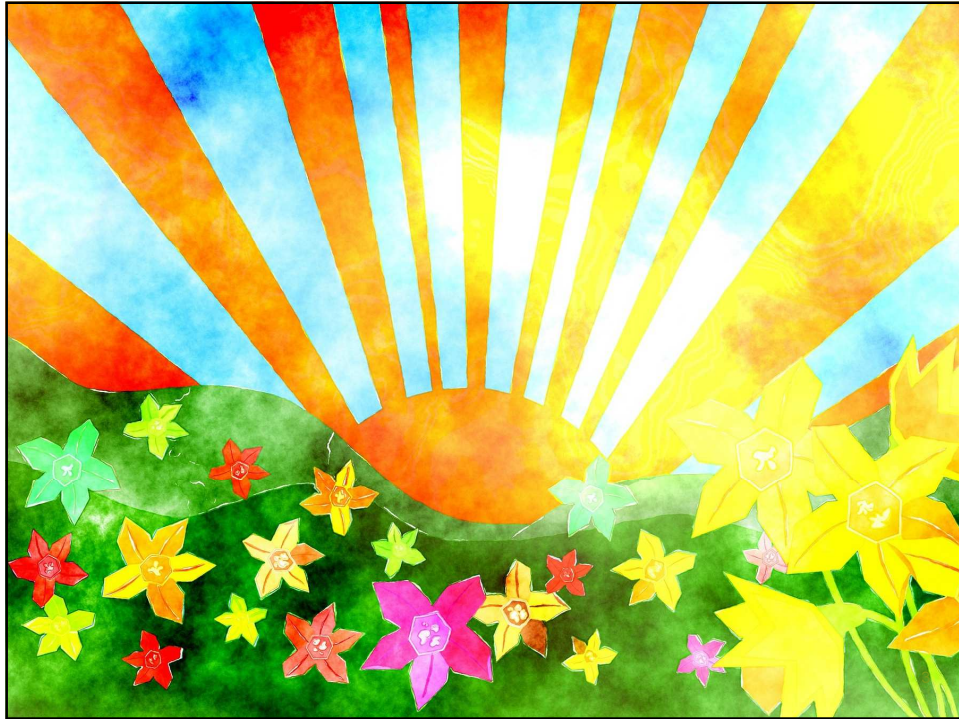




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Treatnet Family

Elements of family therapy for adolescent substance use disorders

- **1**
Introduction to family therapy and Treatnet Family
- **2**
Family therapy core strategies
- **3**
Family therapy phases and interventions
- **4**
Possible issues and themes
- **5**
Micro teaching and evaluation

4

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

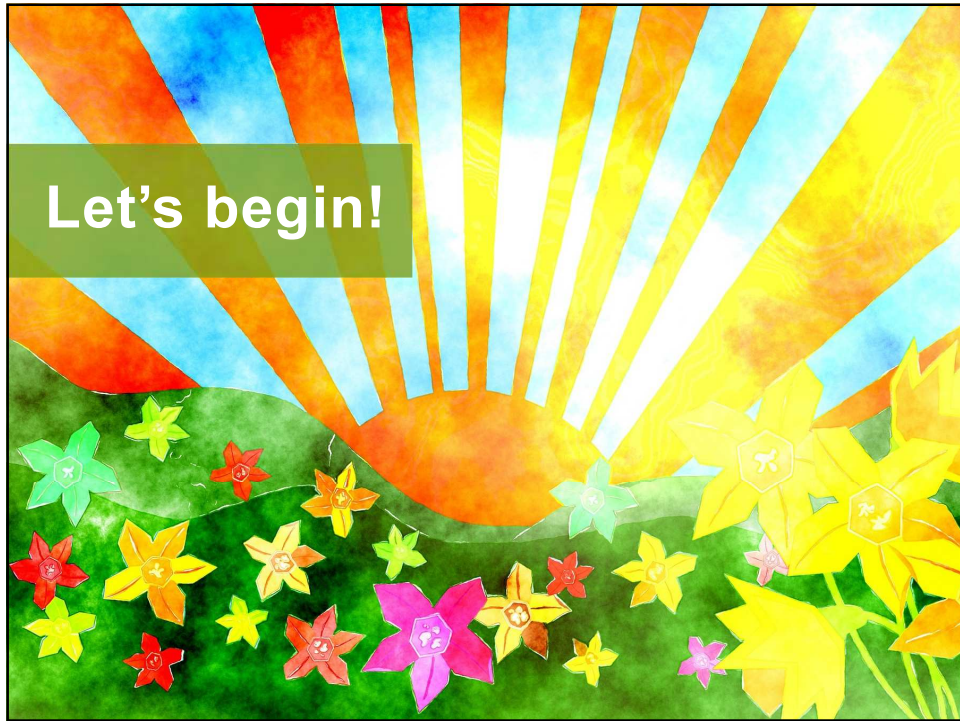
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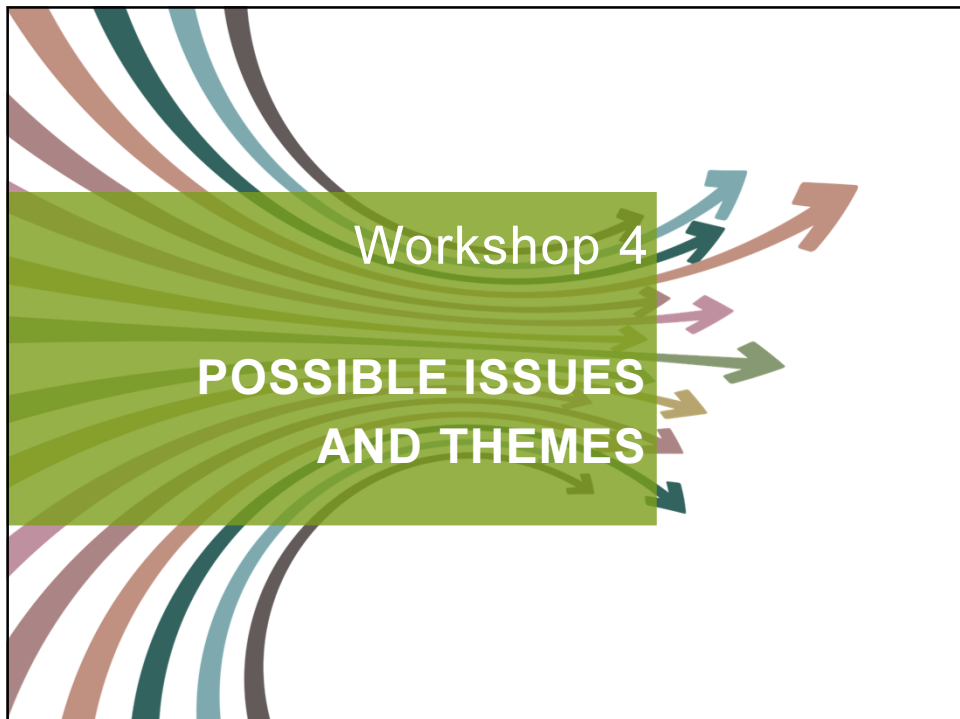
A basket for questions



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Training objectives

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?



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Additional issues

▶ 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



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Please close your
book now!

**New Skills
Training**

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Community engagement

Engaging other systems of care

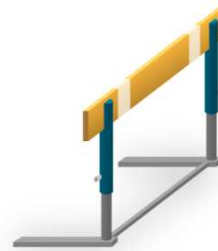
Potential issue

Families may need assistance with other systems:

- ▶ Medical/psychiatric care
- ▶ Employment
- ▶ Educational support
- ▶ Child care
- ▶ Financial or aid/basic needs
- ▶ Legal assistance
- ▶ Housing

Recommendations

- ▶ Be familiar with agencies and services
- ▶ Overcome barriers



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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?

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Staff safety

Going into the clients' home

Some potential issues

- ▶ Chaos
- ▶ Stigma
- ▶ Limited space
- ▶ Boundaries

Recommendations

- ▶ Safety first!
- ▶ Maintain boundaries and structure of session



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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?

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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

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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.

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Important point to remember



Diffuse escalation early!

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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.

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Staff self-care



Managing stress

Potential issues

- ▶ Long hours
- ▶ Take problems home
- ▶ Frequent illness
- ▶ Work-life balance
- ▶ Limited support
- ▶ Risk to self

Recommendations

- ▶ Must care for yourself first in order to care for others
- ▶ Seek clinical supervision, peer support, or counseling
- ▶ Do activities that are fun and relaxing
- ▶ Sleep enough, exercise, eat healthy, take breaks

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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?

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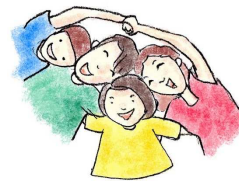
Parents/youth portray a well-functioning family

Potential issues

- ▶ Family may be embarrassed or lack trust in the process
- ▶ Family is not ready to acknowledge problems

Recommendations

- ▶ Do not push family
- ▶ Maintain steadfast empathy
- ▶ Anything else?



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Recent substance use before session

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

Potential issues

- ▶ Family member acts as if he/she has consumed a substance shortly before
- ▶ Therapist may feel uncertain about what to do

Recommendations

- ▶ Review if family therapy session can take place
- ▶ Seek additional support for that family member
- ▶ Other options

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Youth refuses to talk in session

Potential issues

- ▶ Reluctance to participate in therapy
- ▶ Lack of trust or comfort with the therapist, guardian, or both
- ▶ Adolescent is shy and requires several sessions to 'warm up'

Recommendations

- ▶ In- or Out-of-office activities (basketball, genogram, the "ungame", checkers)
- ▶ Silence is not very useful as a tool for adolescents

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Youth arrested

Potential issue

- ▶ Youth who has been participating in FT is arrested

Recommendations

- ▶ Become familiar with juvenile court and probation procedures and staff
- ▶ Clear, non-blaming communication needed
- ▶ Facilitate rebuilding trust

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Youth with severe mental health struggles

Potential issues

- ▶ Youth has other mental health disorders
- ▶ Stigma
- ▶ Barriers in community

Recommendations

- ▶ Become familiar with other mental health service providers
- ▶ Facilitate connection of youth to specialized providers as needed
- ▶ When there is danger to self or others, have a protocol to guide intervention

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Addressing confidentiality when working with youth

Potential issues

- ▶ Local laws might not always prioritize confidentiality
- ▶ Child confidentiality
- ▶ Limited privacy
- ▶ Harm to self or others

Recommendations

- ▶ Be familiar with policies regarding confidentiality of information
- ▶ Know how national laws are applied
- ▶ Be aware of privacy and boundaries around social media
- ▶ Ensure family has adequate information about confidentiality rules

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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?

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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

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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

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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

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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?

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Action plan



First, develop a goal.

	Responsible actors	Resources and support needed	Risks and challenges
Priority actions and activities immediately after the training: _____ _____ _____			
Priority actions and activities in the next months: _____ _____ _____			

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What makes a great teacher

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Giving presentations

For most people giving presentations is scary

A composite image showing a military helicopter hovering over the ocean. A person is hanging from the side of the helicopter by a rope. A large shark is breaching the water near the person. In the background, the Golden Gate Bridge is visible. The image is used to illustrate the concept of giving presentations being scary.

...really scary!

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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...

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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?

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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

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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

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A few tips on giving feedback



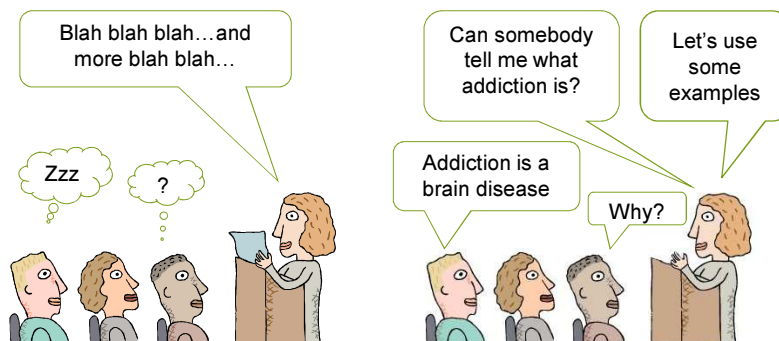
- ▶ Be tentative and speak for yourself only
- ▶ Be specific, clear, and positive
- ▶ Identify both strengths and what the person might do differently next time
- ▶ Consider the “sandwich approach”

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Active learning


Which type of trainer are you?



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Active learning



Active learning requires that participants:

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

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Active learning

- ▶ 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

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More useful resources



Treatnet

- ▶ 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"

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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!

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End of workshop reflections

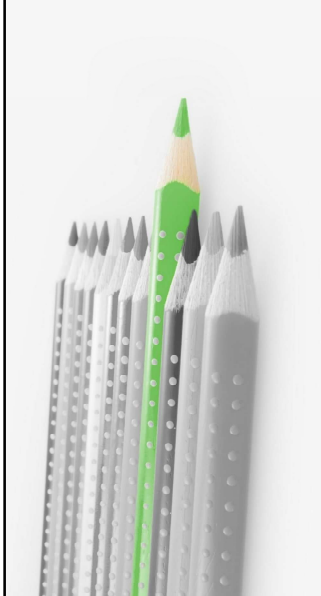


- ▶ What was the most meaningful to you today?
- ▶ What will you take away with you?
- ▶ What did you enjoy the most?
- ▶ How will you use this information?
- ▶ What skill(s) do you think you will begin to practice in your work?

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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

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