
- If meeting clients in unsafe areas, travel in pairs
- Therapists should show identification and tell the police officer that they are employed as therapists. The officer can call the office supervisor to verify.
Staff self-care

Managing stress

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long hours</td>
<td>Must care for yourself first in order to care for others</td>
</tr>
<tr>
<td>Take problems home</td>
<td>Seek clinical supervision, peer support, or counseling</td>
</tr>
<tr>
<td>Frequent illness</td>
<td>Do activities that are fun and relaxing</td>
</tr>
<tr>
<td>Work-life balance</td>
<td>Sleep enough, exercise, eat healthy, take breaks</td>
</tr>
<tr>
<td>Limited support</td>
<td></td>
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<tr>
<td>Risk to self</td>
<td></td>
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</tbody>
</table>

Let’s think!

Managing stress

- Are there any special considerations in your community for seeking clinical supervision or managing stress?
- Can you share any tips and tricks of your own which help you or your clients manage stress?
### Parents/youth portray a well-functioning family

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family may be embarrassed or lack trust in the process</td>
<td>Do no push family</td>
</tr>
<tr>
<td>Family is not ready to acknowledge problems</td>
<td>Maintain steadfast empathy</td>
</tr>
<tr>
<td></td>
<td>Anything else?</td>
</tr>
</tbody>
</table>

#### Recent substance use before session

**What if a family member comes to the therapy session intoxicated?**

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family member acts as if he/she has consumed a substance shortly before</td>
<td>Review if family therapy session can take place</td>
</tr>
<tr>
<td>Therapist may feel uncertain about what to do</td>
<td>Seek additional support for that family member</td>
</tr>
<tr>
<td></td>
<td>Other options</td>
</tr>
</tbody>
</table>
## Youth refuses to talk in session

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctance to participate in therapy</td>
<td>In- or Out-of-office activities (basketball, genogram, the “ungame”, checkers)</td>
</tr>
<tr>
<td>Lack of trust or comfort with the therapist, guardian, or both</td>
<td>Silence is not very useful as a tool for adolescents</td>
</tr>
<tr>
<td>Adolescent is shy and requires several sessions to ‘warm up’</td>
<td></td>
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</table>

## Youth arrested

<table>
<thead>
<tr>
<th>Potential issue</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth who has been participating in FT is arrested</td>
<td>Become familiar with juvenile court and probation procedures and staff</td>
</tr>
<tr>
<td></td>
<td>Clear, non-blaming communication needed</td>
</tr>
<tr>
<td></td>
<td>Facilitate rebuilding trust</td>
</tr>
<tr>
<td>Youth with severe mental health struggles</td>
<td></td>
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<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Potential issues</strong></td>
<td></td>
</tr>
<tr>
<td>▶ Youth has other mental health disorders</td>
<td></td>
</tr>
<tr>
<td>▶ Stigma</td>
<td></td>
</tr>
<tr>
<td>▶ Barriers in community</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td></td>
</tr>
<tr>
<td>▶ Become familiar with other mental health service providers</td>
<td></td>
</tr>
<tr>
<td>▶ Facilitate connection of youth to specialized providers as needed</td>
<td></td>
</tr>
<tr>
<td>▶ When there is danger to self or others, have a protocol to guide intervention</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Addressing confidentiality when working with youth</th>
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</thead>
<tbody>
<tr>
<td><strong>Potential issues</strong></td>
</tr>
<tr>
<td>▶ Local laws might not always prioritize confidentiality</td>
</tr>
<tr>
<td>▶ Child confidentiality</td>
</tr>
<tr>
<td>▶ Limited privacy</td>
</tr>
<tr>
<td>▶ Harm to self or others</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
</tr>
<tr>
<td>▶ Be familiar with policies regarding confidentiality of information</td>
</tr>
<tr>
<td>▶ Know how national laws are applied</td>
</tr>
<tr>
<td>▶ Be aware of privacy and boundaries around social media</td>
</tr>
<tr>
<td>▶ Ensure family has adequate information about confidentiality rules</td>
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</tbody>
</table>
Let’s think!

Confidentiality
► How is information about someone seeking treatment for a mental health disorder handled or protected?
► Is that different to seeking treatment for DUD?
► What are the laws and policies regarding personal information in your country?

Parents with history of substance use / mental illness

Potential issues
► Parent may be fearful
► Parent ambivalent about change

Recommendations
► At the beginning, or even prior to therapy the therapist states: “Parent participation increases chances of success for child”
► Will not judge or dictate to parents
► Refer to other services as needed
Parent refuses to allow youth to live in the home

**Potential issues**
- Fear for their safety or another family member’s safety
- Fear that the youth will negatively influence other children in the home
- Fear that the parent cannot handle him/her any longer
- Belief that the adolescent would be better off without the parent

**Recommendations**
- First, meet alone with the parent. Assess the situation.
- Negotiate meeting with the adolescent without the goal being to transition him/her back home

New skills practice (optional)

**Problem-solving potential issues:**

**Role play**
- Form groups of 6: four family members, a therapist and an observer
- Observer
  - Notes family systems interventions
  - Notes problem-solving (trouble-shooting) interventions
  - Makes other remarks on the process
Let’s discuss!

Implementing Family Therapy

- In your country, how can you start implementing FT?
- What kind of barriers can you think of?
- What kind of implementation strategies can you think of to overcome those barriers?

Action plan

First, develop a goal.

<table>
<thead>
<tr>
<th>Priority actions and activities immediately after the training:</th>
<th>Responsible actors</th>
<th>Resources and support needed</th>
<th>Risks and challenges</th>
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<table>
<thead>
<tr>
<th>Priority actions and activities in the next months:</th>
<th>Responsible actors</th>
<th>Resources and support needed</th>
<th>Risks and challenges</th>
</tr>
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<tbody>
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What makes a great teacher

Giving presentations

For most people giving presentations is scary

...really scary!
Let’s think!

► What makes a great teacher?
► What goes into a good workshop?
► The good news: you already have some good ideas. You just need to remember them…

Let’s reflect!

Think about the BEST and the WORST presentations that you have attended
► What made it so good? What made the other one so bad?
► What would you do differently?
A few characteristics of a good teacher

- Organized
- Starts and ends on time
- Lets them know what content will be
- Is brief and direct
- Prepares well, then can be flexible
- Gets the audience involved
- Doesn’t just tell, but also shows and has the group practice
- Uses voice and gestures well
- Provides something useful
- Is enthusiastic
- Involve the audience (like the question about the good and bad teacher)
- Respect your audience
- Have fun
- Use examples
- Not too reliant on notes

A few characteristics of a poor teacher

- Disorganized
- Lecture only
- Poor eye contact
- Disrespectful
- Provide no time for questions and comments
- Speaks too slow or fast
- Crams too much into the presentation
- Puts too much on the slide (like this slide!)
- Reads slides word for word
- Does not connect theory with practice
A few tips on giving feedback

- Be tentative and speak for yourself only
- Be specific, clear, and positive
- Identify both strengths and what the person might do differently next time
- Consider the “sandwich approach”

Active learning

Which type of trainer are you?

- Blah blah blah… and more blah blah…
- Can somebody tell me what addiction is?
- Let’s use some examples
- Addiction is a brain disease
- Why?
Active learning requires that participants:

- Acquire new knowledge and skills
- Solve problems during the training
- Demonstrate their understanding
- Apply their knowledge and skills

Shift form "What I know" to "What I can"

Keep challenging and involving participants by
- asking questions
- making them practice / apply newly gained skills
- inviting them to put new knowledge into perspective of their work

Build upon what participants already know and can

Help participants put new knowledge into practice and into context of their work

Instant interaction and two-way feedback
More useful resources

- Treatnet Trainer’s Toolkit
- How to conduct a Treatnet training (self-study materials)
- Checklist “I am a good trainer”
- Checklist “I am ready for the training”

Let’s practice!

- A micro-teaching exercise for tomorrow
  - Choose a topic and a few slides to present from existing materials
  - **Important:** do not create any new slides! Use only those that are already a part of this training.
  - Be creative and have fun!
End of workshop reflections

► What was the most meaningful to you today?
► What will you take away with you?
► What did you enjoy the most?
► How will you use this information?
► What skill(s) do you think you will begin to practice in your work?

Points to remember

► Some challenging situations may occur when working with a family
► There are certain skills and approaches to overcome those
► How to implement FT in your circumstances/settings
► How to be a good trainer
Thank you for your time!
End of Workshop 4