

# Family Solution Finder Learning Centers User Manual



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## *Introduction*

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Throughout each county across the nation there are hundreds of family members that have been impacted by the drug epidemic. Few have any idea about what is ahead for their journey in living with this disease. The communities that support these families typically do not understand the core issues these family members are likely to face in their journey. And our faith organizations, who want to help and provide ministry, do not have the materials to support this type of family. What's most needed is education, through a structure that is designed to support three primary areas of our community: 1. The family members, 2. The community service providers, 3. The faith organizations. The “*Family Solution Finder Learning Centers*” provides that structure.

### **I. CURRENT SITUATION**

#### **The Family Members:**

The family members need to learn about what the disease is, how it progresses, what issues will require their involvement and how their lives are likely to change. They also need to understand who in the community is there to assist them and what to expect from these services. What the family members need most is knowledge. They need local access to build their knowledge.

#### **The Community:**

For most local communities there is a lack of understanding about all the issues family members face in their journey. This may limit their ability to provide integrated services that directly match the family member's needs, and how to connect each service for stronger *continuity of care*. This lack of understanding also creates a stigma about the family and disease. We could do better if we understood more about who they are and what they are experiencing. What the community needs is education. They need access to understand the family member's journey.

#### **Places of Faith Practice:**

The same is true for our places of faith practices. These organizations want to participate and provide spiritual care, however, they are lacking in the tools and understanding about “what it is be a family member living with substance use disorders”. The faith organizations understand suffering and how to nurture family members, they just do not understand the characteristics of this type of family journey. For them to get involved we need to give the faith organizations the tools and content of what they can offer in a faith ministry for their family members. What the places of faith practice need is a turnkey model and a local organization to assist them in setting up this type of ministry.

This manual is for the purpose of those who intend to start a Family Solution Finder Learning Centers. It will cover all the products provided by the center, how to set up and run the center, how to promote the center and what options for fund raising can be built into the model. All four levels of the Family Solution Finder Learning Centers (Levels I-IV) are included to this user manual.

It takes three (3) volunteers to set-up a “Family Solution Finder Learning Centers”. They will hold 7 development and design meetings for the purpose of constructing the structure of the learning center. Each meeting will take 1.5 hours and they will require a room with internet access to conduct their meetings. Everything needed is provided. It is that simple.

**The Family Solution Finder Learning Centers will have three primary programs:**

1. **The Family Solution Finder Learning Series**, for family members living with substance use disorders. These 32 seminars of 1.5hr’s each will provide the family member education on the topics and issues they will likely face in their journey as a family. The goal for the Learning Centers is to offer these seminars in the Family Solution Finder Monthly Learning System of weekly meetings that progress through a single issue. These are presentations given at the organization’s location, eLearning session on Zoom.com, or through a self-administered selected curriculum built for the family to take in the comfort and privacy of their home.
2. **The Pathfinder Community Seminars**, are 12 **core competency issue seminars** for educating the local community providers about the key issues facing the family members living with substance use disorders.
3. **The Invest in the Family Ministry**, a **turnkey model** for supporting local faith practice organizations in setting up a Learning Centers at

their location for their family members living with substance use disorders. This combines both education and spiritual development.

**Building a Learning Centers Requirements:**

1. Three volunteers will form the initial leadership of the Family Solution Finder Learning Centers organization.
2. A room to meet, with internet access.
3. A family package of four books: This comprises the “Family Solution Finder Learning Series” (Learning Module I-IV).
  - a. Family Solution Finder Study Guidebook, Learning Module I
  - b. Family Solution Finder Seminar Workbook, Learning Module II
  - c. Family Solution Finder 3-D’s Coping Skill Set, Learning Module III
  - d. Family Solution Finder Local Resource Connections, Learning Module IV
4. This four-book series will be used to educate the family members about the substance use disorder issues that are likely to impact the family members.
5. The Family Solution Finder Learning Centers will use the Family Solution Finder Learning Centers Instructor’s Certification Book for the purpose of training their primary trainer.

**Budget:**

1. Administration Expense, general administration, and refreshments \$25/month.
2. The Family Solution Finder Learning Series four books pack cost, \$38.00/ and can be purchased on [www.amazon.com](http://www.amazon.com)
3. Other expenses include refreshments and marketing.
4. All our books are on our websites as free downloads.

**CURRENT SITUATION:** How can your organization help to find a solution to the drug epidemic? It seems simple enough, the substance use disorders industry is focused on the patient with substance use disorders. They have created an infrastructure of services to assist these patients in their journey with this chronic disease.

**The primary pillars of this industry are:**

1. Medical
2. Mental Health
3. Addiction Treatment
4. Community Agencies, Programs and Services (ancillary services).

The ancillary services include the legal system, jobs and family services, employers, Foster Care, NARCAN Distribution, Suicide Prevention, Harm Reduction, and Faith Organizations. This is the structure as it exists today, and it was formed over time with pieces added as needed in relation to the growth of demand and geographic spread from inner city to all communities nationwide.

In whatever way we may want to define a family, the substance use disorders typically began from within a family system, not because of it, but from within it. And for whatever reason in how it got to this point; it is here, it is not going away, and if left unresolved it will grow. Therefore yes, everyone will be impacted, and everyone needs to be part of the solution finder process.

So, what we ask as a community is for the person with substance use disorder to take the steps our community has designed, follow them from one to the next and then everything will be resolved, right? Well, that is wrong and its more complicated than what was just outlined.

In fact, it is extremely complicated and to figure out what is going to happen at each stage, knowing this will take a great deal of learning.

Given the patients ability to learn and follow instructions is severely compromised, it is the family members who have the greatest opportunity to provide direction and guidance for this person.

But, once again, we have not taken the time to educate the family members, therefore a likelihood of reasonable responses and successful planning on the part of the family members, is going to probably result in less than strong outcomes. This should not be a surprise to anyone. After all, we did not educate the family members in what they should do and how to do it.

The four pillars of the substance use disorder industry are mostly in the acute care settings, hospitals, clinical offices, addiction centers and mental health clinics. The family comes to them, they repair you, they send you back.

But this is a chronic disease. If a patient can make it to a 5-year absence or sobriety point, they are likely to drop into a relapse rate of 15%. So, a five-year marker becomes a valuable milestone, but there are few if no services that extend far enough into the patient's continuum of treatment plan to support this outcome. There would be if it were diabetes, asthma, or hypertension because these are established chronic diseases and it would have structure and process for the "*continuum of treatment*" during the years that follow.

We are not experiencing the level of outcomes we are seeking because there is no structured process outside of acute care facilities to support substance use disorders with chronic disease methodologies. One only finds a scattered selection of programs and services. "Seek and Find" is what we tell the family.

So, who is available to stay with this person for the in-between years of "period of time" post discharge from an IOP at the acute care setting to the 5-year milestone of absence/sobriety? The answer is their family members.

The family members are there from the beginning, during and through the years that follow. And yet, it is the family members who are left out of the dialog..

They are placed on the sidelines, when they could be included, if allowed, as a part of the care team for this chronic disease management. The question is, “Why is this happening”? The answer is, because there is no structure in place, no family member specific learning materials, and no financial incentive to bill for educating the family members.

The family members living with substance use disorders go out to seek help on a specific issue, but this is a responsive, episodic happening, not proactive and this creates enormous stress, expense, and frustration on the part of the family members.

For example, the family takes their loved one to the Emergency Room. At the emergency room our society now notices this family has a drug addiction problem, but nothing regarding the family situation is addressed. The patient is treated and released, as though it will not happen again. Often a treatment center is recommended, but with no follow up. Two critical areas have failed, the society should have wrapped their arms around this family and guided them towards education and resource to help them respond to this happening as part of their holistic chronic disease journey. Second, the family members should take seminar # 14 Emergency Medical Services from the Family Solution Finder Learning Series and learned in advance how to use the Emergency Room visit as continuum of care, not just a one-time episode.

This takes learning on both parts, the Emergency Room Social Work and clinical team to place a learning resource in the hands of the family while they are at the ER and the Family Members to follow through with this directed support. Both community and family learn about each other because your county now has a local Family Solution Finder Learning Centers. Consider this is repeated in most services. The two do not know each other.

Using the Pathfinder Community Seminars, the learning centers community liaison goes into the local community and provides in-services to these organization. This is done because most community services are set up to do their one thing and this is as much of what they know about the family members journey with this disease. If they knew more, they could do more.

The purpose of “Family Solution Finder Learning Centers”, is to provide at the local county level a turnkey, learning based resource. The end goal is for family members to 1. Receive education through learning seminars (knowledge is empowering), 2. Include educating the community agencies, programs, and services staff, 3. Support local places of faith practice so they can minister to their family members living with substance use disorders.

The family, community, and faith organizations will “become one” in their understanding and support of the family members in your local community. All the material and learning content is provided, free.

## II. FOUR PILLARS TO A LEARNING CENTERS

1. **Structure:** As an organization within your community, you will be covering issues that family members are likely to face and provide for them a safe place to learn and grow by strengthening their continence as a family with needed information and coping skills. Currently there is none. The Family Solution Finder Learning Centers will educate them on their journey, develop their coping skills and assist in guiding them to support resources.

This is not a Family Support Group, it is a Family Solution Finder Learning Centers (FSFLC). The two are different and yet both are needed. The FSFLC assists family members in how to **d**etermine solutions, **d**evelop strong decisions and **d**esign a plan of action around the 32 key issues they are likely to face.

We want to be the resource for the local community and faith groups to provide this same education to the family members they work with or minister to. The Family Solution Finder Pathfinder Community Seminars program and Family Solution Finder Invest in the Family Ministry model, provides the learning centers with the material and content needed to meet this challenge.

2. **Process:** The Family Solution Finder Learning Series and Family Solution Finder Monthly Learning System is how these programs will be delivered. This will become the Learning Centers workflow. It is all identified and supported within the structure of the Family Solution Finder Learning Centers design.
3. **Implementation:** How the Learning Centers is presented to the families and community becomes a community collaborative effort. No one organization can work by itself in the drug epidemic industry. It must be a united collaboration, which requires knowledge sharing that begins with everyone understanding the other. Structure, Process, and Implementation. This is our strategy.
4. **Collaboration:** The Learning Centers is integrated to a local organization provided by the community for the community to the community. There are four levels (I-IV) to a learning center and all four are very flexible. It is responsive to the community needs and special uniqueness of the community. Being flexible, adaptive and malleable is the Learning Centers strength.

### Our Culture

The work you will do is through the tasks and assignments of others, typically this is a volunteer. It is often the case where we ask a volunteer to contribute to the organization or program, but in return makes little effort to invest in their success. How can we ask the family members to contribute in themselves by taking these seminars, if in turn those that run the Family Solution Finder Learning Centers are not also invested in it by us? We need to invest in the development of our volunteers to have them invest in the family members, to have the family members invest in themselves. This culture of investment is contagious and will impact far beyond the reach of the family solution finder learning centers. It can become a culture of the local community. Because the family is our community and the local community is made up of families, which in turn is all of us. So our investment becomes a matter of self-preservation.

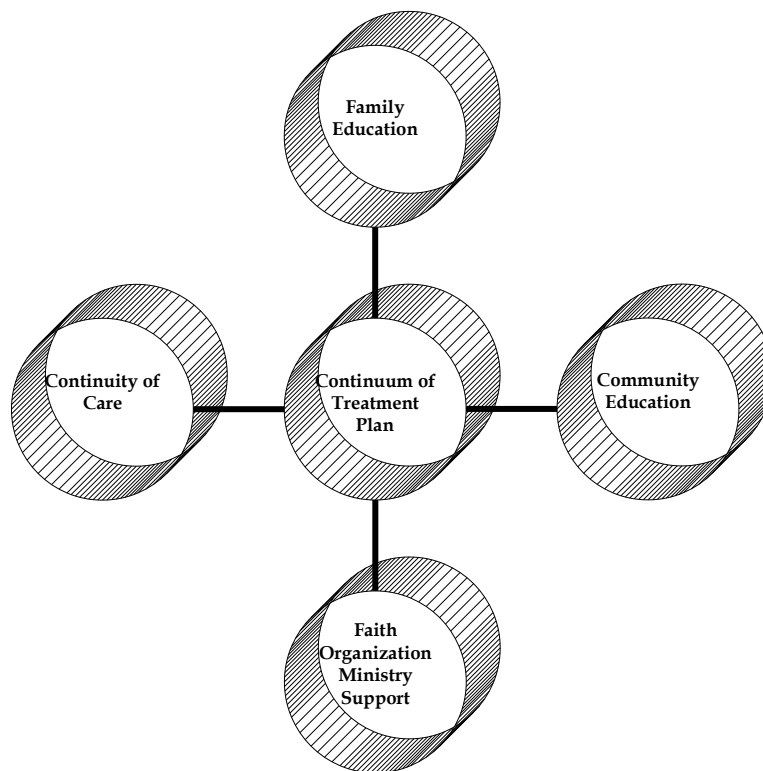
**There is work that must be done. How is this accomplished?**

By identifying to the Learning Center volunteers “what work is needed”, we will be clear, precise, and be brief. Understanding that everything has its season and time. Those that volunteer need to understand “**what are they being asked to do**”. Such direction will come from their direct leadership. A plan can be easily set-up to follow throughout the year. The process and structure will be set-up to support the volunteer’s personal development. We invest in those who volunteer, first. Then from these we will invest in our families and community.

**The time required to do this work. How is this accomplished?**

By identifying “how much time it will take” to complete each task, a volunteer will have a better understanding regarding the scope of their work contribution and compare it to their commitment in volunteering. Our culture is that “God makes big things from little acts”. Therefore, little acts by volunteers will add up to bigger things. We invest in our Learning Centers’ volunteers, then in our Learning Centers families and community.

**RULE ONE:** The Continuum of Treatment is what drives the focus of the community. It directs what is needed and who should provide this service. We must understand; it is the patients *Continuum of Treatment Plan* that drives everything we do. Understand this is our single focus.





## **Volunteer work requires growth. How is this accomplished?**

The “personal development and growth” of our volunteers’ needs to be consistent (for all volunteers) moving forward. The objective of the organization as a Learning Centers is both for the personal development of the family and the personal development of the volunteers. From within the spirit of the volunteer is God’s love, to be shared in their visits the family and community agencies with acts of kindness and mercy.

Let’s repeat this: “Our caring does not come from the organization; it comes from the volunteers”. The volunteers are the *pearl of the Learning Centers*, like an oyster nurtures a grain of sand to one day become a beautiful pearl to be shared, so does the Learning Centers support for their volunteers to then sharing

### **First thing first:**

Bringing it all together we will set up a county level Family Solution Finder Learning Centers. The Learning Centers will provide the Family Solution Finder Learning Series, the Pathfinder Community Seminars and the Invest in the Family Ministry.

The Learning Center will also provide three (3) products, 1. The Family Solution Finder eLearning Program, 2. The Family Solution Finder Curriculum Builder Program, 3. The Specialty Courts Family Learning Program.

A Family Solution Finder Learning Center is set up in one of Four Levels I-IV.

The primary focus to all the above is the patients “Continuum of Treatment Plan” in the alternate site setting. We see this as a chronic disease, and we will manage it as a chronic disease with structure, process, and implementation. That is the way a society responds to a chronic disease. We understand it will be from the quality of our volunteers, that will define the quality of our learning centers.

with the family members, community, and local faith organizations.

The organization nurtures the volunteers to then go out to be ambassadors of how to learn more and become empowered through this knowledge. One little act begets the other, and the other....

The volunteer development objectives will be supported with a continuous training schedule for the volunteer, based on their personal goals, are aligned with the goals & objectives of the learning centers. A “culture of growth” is something that is formed, not something that just happens. When a volunteer grows in their skills, the Learning Centers grows in its ability to deliver the right level of support. The family grows, the community agencies grow, and all experience the sharing of our love for each other comes alive as we share in this communion. Heal the family and you have healed the community. Heal the community and you have healed the nation.

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***PART I: Build the Mission, Vision and Philosophy***

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# The Family Solution Finder Learning Centers

## “Purpose Statement”

“*The Family Solution Finder Learning Centers*” (FSFLC) is a local resource for family members, community agencies and places of faith practice to use as a learning source regarding a family members journey and the key issues they will face living with substance use disorders.

The FSFLC is used to provide 32 key issues which are likely to impact this family. It is used by the family to learn what are the key issues, how it will impact their family, how to prepare for the issue and who in the community is available to assist the family in their response. This will be learned from the *Family Solution Finder Seminar Study Guidebook Learning Module I*. There are three learning objectives for each of the 32 key issue seminars.

The community will use the learning centers to understand the needs of the family more thoroughly, what they experience and what happens before and after the family comes to their community agency for assistance. The places of Faith Practice use the learning centers to support their faith organizations ministry program in providing the local community both education and spiritual support according to their faith.

The reason the family member, community agency and places of faith practice use of the learning centers is to better understand the key issues facing the family members. Because it is an issue facing the family, it also becomes an issue facing the community and our places of faith practice. They will learn how it impacts all of us. We are all united in this impact. This is learned in *The Family Solution Finder Seminar Workbook Learning Module II (Practical Family Life Exercises)*.

From using the Family Solution Finder Learning Centers a stronger understanding of the 32 key issues will be provided; and use of the three (3) primary coping skills to **D**etermine a solution for an issue, **D**evelop a decision in how to respond to the issue and **D**esigning the best plan of action. These are found in the *Family Solution Finder 3-D’s Coping Skills Learning Module III*.

The family members will need a place to turn to and provide them assistance with their response to these issues. This they will learn in the *Family Solution Finder Local Resource Connections Workbook Learning Module IV* where to find these providers. They take their Family Solution Finder 3-D’s Coping Skills Learning Module III workbook with them to these provider appointments.

The place where this learning is presented and then learned is through one of four Family Solution Finder Learning Centers Levels I-IV. Each level has a different but equally important place in our society where we can meet our family members living with substance use disorders where they are, instead of where we think they should be.

The learning takes place when a family education book is given to a family member, when a family member attends a local seminar session, when a community agency stakeholder gives the family the books to take home and learn in the comfort and privacy of their home, or when a faith organization holds weekly family member ministry meeting to support the education and spiritual develop of their practices. We will meet them in the locker room with a coach, in the emergency room with a social worker, in the police station, in the court system, at our place of employment, from a family therapy counselor, at a

community agency i.e. foster care or jobs and family services, at a mental health clinic. They will run into these same learning resources throughout our entire local community. We will be there and we will meet them where they are. The Family Solution Finder Learning Series, The Family Solution Finder Pathfinder Community Seminars, The Family Solution Finder Invest in the Family Ministry are the three programs that makes up the Family Solution Finder Learning Center.

The Family Solution Finder Learning Centers has been created and is now available to every community in every county across the nation. Anyone can setup and run a Family Solution Finder Learning Centers at one of the four levels (I-IV). To register there is a onetime fee: \$325.00 the content materials to support and run the learning centers is free.

The Family Solution Finder Learning Centers provides “Structure, Process, and Implementation” where currently there is none. It is designed to locally meet the needs of family members, community service providers and faith organizations.

1. The family members living with substance use disorder. They will receive “The Family Solution Finder Learning Series”, 32 key issue learning seminars of 1.5 hours each, through a local weekly seminars, using the Family Solution Finder eLearning Program, the Family Solution Finder Curriculum Builder Program, or Specialty Courts Family Learning Program. Anyone can set up and run a Family Solution Finder Learning Centers. The goal is to impact the family members. By being a stakeholder in setting up a learning centers, you have created hope, by providing the family solution finder learning series you are giving the family members hugs, and by including the community agencies and faith groups you are participating is a Shared Family Love. Our slogan is : Hope, Hugs, and Shared Family Love.

2. The local community agencies and provider staff to better understand these family members. They will receive “The Pathfinder Community Seminar” 12 Key Core Competency Issues.

3. The local places of faith practice, to better support their family members. They will receive “The Invest in the Family Ministry” User Manual and Volunteer Guide. Include a turnkey model with three programs that ensure success.

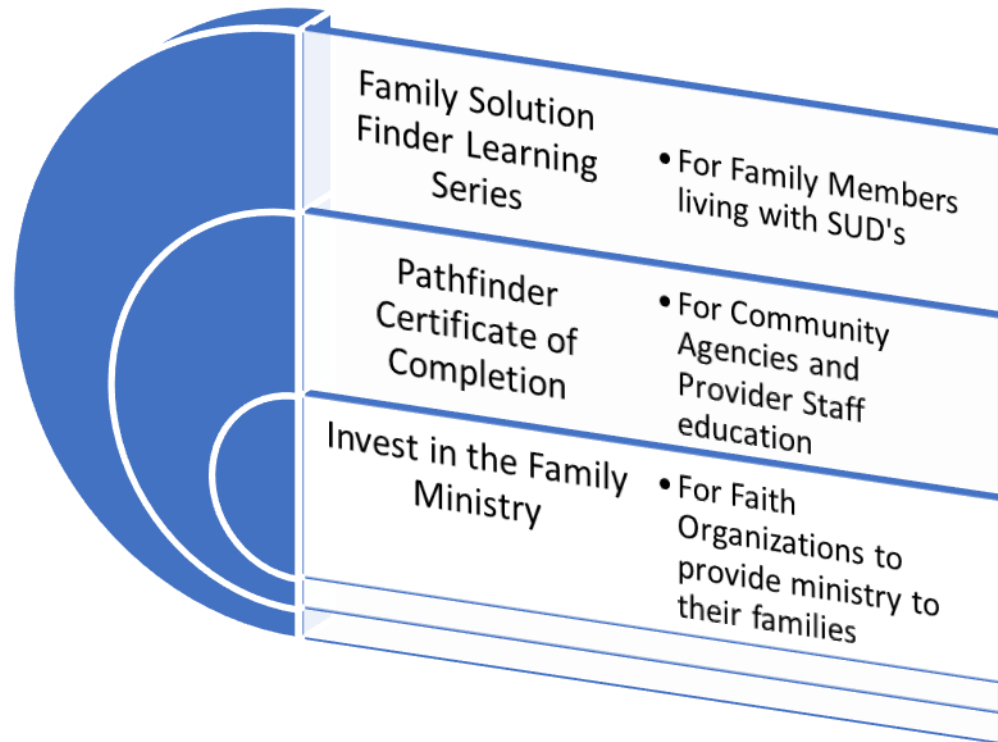
By making the family a center of focus, we will empower each family member with knowledge and those who surround them with understanding, and those who provide spiritual counsel with insight. This will kill stigma and increase prevention awareness, while improving outcomes. This is the missing link in how we are currently responding to the drug epidemic. It will strengthen the continuity of care and support the patient’s continuum in their plan of treatment.

As a caring society it would be helpful if we stepped back, reviewed what is working locally, what is not working, what is missing and what is available from within the community. Then we need to educate the family members, their local community, and the places of faith practice.

To do this, we will need:

1. A Structure, to deliver change.
2. A Process to support change.
3. A plan for Implementing the change.
4. A multi-level education strategy, to impact the families and their local community.

There is no quick fix, the education structure needs to be embedded within the community, implemented by the community, and sustained as resources for families from within the community. The Family Solution Finder Learning Center is provided by the community.



## **About Us, Families Impacted by Opioids. Nonprofit Cleveland, Ohio**

Families Impacted by Opioids is a nonprofit organization 501c3 and was founded by Mr. Roy P. Poillon, July 2018 for the purpose of educating family members and their local community living with substance use disorders. From his past career in developing healthcare delivery business models for alternate site healthcare services and disease management, he is now applying this knowledge to the **Substance Use Disorders Industry**. There is a gap in several areas which contributes to relapse, poor outcomes and fracturing of our families and their communities. This program is designed to be one element in filling the gap, nationwide.

A critical area of success has to do with how well the person in recovery is supported by their family members, the community agencies to include the local provider staff, and their places of faith practice. Given, the family members are an important link to sustained recovery, they need access to education about this journey.

## I. Create your Mission Statement.

The mission statement allows others to understand what our Learning Centers is about, what we want to accomplish, how we will do this and who it will impact.

### I. First Understand “Who You Are” As A Learning Centers

Three Values:

A value is a core priority for the Learning Centers. “we value.....”

1. The health of others, medical, addiction and mental to include spiritual.
2. Bringing family and community into a united front in how we respond to the drug epidemic.

What are you competent in doing: “we are competent in.....”

1. Being a Listener, we seek first to understand, before we try to be understood.
2. Organizing their activity and ours towards a purpose driven response.
3. Providing resources to help people develop their coping skill and abilities to function as a family, community and faith.

What is our goal: “our goal is to ....”

1. Being the type of community that respond proactively to the drug epidemic.
2. Each family member will have an individual development plan.
3. Each volunteer will have their own individual development plan.
4. Each Community agency will have a role to unite family, community and places of faith.
5. 4. All family members will learn the issues that may come next in their journey using the Family Solution Finder Learning Seminars.

Who receives our Learning Centers service? “those who will receive the Learning Centers are .....”

1. Internal Customer: Staff, Learning Centers Volunteer and their families.
2. External Customer: Family’s members impacted by the drug epidemic.
3. Ancillary Customer: Local community services and faith groups.

Why are we concerned that we do this?

1. The quality of how the family is supported is the quality of who our community is today.
2. To be a society of kindness, we must show up in places of fear.
3. To know they are suffering is the start of caring, to act on this knowledge is compassion.

## **How to construct the Mission Statement**

State the purpose and values.

*Our purpose is to..... Care for the education and spiritual needs of others, both our families and our volunteer's and community.*

*Our values are.... Organizing our purpose to provide learning and developmental resources that match what is effective to their needs.*

State the responsibilities of the Learning Centers to the family members.

*It is our responsibility to..... Work with each person as an individual person their individual needs.*

State the main objectives that support the Learning Centers.

*We seek to ..... Attach the family through our volunteer to and learning program process that provides access to all in a structure available at the county level, throughout the State.*

### Mission Statement (Sample)

Our mission is to share knowledge with the family members on a journey with substance use disorders, in their lives from our community are places of faith practice. Ours is a Solution Finder Learning Center formed education to the family, the community and support for the places of faith practice.



## II. Create your Vision Statement.

### I. First understand, “what you want to become”.

A vision is a focal point for planning as to where you want to be in the future. It is stated in 3, 5-year timeline. It gives direction as to where the Learning Centers is going, how they will look. It should be inspiring.

What will the Learning Centers look like in 3 years?

1. People it serves:
  - a. The family members it educates.
  - b. The people volunteering within the Learning Centers.
  - c. Through the quality and content of this service.

What will the Learning Centers look like in 5 years?

1. People it serves:
  - a. Families’ members it educates.
  - b. People volunteering within the Learning Centers.
  - c. Quality of the service.

Include vivid descriptions, the image it creates.

1. State an attractive image, make it motivational.
  - a. Image of Three Years.
  - b. Image of Five Years.
  - c. Why, is what we are doing important.

### II. How to construct the Vision Statement

The Family Solution Finder Learning Centers sees our future in the next 3 years as having.....

- And in the next 5 years this Learning Centers will be.....
- We believe it is important to.....

### Family Solution Finder Learning Centers Vision (Sample)

The “Family Solution Finder Learning Centers” in three years will have approximately 50 families on service at any given point in the year. These families will be gaining skills and understanding about their substance use disorder journey through “The Family Solution Finder” learning series. They will have a working knowledge in how to use the Family 3-D’s Coping Skills process, How to **D**etermine a Solution to an issue, how to **D**evelop a decision to an issue, and how to **D**esign a family plan of action. The family solution finder learning centers in five years will have set up a family community collaborative locally and have at least four (4) local faith practice groups supported and running an “Invest in the Family Ministry” model at their location.

### III. Create your Philosophy Statement.

The philosophy statement tells others how you see the world around the Learning Centers and what value the Learning Centers bring into this world.

#### I. First Understand what guides the Learning Centers, Principles, Beliefs

What is the Learning Centers' Principle?

The main reason this Learning Centers exists is to:

- 1.
- 2.
- 3.

What are the Learning Centers' Beliefs?

The Learning Centers believes in:

- 1.
- 2.
- 3.

In Theory we are made up of:

- 1.
- 2.
- 3.

How will this be used to benefit others:

- 1.
- 2.
- 3.

## How to construct the Philosophy Statement

What you are:

*The philosophy of Invest in the Family Learning Centers is a combination of ....*

Why we do it:

*We base this on the foundations of.....*

How we do it:

This is done by .....

### Learning Centers Philosophy (Sample)

The development and growth of our volunteers' needs to be consistent (for all volunteers) moving forward. The objective of the Learning Centers is empowering the family members in their journey with substance use disorder through education about the issues and challenges they will likely face while connecting them to local community resources to support them along their path.

From within these volunteer's is love, it is to be shared in their visits with the family members, through their acts of kindness and process for shared learning. Let's repeat this: "It does not come from the Learning Centers; it comes from the volunteer". The volunteer is the pearl of the Learning Centers, like an oyster nurtures a grain of sand to one day become a beautiful pearl to be shared, so does the Learning Centers support that nurtures the volunteer to then go out and invest in others.

# OUR FAMILY SOLUTION FINDER LEARNING CENTERS CULTURE

**Mission Statement:**

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**Vision Statement:**

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**Philosophy Statement:**

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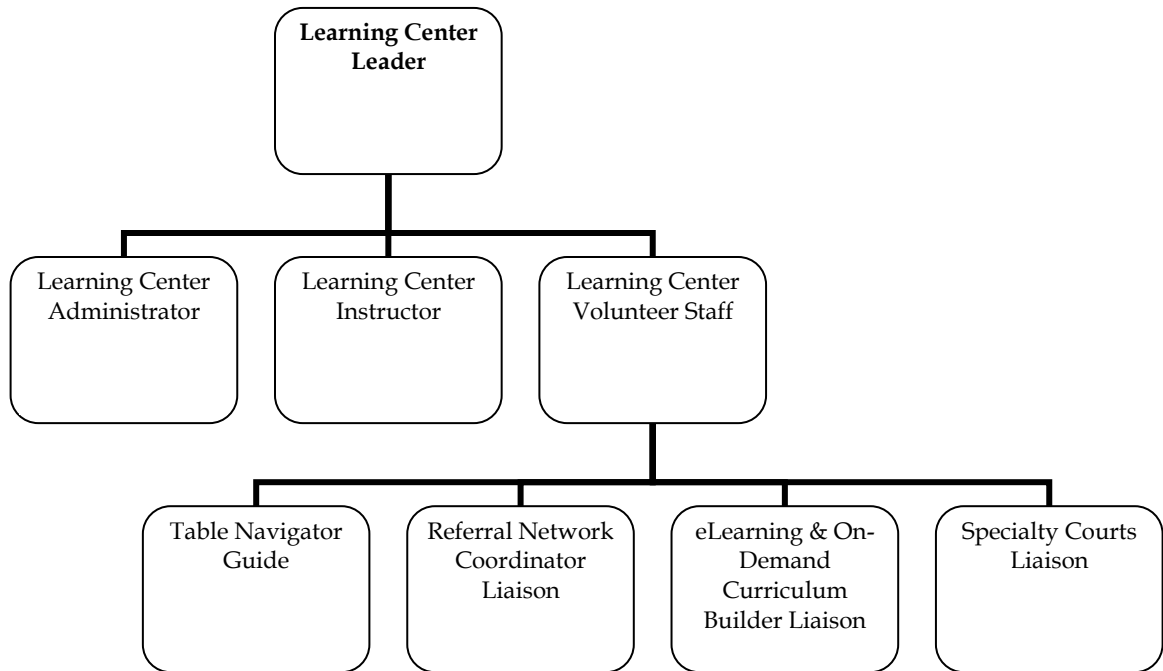
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## ***PART II: The Structure***

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## I. Why Structure



The Family Solution Finder Organization Chart is applied as the entire collections of programs and products will require. An organization will choose a Family Solution Finder Learning Centers from one of the Levels I-IV.

Regardless of which Level (I-IV) you choose for your family solution finder learning centers, an organization chart with roles and responsibilities and position individual development goals will be necessary.

Without structure, you cannot ensure proper process, without process you really do not have a learning center. This is why all the above is suggested.

This is not mandatory, build the center in a way that matches your goals and objectives.

## **II. The Local Community Stakeholders**

The Family Solution Finder Community Collaborative is an initiative formed by the local Family Solution Finder Learning Centers in an effort to become all-inclusive to the continuum of treatment plan in the continuity of care for both for the Family Members living with substance use disorders, the person misusing substances, and their local community provider, agencies and programs. It is a collaborative, and it will take a community.

### **The Local Community Stakeholders**

To find community stakeholders, consider call on these local leaders:

1. Treatment Center Facilities
2. Mental Health Center Facilities
3. Sports Coaches
4. Emergency Room Social Workers
5. School Guide Counselors
6. Pastors, Leaders of Faith Organizations
7. Police and First responders
8. Legal Court System
9. Foster Care Services
10. Jobs and Family Services
11. Employers
12. Community Support Agencies
13. Healthcare Providers

A search strategy that is commonly used is called “Community Mapping” and this may be helpful in determining who is a stakeholder and where are they located within your community.

There are likely several groups in your community providing similar services. These should all be included to the initial list of community providers, programs, and services. Once you have met with each a better determination as to their participation as a stakeholder can be made and your list will be updated or modified.

The Family Solution Finder Community Collaborative is a program which should be initiated after the Family Solution Finder Learning Centers has been up and running successfully. First build the center, then build a collaboration. This approach will create greater sustainability.



### III. The Four Levels (I-IV) of a Learning Center

**Level One:** In this level you will provide the *Family Members Living with Substance Use Disorders, 12 Core Learning Seminars Workbook*. The book is given by your organization directly to family members. They will take these learning seminars online, at home, as a self-administrated learning program.

Your organization can also use this book to build relations with your referral sources. Their organization can provide these books to family who is using their services and programs. Your flyer and organization information can be placed inside these books for extended promotional reach. If you are an organization, this can also be used for your internal staff and employees as professional development “Lunch and Learn” sessions.

**Level Two:** In this level you will provide learning seminars at your location. 1). *The Family Solution Finder Learning Series Study Guide Learning Module I*. 2). *Family Solution Finder Seminar Workbook Learning Module II*, 3). *Family Solution Finder 3-D’s Coping Skills Workbook Learning Module III*. 4). *Family Solution Finder Local Resource Connections Workbook Learning Module IV*. These will be provided and used in your sessions. Also, from our website download the PDF’s and Power Point Presentation with slide voice over. This will give you all the handouts and content material to provide these learning sessions. This level will also include Level One.

**Level Three:** In this level you will provide learning seminars to other organizations in your local community, using the *Pathfinder Community Seminars Workbook*. These sessions will be on site to their location. This can include local providers, agencies, associations, and social organizations. This level will also include Levels One & Two.

**Level Four:** In this level you will meet with Churches and places of Faith Practices within your local community to introduce the “*Invest in the Family Ministry*” model, using the set-up guide and volunteer manual book. This level will also include Levels One, Two & Three.

You choose what level best matches your needs, the needs of your families, and local community.

#### IV. How the Learning Process is Structured

To ensure the family members are presented this learning series in a constructive structure, the process for learning follows the behavioral therapy methodology of the *theories of change*. Because what we are asking of the family members to do is change their way of thinking to include this new level of learning.

1. **Precontemplation**, the “Family Solution Finder Learning Seminar Study Guidebook Learning Module I.” introduces the issue (Subject). Each Subject (issue) has three learning objectives. This creates problem awareness which is a critical part of motivational interviewing steps to move forward. At this point the attendees are now aware of the topic (issue).
2. **Contemplation**, the “Family Solution Finder Learning Seminars Workbook Learning Module II.” introduces the known subject as a practical family life exercise, whereby the learning objectives from the study guide are applied as a Practical Family Life Exercise with a video to enhanced learning about the subject. The structure of the workbook, power point presentation and individual reverse demonstration in the practical family life exercise is our process of developing contemplation. Now the attendee has applied what they have learned in the study guide, to their real-life situation. In motivation interviewing they are now contemplating what they should do about this issue in their lives.
3. **Preparation**, “The Family Solution Finder 3-D’s Coping Skills Workbook” introduces three family coping skill tools for creating a response using 1). The Family Transformation Response (F.T.R.) model. This worksheet breaks down an issue for the family to “**D**etermine the solution”. 2). The Value Based Family Decision Making Model is used for the family to “**D**evelop a decision” in how they will respond to the issue. 3). The Family Plan of Action is used to “**D**esign a family Plan of Action” the family solution and decision to a provider, program or service within the local community to assist them in their response.
4. **Action**, the “The Family Solution Finder Local Resource Connection Workbook Learning Module IV.” has a final step, creating a family plan of action around all the steps taken above. This is a plan with To-Do list, family member assignments for taking the next steps in addressing the issue.
5. **Maintenance**, the “Family Solution Finder Local Resource Connection Workbook” has a referral experience worksheet titled: M.O.R.E.S. (My Organized Referral Evaluation Survey). This allows the family member to review their experience with the vendor. It becomes a feedback form to ensure steps taken are the best match.

Learn about the issue, apply it to the family real life situations, Determine a Solution, Develop a Decision, Design a Family Plan of Action. It is built into the process of the Family Solution Finder Learning Series (32 Key Issues), which is supported by the structure by your local Family Solution Finder Learning Centers. It is the **Five Stages of Change Theory** applied to the journey of learning for the family members and their community, living with substance use disorders.

## **V. Which Books to Buy**

- I. How to Start a Family Solution Finder Learning Center Guidebook.
- II. The Family Solution Finder Learning Centers, User Manual book.
- III. The Family Solution Finder Instructor Certification Manual, (Train the Trainer) book.
- IV. The Family Solution Finder Learning Series, (Learning Modules I-IV).
  - a. The Family Solution Finder Seminar Study Guidebook, Learning Module I.
  - b. The Family Solution Finder Seminar Workbook, Learning Module II.
  - c. The Family Solution Finder, 3-D's Coping Skills, Learning Module III.
  - d. The Family Solution Finder, Local Resource Connections, Learning Module IV.
- V. The Family Solution Finder Community Collaborative:
  - a. Addiction and Family Empowerment, Conference book (Local Conference for Community Collaboration and fund rising).
- VI. The Family Solution Finder, Pathfinder Community Seminars:
  - a. From Coach To Family Table, (Pathfinder Community Seminars book).
  - b. From Counselor To Family Table, (Pathfinder Community Seminars book).
  - c. From Community Agency To Family Table, (Pathfinder Community Seminars book).
  - d. From Employer To Family Table, (Pathfinder Community Seminars book).
  - e. From Pastor To Family Table, (Pathfinder Community Seminars book).
  - f. From Police and Responder Teams To Family Table, (Pathfinder Community Seminars) book.
  - g. From Legal Courts To Family Table, (Pathfinder Community Seminars book).
  - h. From Social Worker To Family Table, (Pathfinder Community Seminars book).
- VII. The Family Solution Finder, Invest in the Family Ministry:
  - b. Invest In The Family Ministry, Catholic Edition book.
  - c. Invest In The Family Ministry, Protestant Edition book.
- VIII. Other Learning Products:
  1. Family Solution Finder, eLearning Program.
  2. Family Solution Finder, On-Demand Curriculum Builder Program.
  3. Family Solution Finder, Specialty Court Family Learning Program.

## How to order books

1. For individual book order (non-case ordering) Go to [www.amazon.com](http://www.amazon.com) and type into the search field the title of the book you want to purchase.
2. **Contact us directly for a volume book orders:**
  - By the Case, 20 books/case.
  - Send and order form, we will send you an invoice. We will confirm the invoice before processing the order. The quantity ordered will be processed once payment is completed and confirmed. We order your books from the publisher and your order is shipped directly to your location from their location. **Expect a four-week timeline from the point of our processing your order with the publisher.**



## VI. Start-up a Family Solution Finder Learning Centers Checklist

|  |       |
|--|-------|
| <b>Room Reserved</b>                                 | _____ |
| <b>Audio/Visual Equipment with Internet Access</b>   | _____ |
| <b>New Attendee Welcome Pack</b>                     | _____ |
| <b>Attendee Sign-in Sheet</b>                        | _____ |
| <b>Handouts</b>                                      | _____ |
| <b>Refreshments</b>                                  | _____ |
| <b>Email to Attendee this meeting's Agenda</b>       | _____ |
| <b>Instructor or Meeting Presenter is confirmed</b>  | _____ |
| <b>Next Meetings Agenda is ready as "draft copy"</b> | _____ |

### **IF THIS IS AN "INVEST IN THE FAMILY" Session (same as above)**

- Table Navigators Volunteers are prepared to follow up with assign family members.
- Table Navigators Volunteers have SP~ARK's Program Materials prepared in advance.
- Ministry Administrator has updated list of attendees.
- Ministry Trainer has Agenda for next six months.
- Navigator Volunteer has an updated copy of M.O.R.E. Referral Network

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***PART III: THE ASSIGNED ROLES***

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## I. Choose your team.

### Choose a Learning Center Leadership Team:

1. Learning Center Leader:  
Name and Contact Information
2. Learning Center Administrator:  
Name and Contact Information
3. Learning Center Instructor:  
Name and Contact Information

### Choose a Learning Center Volunteer Staff:

- Table Navigator Guide
- Specialty Courts Program Liaison
- Referral Network Liaison
- eLearning & On-Demand Builder Liaison

*Assistants can be assigned for each position.*

Train both Leadership Team and Volunteer Staff.

The Roles and Responsibilities are provided as guidance for key positions in the Learning Centers. Each person assigned to a role should read and have a working understanding of their roles and responsibilities. This helps the structure of the organization to determine process whereby each leader in the structure of the organization has a set role and responsible to ensure the processes being used are implemented correctly and are properly supported with resources and training.

A structure is just a structure until it is given a process. A process is just a process until it is given a structure. They are inter-dependent and assure the organization will have sustainability. When something is going wrong, first consider did the structure fail the process or did the process fail the structure. Keep in mind that role and responsibility is also a part of both structure and process. It is the glue that keeps them together.

When changing assignments, it is important to consider does each person know their assigned role and responsibility, are they trained for success in that role and provided the

The FSFLC Administrator's role is to keep attendance records, contact information for navigator and family members are up to date, Meeting Agendas are available at each meeting, annual schedule is posted online and available at each meeting, welcome packets are available at each meeting. Sign-in meeting sheets are completed and collected at each meeting. Any Pre-Post quiz data is collected, and reports published for evaluation purposes.

The FSFLC Referral Network Coordinator's role is to keep contact information of the local community network of provider referral list up to date. When possible these programs or organizations will be listed for each of the 32 issues, as support to the family. It will identify where that organizations services are located, which of the 32 key issues they match to and how to contact that organization.

The FSFLC Referral Network Coordinator role has an ongoing relationship with each community organization on the list and provides an evaluation report to that entity as a follow up to a family member completing their evaluation of

resources needed to complete each task. If not, then structure has failed process.

At the Family Solution Finder Learning Centers, the family member attendees are assigned a Navigator. The Navigator works with the family member to design their family members learning development plan. The Navigator is also responsible to design their own personal development learning plan.

The FSFLC Leader oversees the Navigator, their development plan for their assigned family members and their navigator development learning plan. These are reviewed by the FSFLC Leader. In this structure and process, everyone is accountable to learn develop and grow. This creates program sustainability.

The FSFLC Instructors role is to present the seminar material, ensure the room is ready, materials to support each session are available, new members are properly welcomed and pre-meeting announcements are sent to registered attendees. Also, if there are pre- and post-quiz questions these are included to the meeting.



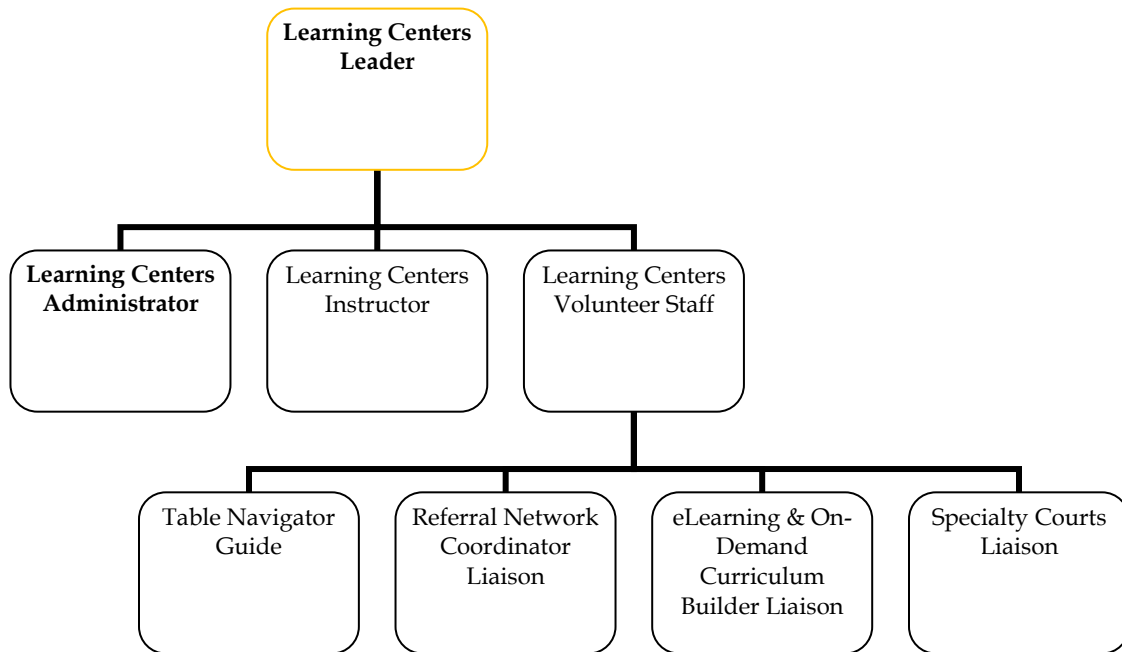
experience in using the services or programs provided by that group.

An annual local county "Health of the Network Report" will be published as to the reported family member evaluations indicating satisfaction of referral services from the My Organized Referral Experience Survey (M.O.R.E.S.) optional.

This report will be generated by the FSFLC with the overall performance of its referral network providers. It will be distributed back to the providers in the network, and on file with the FSFLC Administrator. The report must be accurate in record keeping, unbiased in its reporting, and all inclusive. This report is optional. It creates a voice for the family members.



## Learning Center Leader Role



The Roles & Responsibilities fall into a process that is part of the Learning Centers' structure. Each person has a role to play and there are responsibilities assigned to each role.

Overall, the Role of the Learning Centers Leader as applied to "Family Solution Finder Learning Centers" calls for a complete oversight of the activity, training, and development of the volunteers, assuring adherence to the administrative process, volunteer time allocation, and resources allocation. It is assumed if the Leader is managing the volunteers and staff in doing their roles, then the work completed by them is meeting the needs of the family members.

The culture, structure, workflow process, and training outlines have been provided to support Family Solution Finder Learning Centers. It is the role of the **Learning Centers Leader** to support and stay in line with this design and expand upon its application in serving the needs of the family members and our volunteers. This model is flexible.

The responsibilities assigned to this role need to be followed and are accountable. Each step of the workflow process requires leadership (helping people know what to do and how to do it) and oversight. It is the responsibility of the Learning Centers Leader to manage this structure and make changes where and when it is needed. We believe strong leadership comes when a leader presents themselves as a strong example for others to follow.

### **Learning Center Leader: *Description***

The Family Solution Finder Learning Centers Leader is a member of the local community who is giving of themselves in time, person, and their developed skill to lead. They have a desire to lead and are prepared to learn the skills required to be an effective leader. These leaders will seek to develop a “**Purposeful Driven Learning Center**” by the design of the Family Solution Finder Learning Centers practices. (see mission, vision and philosophy statements).

### **Learning Center Leader: *Role***

The role of a FSFLC Leader is to oversee the FSFLC Administrator’s workflow and the FSFLC Instructors workflow. The FSFLC Leader will oversee the collection of performance measures and create a quarterly report on the evaluation of the book’s distribution, seminar presentations, eLearning Program, On-Demand Curriculum Builder Program, Specialty Courts Family Learning Program, community collaboration liaison work and fund raising.

The FSFLC Leader will continuously seek to develop their own skills in leadership, counseling, and organization. These are essential skills to be an effective Learning Centers Leader.

In this role the FSFLC Leader will oversee the local community development program efforts using the Pathfinder Community Seminars program, Specialty Courts Program and the Invest in the Family Ministry Model program.

The FSFLC Leader will oversee the Budget for the Learning Centers. All final expense approval is by FSFLC Leader. Semi-Annual Budget progress report is completed and made available for review.

### **Learning Centers Leader: *Responsibilities***

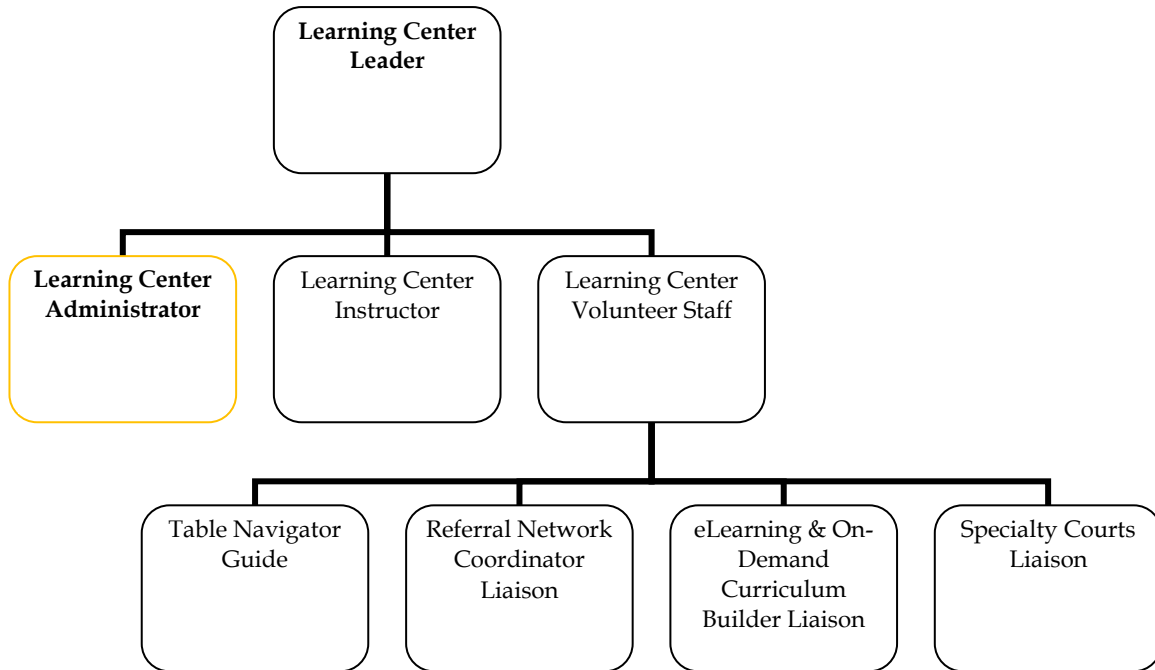
1. To ensure the volunteer & staff are trained to perform their duties, supported with the right level of resources, and are implementing the programs and processes as designed.
2. Is the final decision maker on all budget decisions of revenue, time and staff allocations and matters of education/training.
3. Oversees and is the final decision maker for special programs and local initiatives participation.

### **Learning Centers Leader: *Process***

1. The volunteers will submit a personal development plan and work plan to the Learning Center Leader. This will be reviewed by both semi-annually to confirm progress and proper encouragement/support.
2. The Learning Centers Leader will manage an annual budget and account for the purpose of maximizing funds to support the learning center and its activities. This budget will become a Pinnacle reference point of the annual strategy for the learning centers. Budget reviews will be performed in a group setting.
3. The Learning Centers Leader will hold regular meeting to have discussions and review of activities, budget, strategy, open Q&A, new opportunities, and progress reporting.

4. Raising revenue requires a strategy and activity in the annual calendar to ensure financial stability for the learning centers. Each year an annual fund raiser will be conducted to raise money and promote the work of the learning centers and its impact to the family members and local community. The strategy, plan of action and implementation is the overall responsibility of the learning center leader involving the volunteers and staff.

## Learning Center Administrator Role



### **Learning Center Administrator: Description**

The Family Solution Finder Learning Center Administrator is a member of the local community who is giving of themselves in time, person, and their developed skill to organize, communicate and administrate processes. They have a desire to organize through a designed process and are prepared to learn the skills required to be an effective Administrator. These Administrator's will seek to develop a "**Purposeful Driven Learning Centers**" by the design of the Family Solution Finder Learning Centers practices.

### **Learning Center Administrator: Role**

The role of a FSFLC Administrator is to oversee the FSFLC Administrative workflow and the FSFLC Program Instructor workflow. The FSFLC Administrator will implement the collection of performance measures and create a quarterly report on the evaluation of the book distribution books, materials to support the learning center, budget reports and program attendance.

The FSFLC Administrator will continuously seek to develop their own skills in booking, workflow management, and general office organization. These are essential skills to be an effective learning center Administrator.

**Learning Centers Administrator: Responsibilities**

1. To ensures the volunteer staff is completing their reports in a timely manner, attendance sign-in for meetings is collected and filed, website post is correctly submitted, the volunteer contact list is up to date, meeting schedules are posted, volunteer recognition awards are properly administrated.
2. Oversees the Instructor's records for Volunteer Development Planning.
3. Support records that help to organize marketing efforts, specialty programs and daily functions of record keeping including the budget.
4. Supports the role of the Instructor.

**Learning Centers Administrator: Process**

1. The volunteers will submit a personal development plan to the Learning Center Instructor who will have a copy provided to the Administrator. This will be reviewed by both semi-annually to confirm progress and proper encouragement/support.
2. The Learning Centers Administrator will manage records of meetings, agenda seminars, marketing materials, network provider lists, an annual budget and payable accounts records, contact lists, M.O.R.E. feedback reports, Specialty Court Completion reports, volunteer and staff individual development plans.
3. These records can be kept manually or scanned as automated records.

# Annual Administrator Individual Development Goals

Annual Goal: (I want to improve in this area of my life):

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective:

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Third Quarter Objective:

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Fourth Quarter Objective:

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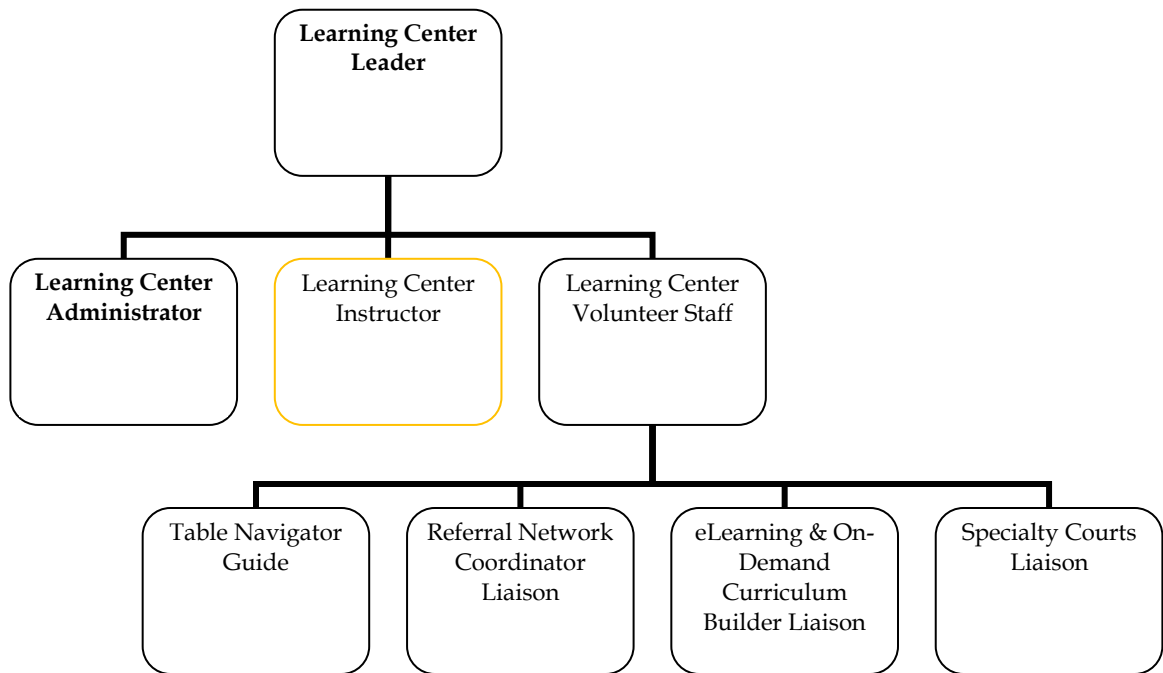
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## Learning Center Instructor Role



### **I. Learning Center Instructor: *Description***

The Family Solution Finder Learning Center Instructor is a member of the local community who is giving of themselves in time, person, and their developed skill to help others learn. They have a desire to present needed material and help their audience learn the skills required to be stronger families living with substance use disorders.

### **II. Learning Center Instructor: *Role***

The role of a FSFLC Instructor is to provide organized instruction to the attendee of each seminar. This is supported by the FSFLC Administrator's workflow and the FSFLC Leader in providing resources and guidance.

The FSFLC Instructor will oversee the selection of seminars, room preparation and presentation of the seminar to include its agenda and information collected at the session.

The FSFLC Instructor will assist in the seminars and set up for presentation in the Family Solution Finder Learning Series, Family Solution Finder Pathfinder Community Seminars, Family Solution Finder Invest in the Family Ministry and the products of Family Solution Finder eLearning Program, Family Solution Finder On-Demand Curriculum Builder Program, Specialty Courts Family Learning Program. If it has to do with Instruction, then the Instructor is involved. This also includes the personal development of instruction for the volunteers and staff.

The FSFLC Instructor will continuously seek to develop their own skills in organizing, instructing, and presentation skills. These are essential skills to be an effective learning center instructor.

### **III. Learning Centers Instructor: Responsibilities**

1. Managing the attendance and participation in training (learning) seminars sessions.
2. Managing the log of the family members and volunteer's & staff completion for their Family Solution Finder Education Learning Plans.
3. Designing seminar instruction agendas and training topics to be provided. Confirming access to the resources required for these events.
4. Maintaining a budget accounting of expenses for training which contributes to the treasury report. This accounting responsibility can be assigned but the reporting is the role of the Trainer.
5. Maintains a library of electronic documents, internet links and resources for members and volunteers to use in expanding their learning and development.
6. Has a list of network referral resources for family members to access.

### **IV. Learning Center Instructor: Process**

1. The Learning Center Instructor will have FSFLC responsibility to set up the training calendars for the presentation seminars, Pathfinder Community Seminars, Invest in the Family Ministry Seminars, eLearning, On-Demand and Courts Family Learning. This will be done in a manner of their choosing.
2. The policy and procedure will be approved by the Learning Center Instructor and submitted to the Learning Center Leader for final approval.
3. Access to the materials to support these programs and the agenda is the work of the instructor to ensure.
4. The training budget is managed by the Learning Center Instructor, it is approved by the Learning Center Leader.
5. The Learning Center Instructor will be included to the Annual Development Goals worksheet for volunteer's & Staff development. They will ensure access to the resources needed to achieve these annual goals.



# Annual Instructors Individual Development Goals

Annual Goal: (I want to improve in this area of my life)

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective:

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Third Quarter Objective:

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Fourth Quarter Objective:

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## V. A Meeting Agenda

It is helpful to have the next meeting's agenda as a handout in each meeting. Also, keep a calendar updated as to time, topic, location and point of contact on a page in your organization's website.

### a. Which issues to present:

Some choose to start with Seminar #1 and proceed as it is numerically set up. Others ask their attendees, which topics they want to view. In either case, it is helpful for the attendee and the presenter if a schedule is set up going out six months.

### b. Duration:

- It is more effective to have one single topic (issue) in a meeting. Try not to mix one subject with another in the same meeting. For example, don't mix seminar # 1 The Family is a System with Seminar # 2 The Different Roles Family Members Play.
- There should be 40 minutes for slides and video's, 20 minutes for practical exercises, 20 minutes for group discussion. Duration: 1.5hrs/seminar.
- The video sessions are more valuable when there is a discussion to follow, so others can glean important points from the person next to them. And again, circle tables work best.

## SEMINAR WORKSHEET (SAMPLE)

### The Family Members Meeting Agenda

|    |                                |       |
|----|--------------------------------|-------|
| 1. | Introductions to today's topic | 5min  |
| 2. | Power Point Presentation       | 30min |
| 3. | Practical Exercises            | 20min |
| 4. | Group Discussion               | 20min |
| 5. | Conclusion                     | 5min  |

### An Invest in the Family Ministry Meeting Agenda

|    |                                   |       |
|----|-----------------------------------|-------|
| 1. | Introductions to today's topic    | 5min  |
| 2. | Power Point Presentation          | 30min |
| 3. | Practical Exercises               | 20min |
| 4. | Group Discussion                  | 15min |
| 5. | SP~ARK's Program Progress Review  | 10min |
| 6. | M.O.R.E. Program Follow Up Review | 10min |
| 7. | Conclusion                        |       |

## VI. The Family Solution Finder Monthly Learning System

The family solution finder learning series can be presented as a “Monthly Learning System” where an entire month is dedicated to a single issue (topic). You can download the Eight Steps on our website. Use them as handouts for your meeting. Also, these can become group discussion points.

Issue of the Month: Select an issue as the “Topic of the Month”. Where, the family solution finder learning series seminar (issue) is presented:

**First Week:** use the Family Solution Finder Learning Seminar Study Guide Learning Module I, and download the Power Point Presentation for that issue. (PPT is downloaded from our website)

**Second Week:** have a speaker from the community come in to speak on this topic. Complete the Family Solution Finder Seminar Workbook Learning Module II “Practical Family Life Exercises”. (invite the speaker from your local network of community providers)

**Third Week:** have a person briefly provide their personal testimony on this same topic from that person’s experience and perspective in dealing with this issue. Complete the “The Family Solution Finder 3-D’s Coping Skills Workbook Learning Module III for this issue. (You can do both just one of the two. The 3-D’s Coping Skill should be given priority)

**Fourth Week:** a general discussion covering what resources in the local community are available for assistance in responding to this issue. Complete the Family Solution Finder Local Resource Connections Learning Module IV.

This monthly learning system allows your family members to have an in-depth education experience unlike any they will receive elsewhere.

Plan a “month-by-month” topic of twelve issues for the year. Send out an invitation to the professional speaker for each months topic, do the same for the personal testimony speaker. You will now have a years’ worth of seminars. Just download the ready to use PDF’s for each session.

Because this is a lifelong journey, it will take time to cover all the topics. Choose those that make the greatest impact to your community and family members. If the family has an urgent need to review a specific issue seminar, they can do so with the “On-Demand Curriculum Builder Program.” They go online through our website and download their seminar of choice. This site becomes their family learning resource library.

## AGENDA WORKSHEET

### Family Solution Finder Monthly Learning System

Issue of the Month: \_\_\_\_\_

**Week One:** Family Solution Finder Learning Study Guidebook Learning Module I, and Power Point Presentation.

- Date
- Time
- Location

**Week Two:** A professional on this topic from the local community plus the Practical Family Life Exercises in the Family Solution Finder Learning Seminar Workbook Learning Module II. \*

- Date
- Time
- Location

**Week Three:** Family Solution Finder 3-D's Coping Skills, A brief personal testimony presentation from an experience dealing with this topic.

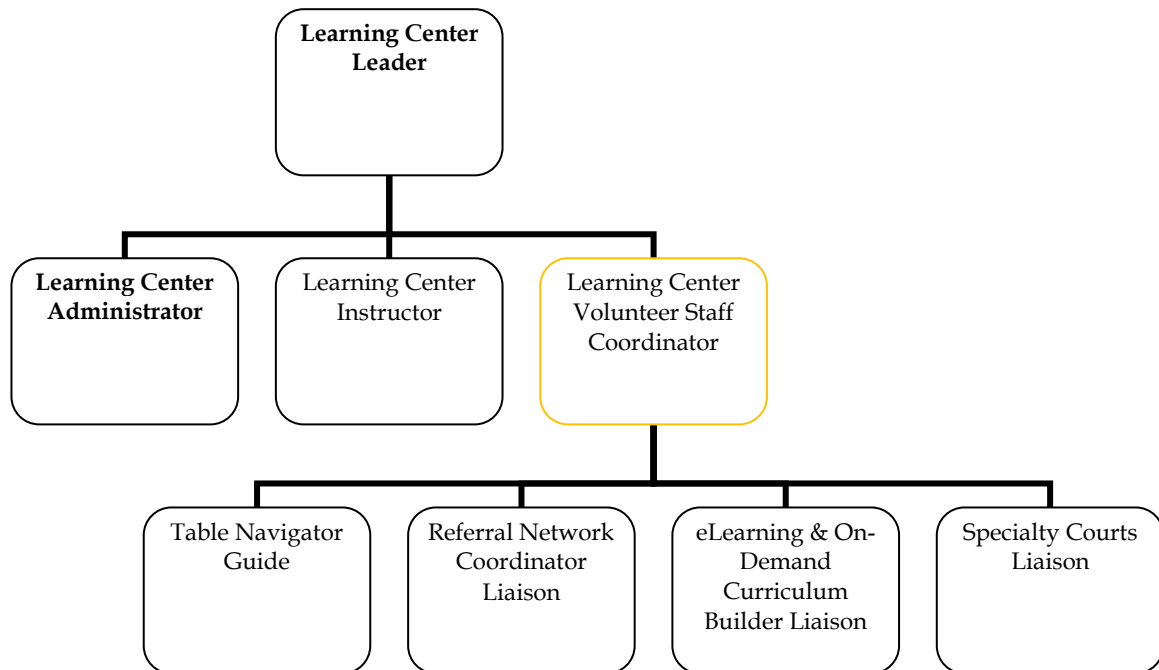
- Date
- Time
- Location

**Week Four: Complete Family Solution Finder Local Resource Connections Learning Module IV.** As a group review how to create the Family Plan of Action for this issue.

- Date
- Time
- Location

\*Create a 12 month calendar for the Family Solution Finder Learning Centers. Invite professional speakers and provide them with the learning material for their topic. We would like a consistency with the learning objectives from the study guide to be known by the speaker when being invited to present at the meeting.

## Learning Center Volunteer Staff Coordinator Role



### **I. Volunteer & Staff Coordinator:**

Because these other four roles are volunteer positions and likely to see more rotation, a person to manage their development, activities and assignments will be helpful to the leadership team.

These are the positions that report to the Volunteer Staff Coordinator:

- Table Navigator Guide
- Referral Network Coordinator Liaison
- eLearning and On-Demand Curriculum Builder Program Liaison
- Specialty Courts Liaison

### **II. Learning Center Volunteer Staff Coordinator Role:**

- To assist volunteers in crating their individual development plan
- To assign weekly activity
- To confirm workflow of the person assigned responsibilities.

### **III. Learning Center Volunteer Staff Coordinator Responsibilities:**

1. Complete with the volunteer an individual development plan and submit to the instructor and administrator.
2. Each week confirm the activity of the person matches the strategic objectives for that week.

### **IV. Learning Center Volunteer Staff Coordinator Process**

1. Will review assignments.
2. Meet with their team to review needs and allocate resources.
3. Report progress to Leadership team.
4. Assure personal training is being completed.

## Annual Staff Coordinator Individual Development Goals

Annual Goal: (I want to improve in this area of my life)

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective:

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Third Quarter Objective:

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Fourth Quarter Objective:

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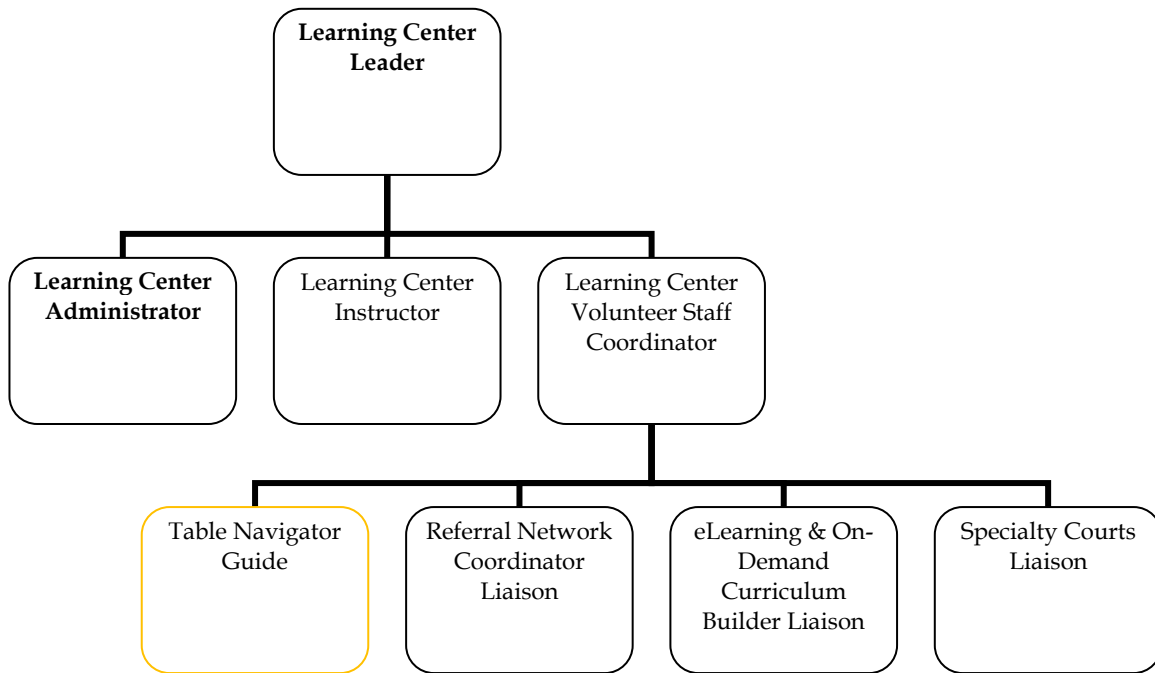
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## Learning Center Table Navigator Guide Role



### **I. Learning Center Navigator: Description**

The Family Solution Finder Learning Center (FSFLC) Navigator is a member of the local community who is giving of themselves in time, person, and their developed skill to build an environment of learning. They have a desire to be a group table leader and one on one leader. These Learning Center Navigators will seek to develop a “**Purposeful Driven Learning Center**” by the design of the Family Solution Finder Learning Centers practices. The FSFLC Navigator is where everything the learning center is doing comes to a single point of action, the family member learns how to find their solutions to the issues they are facing. This is the purpose of the entire program.

### **II. Learning Center Navigator Guide: Role**

The role of a FSFLC Navigator is to oversee the Family Solution Finder Learning Series delivery to their assigned family members. A family member will have an assigned navigator and these two will work together and address the learning and solution development skills of that family member. A navigator should not have more than five family member assignments.

Each meeting the Navigator will review and update the progress of their assigned family members. Any issues of importance will be discussed before, during or after the meeting. If learning assignments are required or networking coordination for referral is needed, these would be addressed at the meeting. When an assignment is made for the family members, it is the role of their navigator to follow up on the progress of that assignment.



The navigators will meet as a group to discuss their family members progress, challenges and successes.

The FSFLC Instructor will work with the Navigator for special needs of a family members as it is related to learning.

The goal of the Navigator is to develop the skills of their assigned family members to, 1. learn the 32 key issues provided within the Family Solution Finder Learning Series (FSFLS), 2. to show how to get organized using binders and worksheets, and 3. how to use the Family 3-D's Coping Skills. They are not to do this work for the family member, instead to be there to say, "here it is, now learn it and use it". The family member must do the work for themselves or they will gain little from this program.

The FSFLC Navigator will implement their personal performance measures objectives created with the FSFLC Leader. They will meet quarterly to review evaluation of progress with these objectives.

The FSFLC Navigator will continuously seek to develop their own skills in group leadership, counseling, and organization. These are essential skills to be an effective learning center Navigator.

In this role the FSFLC Navigator will oversee the eLearning Program and its administration to the family member participants. They will oversee the FSFLC On-Demand Curriculum Build Program activity for their family members. and confirm the needed support is provided to the instructor to ensure successful on-line seminar sessions.

The FSFLC Navigator will work with the FSFLC Administrator, and Instructor to assure all assets required for the family member to succeed in their learning development are provided.

### **III. Learning Centers Navigator: *Responsibilities***

1. To ensures as a member of the volunteer staff, they are trained to perform their duties, supported with the right level of resources, and are implementing the programs and processes as designed.
2. Understands the final decision maker on all budget decisions of revenue, time and staff allocations and matters of education/training is the FSFLC Leader.
3. Navigator collects M.O.R.E.S. worksheet from family members post completed services, forwards to the Network Coordinator and FSFLC Administrator.

### **IV. Learning Centers Navigator: *Process***

The volunteers will submit a personal development plan to the Learning Center Leader. This will be reviewed by both semi-annually to confirm progress and proper encouragement/support.

The Learning Centers Navigator meets with their assigned family members and sits with them during the meetings.

Each meeting will result in an update with each assigned family member.

The FSFLC Navigator will follow up on tasks related to the development and progress of their assigned family member in between meeting dates.

The FSFLC Navigator will share their family members notes with the FSFLC Leader, Administrator, Instructor to ensure all resources are being used to the best possible advantage of the family members.

The FSFLC Navigator is expected to participate in Fund Raiser Activities.

The First Steps:

- d. How the meeting flows
- e. The family members responsibilities
- f. The learning center responsibilities
- g. How to use the website
- h. Leadership Contact List
- i. FSFLC preferred provider list based on the 32 key issues
- j. How to order books
- k. How to use the books

Gain an understanding of their current situation.

Assign a Self-Administer Learning Assessment

# Family Member Self-Assessment



**SEMINAR SELECTION QUESTIONNAIR & ASSIGNMENT**

**INSTRUCTIONS**  
**Family Member Self-Assessment Questionnaire**

- I. The instructor requests each family member complete a “Family Self-Assessment Questionnaire. This will allow the instructor to select the seminar programs that best match the family member’s needs.
- II. Upon completion, the family member will return the Family Member Self-Assessment Questionnaire back to the Instructor or Navigator.
- III. The Instructor or Navigator will discuss these results with the family member and complete the Family Members Seminar Assignment Card.
- IV. The seminars will be delivered through, in person presentation, zoom.com or self-administrated.

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# PART ONE

## Family Member Self-Assessment Seminar Selection

Instructions: Check the box for selection of seminar, then record to seminar assignment card.

### 32 Key Issues, Seminars Goals & Learning Objectives

#### ~ THE FAMILY, ISSUES # 1-5 ~

**ISSUE # 1.** Family is a system.

**Seminar Goal:** The family sees each family members as a partner in the family system, contributing to the family dynamic.

**Three Learning Objective:** 1. Learn each family members Functionality, 2. Learn their Potentiality, 3. Learn the Obstacles that prevents the family members from contributing to the family dynamic.

**ISSUE # 2.** Different roles of the family members.

**Seminar Goal:** The family sees each family members in the role they play, understands their interaction characteristic and the sequence of thought process.

**Three Learning Objective:** 1. Learn the Characteristic Patterns of how family's member interacts, 2. Learn the 7 different roles family member play, 3. Understanding the sequence of thought, how we use what we know.

**ISSUE # 3.** Childhood trauma and SUD.

**Seminar Goal:** Understand what to look for and how to seek professional assistance in Childhood Trauma.

**Three Learning Objectives:** 1. Learn what is childhood trauma, 2. Learn the signs of childhood trauma, 3. Understanding the tools used to diagnose childhood trauma.

**ISSUE # 4.** Different types of family therapy.

**Seminar Goal:** As a consumer, learn the different types of family therapy practices. What to ask for when seeking family therapy.

**Three Learning Objectives:** 1. Learn the different types of family therapy, 2. Learn which are the four (4) predominate type models, 3. Learn why SUD is referred to as a family disease.

**ISSUE # 5.** Four primary support structures of the family.

**Seminar Goal:** Understand the different areas of the community that support the family.

**Three Learning Objectives:** 1. Learn which are the four (4) primary family support structures, 2. Learn how to get organized to get the most from these organizations, 3. Understanding how to use a plan of action in approaching these groups.

~ THE DISEASE, ISSUES # 6-9 ~

**ISSUE # 6.** Getting a diagnosis.

**Seminar Goal:** Learn the Three types of Diagnosis to request, why get a staging and how to use this information to get organized.

**Three Learning Objectives:** 1. Learn the medical diagnosis path, 2. Learn the mental health diagnosis path, 3. Learn the Addiction diagnosis path. 4. Get an assessment (screening), Diagnosis, Staging, 5. Get organized.

**ISSUE # 7.** SUD is a brain disease.

**Seminar Goal:** Learn what changes to make this a brain disease, what it means to be chronic.

**Three Learning Objectives:** 1. Learn why addiction is a brain disease, 2. How it is different from other disease, 3. Learn Why it is chronic.

**ISSUE # 8.** The disease progresses in stages.

**Seminar Goal:** Know the stages of progress to prepare for each, why individualized care matters, learn how the disease diagnosis is staged.

**Three Learning Objectives:** 1. Learn the 7 stages of progression, 2. Learn the importance of “Individualized Treatment, 3. Learn the three (3) levels “stages” of disease, (mild, moderate, sever).

**ISSUE # 9.** Relapse is a part of the disease journey.

**Seminar Goal:** Why knowing the types of mental health therapy used in treatment, how it combines with medical assisted treatment and what is a CC Care Plan that a family can participate.

**Three Learning Objectives:** 1. Learn the types of mental health therapy in recovery, 2. How the value of Medical Assisted Treatment (M.A.T.) in recovery, 3. Learn to support their Collaborative Comprehensive Care Plan (CC Care Plan) to deal with an enabler who is in denial of their enabling behavior.

~ THE FAMILY CORE COMPETENCY, ISSUES # 10-21 ~

**ISSUE # 10.** Enabling vs. Disabling

**Seminar Goal:** Learn the 10 Types of Enabling, How to find it in the family members, what is the best way to respond.

**Three Learning Objectives:** 1. Learn the 10 Types of Enabling, 2. How to deal with an enabler who is in denial of their enabling behavior, 3. Understanding how to change enabling behavior.

**ISSUE # 11.** Addiction Behavior, Boundaries.

**Seminar Goal:** Boundaries are about their addiction behavior as a measurement, the focus is on the family members need to change for the boundaries to work.

**Three Learning Objectives:** 1. To learn the behavior traits of substance misuse, 2. To understand how the behavior progresses and changes over time. 3. To learn how to respond to these behaviors by setting boundaries.

**ISSUE # 12.** Family Intervention, five stages of change & motivational interviewing.

**Seminar Goal:** Know the five stages and the motivational steps to enact change.

**Three Learning Objectives:** 1. Identify the five stages of change and motivational interviewing to address them, 2. Learn the ten processes of change. 3. Gain an understanding dual diagnosis, mental health condition,

**ISSUE # 13.** The Police Intervention.

**Seminar Goal:** Given it is likely to happen, how to prepare by completing a missing persons report focuses the family on a preparedness position and not reactionist position.

**Three Learning Objectives:** 1. Identify the six phases of Police intervention, 2. Learn the do's and do nots of a missing person's report, 3. How to complete a missing person's report.

**ISSUE # 14.** The Emergency Medical Services Intervention.

**Seminar Goal:** Many areas after an ER visit balanced on what is done during an ER Visit.

**Three Learning Objectives:** 1. Understand the paramedic first response phrases, 2. Learn what happens in a hospital emergency room visit. 3. Understanding the value of SBIRT, family role in continuity of care.

**ISSUE # 15.** The Legal System Intervention.

**Seminar Goal:** Many steps are required in the segmented world of the legal court system, learn them now while the family members head is clearer.

**Three Learning Objects:** 1. Have a working knowledge of the incarceration diversion or Sequential Intercept Model (SIM), 2. Finding an attorney, 3. What is Drug Court.

**ISSUE # 16.** The Treatment Center Intervention.

**Seminar Goal:** Which one, what to ask, what to look for, Which area is more important than the other.

**Three Learning Objectives:** 1. Determine the right level of treatment, 2. What is Intensive Outpatient Treatment, IOP. 3. Family role in communicating with treatment center staff.

**ISSUE # 17.** Support Agency Mapping.

**Seminar Goal:** Know your community resource providers before they need to know your family.

**Three Learning Objectives:** 1. Define family community mapping (who can assist the family), 2. Steps to create a family community map 3. Advantages gained by having a family community map.

**ISSUE # 18.** The Relapse.

**Seminar Goal:** It happens in stages, know what your family members can do in each stage.

**Three Learning Objectives:** 1. What is relapse, 2. List three stages of relapse, 3. How can the family identify these stages.

**ISSUE # 19.** Successful Lifelong Recovery.

**Seminar Goal:** Because it is a lifelong disease, it needs a lifelong plan for total recovery. What is the family's role.

**Three Learning Objectives:** 1. Four main ideas in relapse prevention. 2. Learn the Stages of Recovery 3. How to create a strong support system.

**ISSUE # 20.** Bereavement.

**Seminar Goal:** There are different types, learn them, share them, use this as a start to your understanding of the issue.

**Three Learning Objectives:** 1. Learn the 3 types of grief, 2. Understand the grief cycle, 3. Create an inventory for complicated grief.

**ISSUE # 21.** Faith, Spiritual Practices.

**Seminar Goal:** Where is God in the family members journey is an individual response. Create a space where this can be explored safely.

**Three Learning Objectives:** 1. Review the need for faith organization participation, 2. Create an Invest in the Family Ministry, 3. Offer the "Invest in the Family Ministry" program at your place of worship.



~ THE FAMILY TAKING ACTION, ISSUES 22-33 ~

**ISSUE # 22.** Elements of a family plan of action. □

**Seminar Goal:** Building a strong family plan of action take steps and participation. Learn both.

**Three Learning Objectives:** 1. Learn elements of a family plan of action, 2. Learn the steps in developing a family plan of action. 3. Be aware of the obstacles in developing a plan of action.

**ISSUE # 23.** Roles family members play in a plan of action. □

**Seminar Goal:** Triangulation is a tactic used to prevent relationship integrity, Knowing the six common characteristic and identifying communication patterns will aid the family to respond towards the source of how family members can contribute.

**Three Learning Objectives:** 1. Learn to identify and manage triangulation relationships, 2. How to deal with the six common characteristics of family unit living with substance use disorders, 3. Identify existing communication patterns within the family members.

**ISSUE # 24.** Getting networked in advance. □

**Seminar Goal:** Getting networked at a time when the service is not required gives the family the opportunity to consider the criteria for selection. Proactively determining in advance where are local services to assist the family in each of the 32 issue is an strong position for the family to be in.

**Three Learning Objectives:** 1. How to use the Family Solution Finder Local Resource Connections Workbook Learning Module IV, 2. How to apply community mapping into your family plan of action, 3. What steps to take in making learning module IV an action step.

**ISSUE # 25.** Suicide prevention. □

**Seminar Goal:** Being brave to address the topic of suicide prevention is a strength the family members must decide for themselves, learning how is part of taking that next step.

**Three Learning Objectives:** 1. Learn the common risk factors, 2. Learn the warning signs, 3. Learn the silent contributor.

**ISSUE # 26.** Financial management in SUD. □

**Seminar Goal:** This journey is expensive, for most a finite number is how care will be determined, know the cost of services based on the issues they may face will allow the family to more effectively budget and weigh the value of treatment plans and services.

**Three Learning Objectives:** 1. Learn the possible paths and their costs, 2. How to get your financial affairs in order, Learn to manage this chronic disease and your expenses.

**ISSUE # 27.** Foster care services. □

**Seminar Goal:** This is emotional time and has a complex system. Learning it in advance, where the family knows it is possible will allow the family members to provide the best level of support.

**Three Learning Objectives:** 1. Learn the serviced providers case management role, 2. How bend with the requirements, 3. Options in achieving family reunification involving substance use disorders.

**ISSUE # 28.** NARCAN. □

**Seminar Goal:** At the time it is needed is not the time to learn how to administer it. Learn when to use it, how to use it and what to expect after you use it.

**Three Learning Objectives:** 1. Learn what is NARCAN, 2. Learn when to use it, Learn what to expect as an outcome.

**ISSUE # 29.** Peer to Peer Support Services. □

**Seminar Goal:** A partner who has traveled this road is a strong support in getting started in a journey of sustainable recovery. These services provide that level of support. The family needs to know how to use it to their advantage. Everyone has a role to play.

**Three Learning Objectives:** 1. Learn what is Peer to Peer Support Service, 2. How to create your own Peer to Peer concept when local service is not available, 3. Understand the value of peer-to-peer exchange.

**ISSUE # 30.** Medical Assisted Treatment (M.A.T.) . □

**Seminar Goal:** M.A.T. what is it, how it works, why it is a valuable tool in sustained recovery and include it to CBT care as part of the plan of treatment.

**Three Learning Objectives:** 1. Learn what is Medical Assisted Treatment (M.A.T.) why it has value in long term recovery, 2. Learn as a family member how to support the inclusion of M.A.T. in the plan of care, 3. Understand the regimen and titration.

**ISSUE # 31.** Creating a Family Solution Finder Learning Centers, (FSFLC). □

**Seminar Goal:** What is an FSFLC, how to set up an FSFLC in your county.

**Three Learning Objectives:** 1. Learn how to set up a local Family Solution Finder Learning Centers for your county, 2. How to receive instructor training (train the train), 3. Understanding how operate the center and engage the local community in a community collaboration and education.

**ISSUE # 32.** Harm Reduction. □

**Seminar Goal:** What actions can a family take for harm reduction, where to find these resources.

**Three Learning Objectives:** 1. Learn the family member role in harm reduction, 2. How to manage ones selfcare with mindfulness of self, 3. Learn tips on how to deal with difficult people.

**ISSUE # 33.** The Family Members Role in the Re-Entry Process. □

**Seminar Goal:** How can the family members participate in the re-entry process.

**Three Learning Objectives:** 1. Learn the elements of the re-entry process, 2. How to manage the family members role in the re-entry process, 3. How to identify the obstacles involved in the re-entry process.

## PART TWO

### Family Member Seminar Assignment Card

The 32 Key Issue, Family Seminar Library

| <b>Seminar Number</b> | <b>Type of Delivery:<br/>Presentation,<br/>Zoom or Self -<br/>Administrated</b> | <b>Date Started</b> | <b>Date Completed</b> |
|-----------------------|---|---------------------|-----------------------|
| Issue # 1             |   |                     |                       |
| Issue # 2             |   |                     |                       |
| Issue # 3             |   |                     |                       |
| Issue # 4             |   |                     |                       |
| Issue # 5             |   |                     |                       |
| Issue # 6             |   |                     |                       |
| Issue # 7             |   |                     |                       |
| Issue # 8             |   |                     |                       |
| Issue # 9             |   |                     |                       |
| Issue #10             |   |                     |                       |
| Issue #11             |   |                     |                       |
| Issue #12             |   |                     |                       |
| Issue #13             |   |                     |                       |
| Issue #14             |   |                     |                       |

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| Issue #15 |  |  |  |
| Issue #16 |  |  |  |
| Issue #17 |  |  |  |
| Issue #18 |  |  |  |
| Issue #19 |  |  |  |
| Issue #20 |  |  |  |
| Issue #21 |  |  |  |
| Issue #22 |  |  |  |
| Issue #23 |  |  |  |
| Issue #24 |  |  |  |
| Issue #25 |  |  |  |
| Issue #26 |  |  |  |
| Issue #27 |  |  |  |
| Issue #28 |  |  |  |
| Issue #29 |  |  |  |
| Issue     |  |  |  |

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| #30          |  |  |  |
| Issue<br>#31 |  |  |  |
| Issue<br>#32 |  |  |  |
| Issue<br>#33 |  |  |  |

This is your selected curriculum for learning.

## PART THREE

### Family Member Seminar Assignment Report Card

**The Seminar Assignment Progress Report Card:** (started, in progress, completed)

|             |             |             |
|-------------|-------------|-------------|
| Issue # 1.  | Issue # 11. | Issue # 21. |
| Issue # 2.  | Issue # 12. | Issue # 22. |
| Issue # 3.  | Issue # 13. | Issue # 23. |
| Issue # 4.  | Issue # 14. | Issue # 24. |
| Issue # 5.  | Issue # 15. | Issue # 25. |
| Issue # 6.  | Issue # 16. | Issue # 26. |
| Issue # 7.  | Issue # 17. | Issue # 27. |
| Issue # 8.  | Issue # 18. | Issue # 28. |
| Issue # 9.  | Issue # 19. | Issue # 29. |
| Issue # 10. | Issue # 20. | Issue # 30. |
|             |             | Issue # 31. |
|             |             | Issue # 32. |
|             |             | Issue # 33. |

Use this worksheet to record your progress.





# Family Member Individual Development Goals

**Annual Goal: (I want to improve in this area of my life)**

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**How can the FSFLC help you in this Goal?**

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**First Quarter Objective:**

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Second Quarter Objective:

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Third Quarter Objective:

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Fourth Quarter Objective:

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## Family Member Profile Card

Name of family Member:

Contact information.

1. Phone
2. Email.

Needs List:

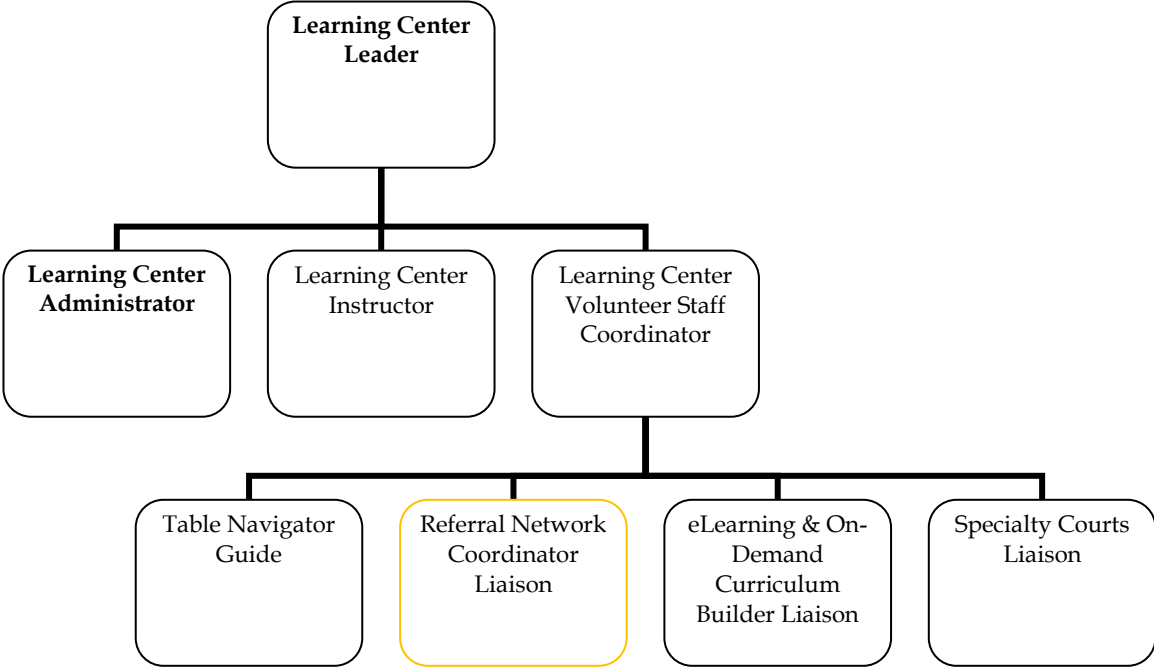
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- 2.
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- 7.
- 8.

Completed Seminars:

- \_\_\_ 12 Core Competency Seminars with Certificate Awarded.
- \_\_\_ Specialty Court Family Learning
- \_\_\_ eLearning Program
- \_\_\_ On-Demand Curriculum Builder Program

New Assignments or Tasks:

# Referral Network Coordinator Liaison



## **The Referral Network Coordinator Liaison**

### **I. Learning Center Referral Network Coordinator: *Description***

The Family Solution Finder Learning Center Referral Network Coordinator is a member of the local community who is giving of themselves in time, person, and their developed skill to lead. They have a desire to introduce services and programs that will benefit families in their journey with substance use disorders and are prepared to learn the skills required to be an effective Network Coordinator. These Network Coordinators will speak with providers, program and services managers within the local community that provide services to these families. The purpose is to have them refer these families to the Family Solution Finder Learning Centers. The Network Coordinator will also offer to provide seminars at their location if the FSFLC is a Level III program. The goal is to have relationships with all the stakeholders.

### **II. Learning Center Referral Network Coordinator: *Role***

The role of a FSFLC Network Coordinator is to provide liaison work between the FSFLC and local stakeholders. The Network Provider will understand the services these providers offer and relay this to the Navigators for their use in working with family members. The understanding of the FSFLC about their local community and the establishment of the center with these stakeholders will come from the work of the Network Coordinator.

The FSFLC Network Coordinator will continuously seek to develop their own skills in communication, time management, presentation skills and relationship building. These are essential skills to be an effective learning center Network Coordinator.

### **III. Learning Centers Referral Network Coordinator: *Responsibilities***

- a) To ensure the volunteer and staff have an updated list of the providers within the community, their contact information and services offered.
- b) Will ensure all 32 key issues have a local provider on this list.
- c) That M.O.R.E.S. worksheets are collected by the Navigators to review the local providers performance with the FSFLC family members in providing their services. A report will be generated on the status of providers in the network.

# Annual Referral Network Coordinator Liaison Development Goals

Annual Goal: (I want to improve in this area of my life)

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective

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Third Quarter Objective

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Fourth Quarter Objective

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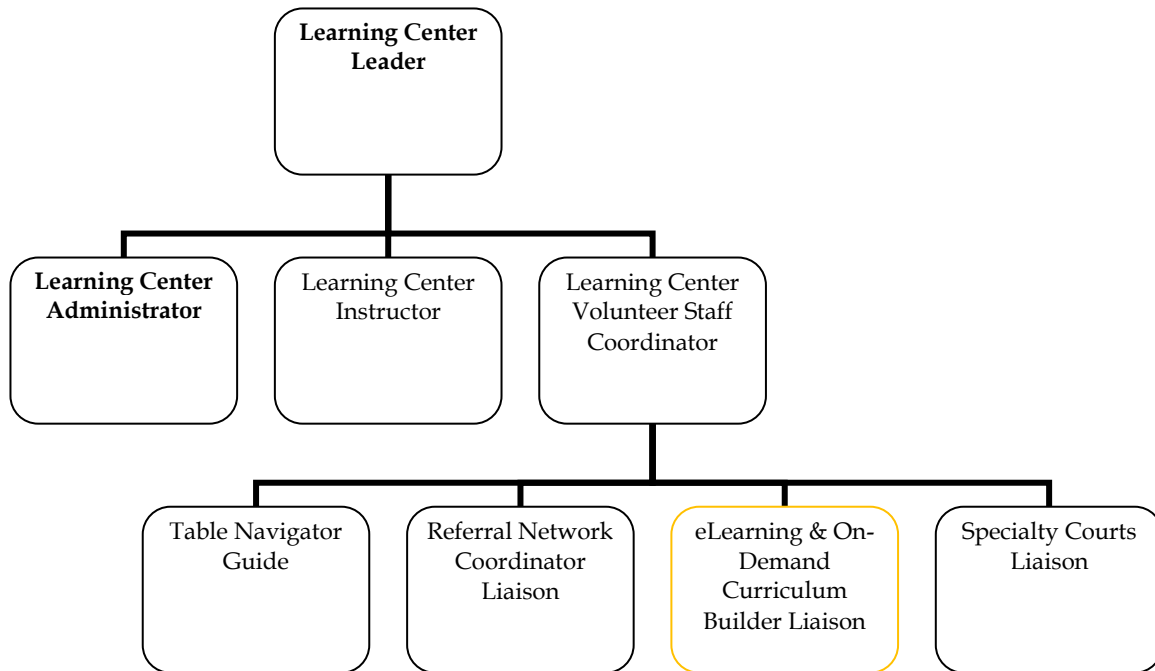
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# eLearning & On-Demand Curriculum Builder Programs Liaison



## I. Learning Center Learning Centers eLearning & On-Demand Curriculum Builder

### Liaison: *Description*

The Family Solution Finder Learning Center eLearning & On-Demand Curriculum Builder Liaison is a member of the local community who is giving of themselves in time, person, and their developed skill to lead. They have a desire to help families members set up eLearning and their curriculum selections. These liaisons will seek to develop a “***Purposeful Driven Learning Center***” by the design of the Family Solution Finder Learning Centers practices.

## II. Learning Center Learning Centers eLearning & On-Demand Curriculum Builder Liaison: *Role*

The role of a FSFLC Liaison is to oversee the workflow of the eLearning Program and or the On-Demand Curriculum Builder Program. The FSFLC liaison will implement and oversee the collection of family member progress performance measures and create a quarterly report on the distribution of the book distribution and eLearning Program.

The FSFLC Liaison will continuously seek to develop their own skills in coordinating, counseling, presentation skills and organization. These are essential skills to be an effective liaison center leader.

### **III. Learning Center Learning Centers eLearning & On-Demand Curriculum Builder**

#### **Liaison: Responsibilities**

1. To ensure the program is being delivered and that attendees have access to the needed material and content for learning.
2. The success to this program is not only the liaison but the Instructor, the Administrator and Leader.
3. Meets with family members to provide set up and learning instructions in how to use the books and on-line resources.

#### **IV. Learning Center Learning Centers eLearning & On-Demand Curriculum Builder Liaison: Process**

1. Receive an assigned Family.
2. Collect and record contact information to family profile card.
3. Explain the program, outline how the program is used.
4. Complete a Self-Administered Learning Assessment Questionnaire.
5. Develop a selection of seminars for learning based on Questionnaire results.
6. Begin seminar learning.
7. Create a Report Card for recording family progress.

## Annual eLearning & On-Demand Curriculum Builder individual Development Goals

Annual Goal: (I want to improve in this area of my life)

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective

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Third Quarter Objective

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Fourth Quarter Objective

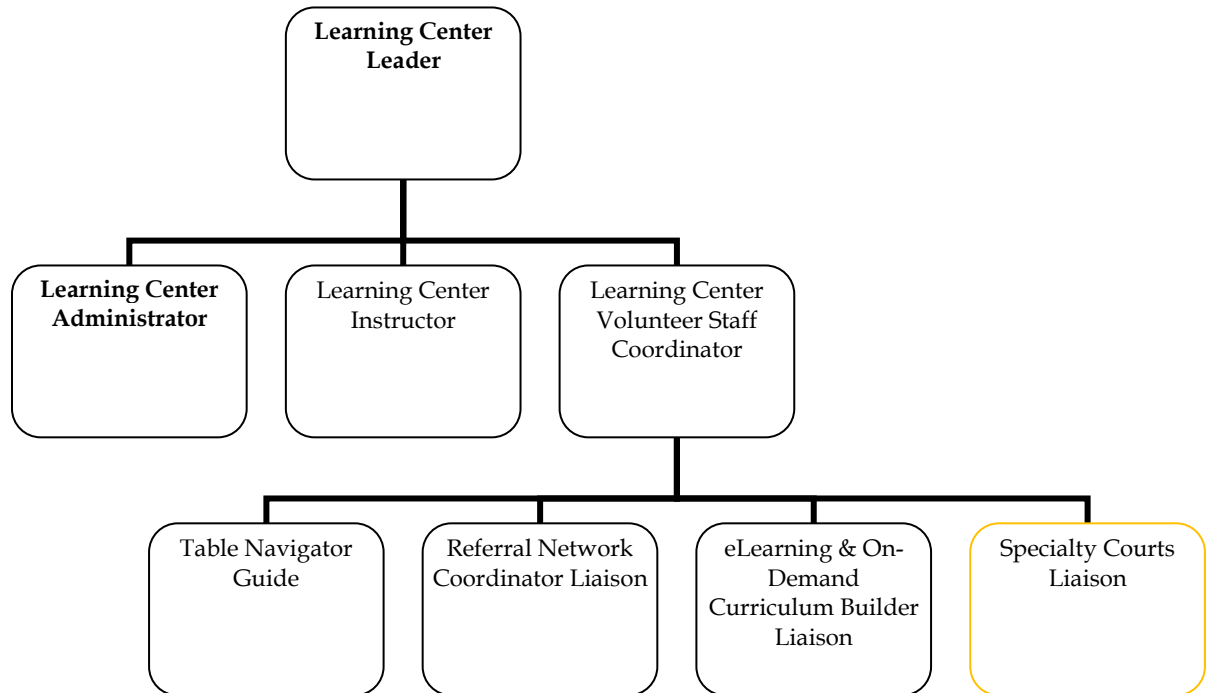
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# Specialty Courts Liaison



## I. Learning Center Learning Centers Specialty Courts Liaison: *Description*

The Family Solution Finder Learning Center Specialty Court Liaison is a member of the local community who is giving of themselves in time, person, and their developed skill to coordinate, communicate and follow up. They have a desire to assist families learn while going through the Courts system or when their loved one is in incarceration. They are prepared to learn the skills required to be an effective liaison. These liaisons will seek to develop a “***Purposeful Driven Learning Center***” by the design of the Family Solution Finder Learning Centers practices.

## II. Learning Center Learning Centers Specialty Courts Liaison: *Role*

The FSFLC Specialty Courts Liaison will implement and oversee the relationship between the Courts and the FSFLC, receive new family members, assist in supporting the training and coordination of family members, provide completion reports back to the courts.

The FSFLC Leader will continuously seek to develop their own skills in leadership, counseling, presenting, time management, communication, and project planning. These are essential skills to be an effective learning center Specialty Courts Liaison.

In this role the FSFLC Specialty Courts Liaison, the liaison will oversee the eLearning & On-Demand Program and its administration to the family member participants. They will oversee the FSFLC eLearning & On-Demand Instructor and confirm the needed support is provided to the instructor to ensure successful on-line seminar sessions.

The primary product for this role is the Family Solution Finder Specialty Courts Family Learning Program. And the From Legal Courts to the Family Table. Both books will be used by the liaison.

### **III. Learning Centers Specialty Courts Liaison: Responsibilities**

1. To ensure the internal volunteer staff is trained to understand how the Specialty Courts Family Learning Program is implemented and the workflow process. They will perform their duties, supported with the right level of resources, and are implementing the programs and processes as designed.
2. Ensure all materials needed to run the program are available to the FSFLC Instructor and family members.
3. The staff at the courts and jail have a working knowledge of the Specialty Courts Family Learning Program.
4. Completion reports are collected from the family members and forwarded to the Courts staff, FSFLC Instructor and FSFLC Administrator.

### **IV. Learning Centers Support Coordinator: Process**

- The liaison introduces the Specialty Courts Family Learning Program to the Courts. Agreements are made, a launch training program is completed, required literature and books are provided at the courts to begin the family assignment process.
- The family members are enrolled into the Specialty Courts Family Learning Program and then depending on the type of program being assigned, the liaison makes contact with the family to provide start up instructions, if required.
- The liaison contacts the family members to determine progress with the program or address any questions.
- Proof of completion by the family members to the liaison is provided.
- A completion report is generated by the liaison for the court staff.

# Annual Specialty Courts Liaison Individual Development Goals

Annual Goal: (I want to improve in this area of my life)

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How can the FSFLC help you in this Goal?

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First Quarter Objective:

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Second Quarter Objective:

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Third Quarter Objective:

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Fourth Quarter Objective:

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## Specialty Courts Family Learning Program Seminar Progress Card

Name of Family Member:

Contact information.

5. Phone

6. Email.

**Completed Seminars:**

|     |     |     |
|-----|-----|-----|
| 1.  | 11. | 21. |
| 2.  | 12. | 22. |
| 3.  | 13. | 23. |
| 4.  | 14. | 24. |
| 5.  | 15. | 25. |
| 6.  | 16. | 26. |
| 7.  | 17. | 27. |
| 8.  | 18. | 28. |
| 9.  | 19. | 29. |
| 10. | 20. | 30. |
|     |     | 31. |
|     |     | 32. |

**Completed Seminars:**

\_\_\_ 12 Core Competency Seminars with Certificate Awarded.

\_\_\_ Specialty Court Family Learning

\_\_\_ eLearning Program

\_\_\_ On-Demand Curriculum Builder Program

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***PART IV: Train the Volunteers***

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## The Volunteer Standards

To become a “Highly Effective Volunteer” there is work on the volunteer’s part to make the choice that they are going to take the time to volunteer. There is also work on the Learning Centers part to create an environment for their volunteers to thrive, while contributing. It is a give and a take. Because our time is valuable, it only makes sense to do it to the best of our ability. Given that volunteering has typically been practiced as a “learn as you go” job, few are trained in the art of volunteering, and even fewer are trained to be leaders.

**To be Highly Effective as a volunteer, training is going to be necessary.**

What better way to learn than from someone who has already learned the standards which are required in how to be effective.

**Standard One:** *Learn About Your Assigned Family.*

**Standard Two:** *What are their goals for the seminar.*

**Standard Three:** *Identify which key issue is important to the family member.*

**Standard Four:** *Cultivate your knowledge base.*

**Standard Five:** *Be accountable to the family members.*

**Standard Six:** *Affirm their family 3-D’s coping skills.*

**Standard Seven:** *Assist them in building their resource connection skills.*

## **Standard One: Learn About Your Assigned Family**

In practical terms no one expects us to understand the content of each seminar to the degree of being a person who can provide counseling. That is not our role and must be left to the professionals. However, we can assist our families in asking themselves selective questions which can guide them towards a stronger dialog with a professional when seeking assistance. This often mean, does the family member understand themselves, their abilities, and limits. By taking the time to learn about the family members, this can become an advantage for them to learn about themselves.

The volunteer needs to have a working knowledge of how to use the Family Solution Finder 3-D's Coping Skills Workbook.

The goal of each seminar is not only to expose the family members to topics that will impact their lives, but also to start a process of creating a solution in how they will respond. It always concludes with a licensed professional being involved as a guide in what steps to take.

Our role is to create structure in how they can learn ways to assemble the pieces in creating solutions. We do this using the following tools:

1. Family Transformational Response (F.T.R.) model
2. The Family Value Based Decision-Making Model
3. The Family Plan of Action Model
4. The Family Self Administrated Learning Assessment Questionnaire.

By the navigator having a working knowledge of these three coping skill tools, they will be better able to assist family members when taking the seminar, in how to apply what is learned to the real issue that family may be facing.

From strengthening the family members ability to determine solutions, develop decisions and design plan of action, the family member will be better able to have goals for the future. They will see more clearly that goals are attainable when you have the coping skills to achieve them.

It may be the family members would prefer to keep their responses to themselves, personal. This should always be asked before discussing what they have filled in when completing their three coping skill tools.

Always respect a person's privacy, event when they volunteer information.

## **Standard Two: What are their goals for the seminar.**

Using selected questions when meeting a family member is helpful for the Navigator to determine what each member in the family attending the seminars is seeking to get out of the meeting.

Be prepared to explain the outline of the seminar and have examples ready in how they can apply the information to their real-world situations.

### **SELECTED QUESTION MIGHT INCLUDE:**

1. Have you had the chance to review today's seminar prior to coming today?
2. What areas are of the greatest interest to you?
3. If Not, let me explain some of the highlights and then you can tell me which might interest you the most?
4. How do you see yourself using this information?
5. Were there any areas where you want further clarification or have a question?
6. Can we assist you in connecting with a licensed professional to work with you on that issue?

We want those who attend our seminars to have a working knowledge of how to get started with this topic. Keep in mind connecting them with professionals is the best way to help them move forward. Ours is just the beginning of their understanding the issue. The Learning Centers Volunteer will need to complete the *Family Solution Finder, Study Guidebook* for this key issue.

Keep in mind our goal is to help the family members create solutions.



## **Standard Three Identify which key issue is important to the family member.**

Many people wrongly think, "Goal setting is something done in a box", you do it and then put it away. It's not.

The best way to team with a family member on their goals is to keep the goals alive, real and always in play. The goal is a moving target, it changes with new information and unseen influences. So, we need to be ready to help them see their goals and ask them to express to us how they are moving towards them each meeting. We do this by understanding what interest them most about the key issue they are addressing.

This creates a mutual interest; their goal is the mutual interest. The material being presented are segments in developing how to create solutions, make effective decisions and develop useful plans of action. This is their work to do, we are here to provide structure and process for them to do it.

All we are asking of the learning centers volunteer is to ask within a session, "How is the material helpful in you meeting your goals". At times, the answer may be, it's not. And that is OK. The point is, someone in their life today reminded them by asking this question, reaffirming that goals are important, goals are achievable, and by learning and planning they can move forward. The Learning Centers Volunteer needs to complete the *Family Solution Finder, Workbook* for this key issue.

We will provide HOPE by showing up and building access to learning, we give the family members a HUG when we use the Family Solution Finder Learning Series, we participate in SHARED FAMILY LOVE when we educate and include the community. Our Slogan is: HOPE, HUGS, AND SHARED FAMILY LOVE.

**Who we are:**

**The Family Solution Finder Learning Centers**

Education, Organization, Networking

**Our Slogan:**

Hope, Hugs and Shared Family Love

## **Standard Four: Cultivate your knowledge base.**

Being able to expand our horizons and help others in an even greater way is extremely rewarding. But there are no learning tracks for a navigator to take in being better prepared to help others. So, we are going to suggest you consider creating your own, by using topics based on categories:

### Addiction:

- Different levels of treatment programs

- Medical Assisted Treatment

### Mental Health:

- Cognitive Behavior Therapy, Depression, Suicide Prevention

- Theories of Change

- Motivational Interviewing

- Different types of Family Therapy

### Social Services:

- Human Trafficking

- Harm Reduction

- Jobs and Family Services

- Foster Care Services

### Legal System:

- Police Booking

- Specialty Courts, Drug Court, Veterans Court, Juvenile Court

- Jail processing and Release

### Medical Health: Related to Addiction

- The Emergency Response in an Overdose

- The Emergency Room

- ICU for Overdose

- Cardiac, kidney, liver and other comorbidities related to substance use disorders.

You could go down the table of contents for the Family Solution Finder Seminar Study Guide and select a youtube.com search on each topic.

Use our channel: Solution Finder Workbook Videos we have 88 selected videos to choose.

## **Standard Five: Be accountable to the family members.**

It does not need to be more clearly outlined that when we know more about an issue or person and listen to what they have said, we will likely be in a better place to say something they will understand. We seek to be helpful, purposefully in their lives. By using the first four standards in this manual, as a learning centers volunteer it is likely you will have some very good input for them. But you first need to understand them and their situation before providing your input.

To accomplish this, we have a suggested reading:

**First things First** by Stephen Covey. You will find it on **[www.amazon.com](http://www.amazon.com)** and you should consider the used copy selection because the pricing is very low.

If you live by this alone, you will be an outstanding volunteer and Navigator.

## **Standard Six: Affirm their family 3-D's coping skills.**

At some point in this learning process, someone from the learning centers needs to confirm the family is or has developed a sharper capability in using the "Family 3-D's Coping Skills". It would be tragic if the Learning Centers fails in completing this task to the satisfaction of the family members.

This assurance can be achieved by the learning centers volunteer affirming at the conclusion of the seminar, the family has a working knowledge in how the "Family 3-D's Coping Skills" is applied to their lives for that specific issue. This is achieved when the learning centers volunteer completes the *Family Solution Finder, 3-D's Coping Skills Workbook* for the issue.

By completing this step, the family will have practiced this model, several times and over the course of many key issue seminars they will be strengthen this capability to the point they can take ownership of it and use it in all areas of their life. At that point we will have achieved one of our most important goals.

Goal: Increase the competence of the family members to cope with the issues they are likely to face when living with substance use disorders. We will have strengthened our community too.

## **Standard Seven: Assist them in building their resource connection skills.**

Learning the topic, applying the topic to the family members life experience, determining a solution, developing a decision, and designing a family plan of action is perfect. Do this for all of the 32 key issues a family member living with substance use disorders is likely to face. All this is good; however it is not empowerment, not yet at least.

Empowerment comes from when the family members go out into the community and finds the right professional, organization, program or service and allows the professional to assist them in their response. At that point, all the above becomes empowerment. Up to that point, it was all just empowering, moving towards empowerment.

Therefore, the volunteers work is not done until the family has completed all the above. To do this a learning center volunteer needs to understand how to complete the exercises in *The Family Solution Finder, Local Resource Connections Workbook Learning Module IV*. All learning centers volunteer need to complete this workbook.

# The Family 3-D's Skill Set



## Family 3-D's Skill Set

1. Determine a Family Solution
2. Develop a Family Decision
3. Design a Family Plan of Action

*To Combine, Knowing with Doing*

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## Addressing The Family Issues

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The ability of a family to address an issue will vary from family to family. As a community there is no set way in how to approach this area of family decision making. However, having a process of steps is helpful; it reduces stress, increases success and allows both family members and community to work together in improving the continuity of care and delivery of services.

For this reason, *The Family 3-D's Skill Set* is offered to assist families using a path of steps that will guide them through responding effectively to the issues they will likely face in their journey living with substance use disorders.

When we look at the family dynamic as a collaboration of different family members, each family member will likely have their own ideas in how to move forward. It has been noted that different roles are assumed by each family member, as they contribute to the family system. It will be to the family's advantage if they understand these different roles so each can work with the other for a better final outcome.

### I. Family Roles in Decision Making

Individual members of families often serve different roles in decisions that ultimately draw on shared family resources.

1. **Information gatherers/holders:** These family members seek out information about products of relevance. These individuals often have a great deal of power because they may selectively pass on information that favors their chosen alternatives.
2. **Influencers:** These family members do not ultimately have the power to decide between alternatives, but they may make their wishes known by asking for specific products or causing embarrassing situations if their demands are not met.
3. **Decision maker(s):** These family members have the power to determine issues such as:
  - Whether a service or program is needed.
  - Which program to use.
  - Which organization to select; (competing organization providing alike services)
4. **Purchaser:** These family members go out and set up the services for the family. This person is considered the *purchaser*. As for the family member who implements the decision and coordinates with outside family resources, they hold the role of putting the plan into action.

This person may introduce some problems since the purchaser can receive information that might not be the same as the decision maker. Also note the distinction between the purchaser and decision maker may be somewhat blurred:

- The decision maker family member may specify what kind of service or program to use, but not which organization.
- The purchaser family member may have to make a substitution if the desired organization is not available.
- The purchaser family member may disregard instructions (by error or deliberately).

It should be noted that family decisions are often subject to a great deal of conflict. The reality is that few families are wealthy enough to avoid a strong tension between demands on the family's resources especially when the topic surrounds substance use disorder issues.

*Note*, that many decisions inherently come down to values. One spouse may believe that it is important to save for the children's future; the other may value spending now to help prepare their child or spouse. Who is right? There is no clear answer here. The situation becomes even more complex when more parties—such as relatives, friends, counselors—are involved.

## II. Different Family Member Strategies

A. Some family members may resort to various strategies to get their way.

1. **Bargaining**—one member will give up something in return for something else. These roles may shift and the family system might become imbalanced.
2. **Reasoning**—trying to get the other person(s) to accept one's view through logical argumentation.
3. **Negative reinforcement** - Individuals may simply try to "wear down" the other party by endless talking in the guise of reasoning.





**B. Various manipulative strategies may also be used:**

1. **Impression Management**, where one tries to make one's side look good (e.g., argue that a new TV will help the children see educational TV when it is really mostly wanted to see sports programming, or argue that all "decent families make a contribution to the church").
2. **Authority** involves asserting one's "right" to make a decision (as the "man of the house," the mother of the children, or the one who makes the most money).
3. **Emotion** involves making an emotional display to get one's. REF: Lars Perner, Ph.D. Assistant Professor of Clinical Marketing, Department of Marketing Marchall School of Business, University of Southern CA.  
[https://www.consumerpsychologist.com/cb\\_Family\\_Decision\\_Making.html](https://www.consumerpsychologist.com/cb_Family_Decision_Making.html)

Between the different roles and different strategies, we can see how complicated it can be for the family to assemble and make a collective decision.

The advantages of making a decision as a family are numerous:

- 1) Strengthens family member bonding.
- 2) Reduces isolation.
- 3) Destroys fear of stigma.

This is the reason for providing "**The Family 3-D's Skill Set**". This model of exercises strengthens the next step for families when seeking to resolve a key issue in their journey living with Substance Use Disorders. They will use this model for every 32 key issues seminar.



### **Their Questions:**

The family members will ask; What book to use? Where to go for more information? Who and what to ask? When seeking assistance what to bring? What is likely to come next?

*These are some of the question's family members experience most often in their journey living with substance use disorders.*

### **Our Answer:**

The Family Solution Finder Learning Centers, helps the family members get educated, get organized and get networked to face the issues most often experienced by these families. *The Family 3-D's Skill Set* is used with each of the 32 key issues seminars. These three skill sets are at the beginning of our books because they will be used in all area of the learning process. This is the role of an instructor.

*It is not enough to have knowledge about an issue, but rather to have the skill in how to use this knowledge.*

Therefore, we are providing a **Family Solution Finder Learning Centers** is put into place instead of a family support center. It is all about the words "**FAMILY SOLUTION FINDER**" that creates an ability of the family to Determine, Develop and Design their own successful response.

### **Apply "The Family 3-D's Skill Set": (Determine, Develop, Design)**

- |   |  |
|---|--|
| 1. The Family Transformational Response,    | <b><u>D</u>etermine a Family Solution</b>    |
| 2. The Value Based Family Decisions Making, | <b><u>D</u>evelop a Family Decision</b>      |
| 3. The Family Plan of Action,               | <b><u>D</u>esign a Family Plan of Action</b> |



## **Family Skill Set #1**

### **“Family Transformational Response Model (F.T.R.)”**

Determine the Solution to a Key Issue

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## **FAMILY TRANSFORMATIONAL RESPONSE (F.T.R.) Model**

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**Finding a solution for the 32 Key Issues can be addressed by using this model format.**

**Example,** Take your issue and define what the issue is, then state how this issue will impact the family, then identify what steps your family can take to prepare for this issue, then find those organizations/professionals who can help the family in dealing with this issue. **You now have a solution to this issue.**

### **The F.T.R. Model:**

- I. Define the Issue?
  
- II. How does this issue impact the family?
  
- III. What steps can the family take to prepare and respond to this issue?
  
- IV. Create a list of who can help and assist the family in their response?
  
- V. What should the family expect as their outcome?

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## The F.T.R. Model Worksheet

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### I. Define the Issue?

- ❖ Clearly State what happened or will happen?

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- ❖ Identify who is involved, or should be involved?

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- ❖ What would you like to have happened, or like to see happen?

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**2 How does the issue impact the family?**

❖ Who in the family?

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❖ In what way?

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❖ What is needed to move forward?

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**3 What steps can the family take to prepare and then respond to the issue?**

❖ What needs to be done, prioritize the list?

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❖ Who needs to be involved?

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❖ What will it look like when completed?

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#### 4 Who can help and assist the family in their response?

❖ How to search for an organization to help?

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❖ What to ask from them?

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❖ What to expect?

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**5 What should the family expect as their outcome?**

❖ Timeline?

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❖ The expenses/cost involved in this issue?

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❖ Required changes to successful respond to this issue?

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## **Family Skill Set # 2**

### **“Value Based Family Decision-Making Model”**

Develop a Value Base Family Decision

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## FAMILY DECISION MAKING OVER TIME (FDM)

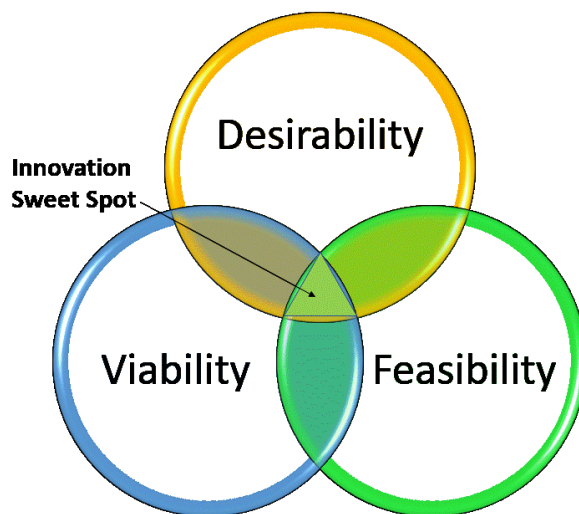
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### The science behind the decision roles.

Consider how we approach the Solution, is there a bias in our thinking. The Family 3-D's Skill Set can improve how well the family members will combine how they feel going into addressing an issue. If we consider our likely sources of personal interest first, we will possibly have greater success in knowing why we feel the way we do about a topic that is being discussed between family members.

We all have our own desires, we all use our logic and judgment to determine if something is viable, and when looking at a plan of action, we consider if it is feasible. In the middle is where we find our own innovation on what we can contribute, and possibly an internal compromise has taken place from within ourselves.

REF: Davis and Rigaux (1974), Wolfe (1959), Davis and Rigaux (1974)



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**UNDERSTAND WHAT MOTIVATES A DECISION: (Desirability,  
Viability, Feasibility)**

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**Practice Exercise One:** What are your *desires* as you address a **“Solution”** for this issue?

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**Practice Exercise Two:** How *viable* is your **“Decision”**, is it something you want to see happen?

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**Practice Exercise Three:** How *feasible* is the **“Plan of Action”**, is this something you can complete, and will it bring the results you are seeking?

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## The Value Based Family Decision-Making Model

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In our values, we find ourselves taking a stance on how we will follow a certain way towards making a family value-based decision. It is therefore important to understand the family values, prior to making critical decisions about the lives of our loved one.

### Values (ethics)

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From Wikipedia, the free encyclopedia

In ethics, **values** denote the degree of importance for some thing or action, with the aim of determining what actions are best to do or what way is best to live. It deals with “the right conduct” and how we live a good life.

**Practical Exercise:** What do you treasure the most that is without substitution for anything else?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write your values down as an individual family member.** (not as an individual, but as a family member).

a. \_\_\_\_\_

\_\_\_\_\_

II. \_\_\_\_\_

\_\_\_\_\_

III. \_\_\_\_\_

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Now discuss together as a family, each person stating what they feel are their most important family values. (note there is no wrong answer).

**Our individual top Family Values Are:**

- 1.
- 2.

There are six steps taken to make a value-based family decision. The Value Based Decision-Making Model will identify these six steps. When using in the Family Solution Finder Learning Series Workbook you will be asked to complete a practical exercise and then apply it to the specific key issue the family faces.

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## First Step: Identify Exactly What Happened

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### Practical Exercise: What Happened?

Identify the details of the situation? (what happened, how did it happen, who was involved?)

What:

How:

Who:

Identify what you would have liked to have happened/happen?

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## Second Step: Analyzing the Situation

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Every problem has a situation that surrounds it. Inside the situation is where you will find the solution to the problem. By analyzing the situation more closely, the solution will typically present itself. It will then be clarified and used in your decision-making process.

**Practical Exercise:** We will look at the problem that impacts the situation. (what went wrong)?

**1 Assessing the Problem:** (Describe exactly what is happening that is not working?)

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**2 Identify, what is causing this to happen?**

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**3 In “what areas” did this create an impacting or disruption?**

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### Third Step: What is the number one contributing factor?

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**Practical Exercise:** What is (was) the number one contributing factor to this disruption or need for a decision?

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## Fourth Step: Gathering Information

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It may seem unnecessary to have a segment that reviews “Gathering Information” however, this is a critical part of the decision-making process and can significantly impact the quality of your decision and its outcome.

There are three types of information to consider gathering:

1. The **Primary Source** information, The information comes from the person it happened too, or that was there.
2. The **Secondary Source** information, He Said She Said.
3. The **Gut Feeling Source**, no one person saw it happen, but I think this is what occurred.

All the above “information gathering types” are reasonable to include in the decision-making model.

**The Primary Source:** Prepare a list of questions and then go to the primary source for answers. At times you may not know which best questions to ask. So, research possible questions, then go ask them.



**For Example:** If you are considering a treatment center for your loved one, go to the facility and take a tour. Do not just read their website, listen to someone else’s opinion about the facility or telephone them for a few answers. You will need to go directly to them as they are the “primary source” of information. You should come with a prepared list of questions in order to have an accurate understanding of their facility. Search online for how to assess a treatment facility.

**The Secondary Source:** This is also a good resource to consider using when deciding. The Secondary source is valuable because it allows others to provide information about your search for answers. From Secondary Sources you may find other topics or questions that need to be considered.

There are two areas that you need to be aware of; 1. The source of the secondary information. Who are they, what authority do they speak from, why are they providing this information? 2. Is this information a direct correlation to the topic that you are researching. Be careful, sometimes in a secondary search it becomes tempting to seek out information that proves your premises to be correct. That is called bias. We want to avoid being bias, just the facts please.

### **INFORMATION GATHERING CARD**

Gathered Information:

- What did you learn?

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- Who did you learn it from?

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- Why do you feel it is creditable?

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Use these answers to assemble your decision.

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## **Fifth Step: Create a Criteria, what is most important?**

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**Practical Exercise: Does your solution qualify for consideration? Use the Family Transformational Response Model (F.T.R.) to determine the solution.**

**CRITICAL CRITERIA**, *Final Review (True or False)*

- Will this action ensure safety for your loved one?
- Do you have the resources needed to complete these tasks?
- Is your timetable realistic?
- Do you understand the negative impact(s) your actions may create?
- Would you want others to take this action on your behalf?





### **Family Skill Set # 3**

### **“The Family Plan of Action”**

Design a Family Plan of Action

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## Family Plan of Action:

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### I. SOLUTION (forwarded)

The Family Identified Solution: (From the completed F.T.R. Worksheet):

**Our Solution Is:**

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### II. DECISION (forwarded)

The family Decision-Making Process: (From the completed Family Values Decision-Making worksheet)

**Our Decision Is:**

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## IN CREATING ACTION, WE BECOME PURCHASERS of SERVICES AND PROGRAMS

This is the point in where it all comes together, Determining the solution for the issue, developing a family decision, and now designing a *Family Plan of Action*.

What we are doing is “creating a family model” to purchase a service or program that will assist the family in achieving their goals and objectives. In the Family Plan of Action is where knowledge becomes “**doing**” something about the issue.

It is particularly important to introduce consumer socialization because the family members are now consumers of healthcare and social services. Their currency is money, time and love that is exchanged for these services and programs. We should approach these services and programs as consumers. We provide what we have in value for what we need services and programs.

Consumer socialization is a lifelong process, (Ward, 1974), a framework where a child acquires the appropriate behavior in society (Bilton et al, 1988), and he learns to feel as to the society’s expectations (Moschis, 1987), and he learns to behave willingly as to the norms established by a given community culture. (Fromm, 1947). For this reason, everyone will view their consumerism differently.

In this framework we are introducing the word “socialization” on purpose. Because what the family is doing will create a socialization of their consumerism in order that others can participate in providing them with what they need. The family should want this to happen, most families need this to happen, their local community is available to make this happen.

Consumer socialization makes a person capable to take part efficiently in the life of the whole society or their given social group. During this process, a young human being acquires the values and knowledge of their social group and other family members, they learn appropriate social norms and the way in how to behave as a consumer of programs and services. Through consumer socialization people acquire those skills that make them capable to be efficient members of a society (Ward, 1974) (O1).

By using *The Family 3-D’s Skill Set*, we have taken great strides in assuring each step was given careful consideration. Now, is the stage where we place our **solution** and **decision** into a Family Plan of Action. We are now consumers of healthcare and social services and programs. Its time to go to market.

**Practical Exercise:**

Create a list of tasks which need to be accomplished to complete the objective.

**OBJECTIVE:**

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Task:

Task:

Task:

**OBJECTIVE:**

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Task:

Task:

Task:

**OBJECTIVE:**

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Task:

Task:

Task:



### III. PLAN OF ACTION (prioritize the tasks)

**The Family Plan of Action process: (Assign family members and others a task, to combine in the overall workload of completing the family response to this issue)**

**Priority # 1.**

**Assigned To:**

Task:

Task:

Task:

**Priority # 2.**

**Assigned To:**

Task:

Task:

Task:

**Priority # 3.**

**Assigned To:**

Task:

Task:

Task:



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## In Conclusion of the Family 3-D's Coping Skills

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### From these three-family skill-set tools: “The Family 3-D’s Skill Set”

- |   |  |
|---|--|
| 1. The Family Transformational Response,    | <u>D</u> etermine a Family Solution    |
| 2. The Value Based Family Decisions Making, | <u>D</u> evelop a Family Decision      |
| 3. The Family Plan of Action,               | <u>D</u> esign a Family Plan of Action |

Now the family is prepared to learn about the 32 key issues they are likely to face in their journey with substance use disorders. To started right into learning without the “*Family 3-D’s Skills Set*”, for applied learning, the family would have knowledge but might be limited in knowing how to use it.

These family skill tools and your willingness to use them is the same degree that you will have empowerment. Because empowerment comes from having knowledge and the skill-set tools to use the knowledge you have gained.

Now you can create a solution to an issue, make a value-based family decision and develop a shared family plan of action for each issue you face in this journey.



**FAMILY EMPOWERMENT:** *Means, knowing what to do, having a plan to coordinate how it will work, then find those that can assist you in your response.*

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***Part V: THE PROGRAMS***

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**The Family Solution Finder Learning Series**

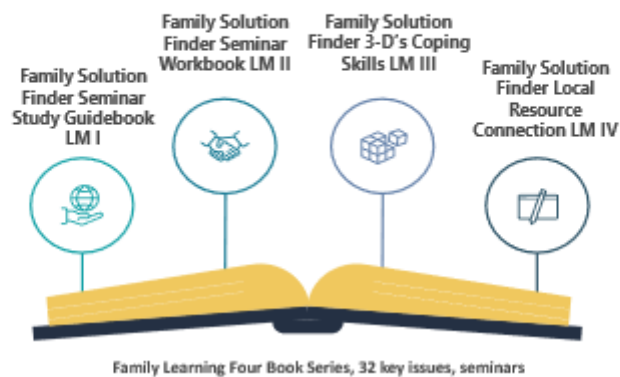
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There are 32 key issue seminars available to provide family members in this learning curriculum. These seminars are provided in a learning series of four (4) books. Each book is a learning module, an attendee starts with the study guide for a single key issue then moves to the workbook, then moves to the 3-D's coping skills workbook and finally the local resources connections workbook. By following this learning module of I-IV they have a thorough applied knowledge of the issue, how they will respond and where to find assistance from the local community.

## Family Solution Finder Learning Series

Learning Modules I-IV



### The Family Solution Finder Learning Series Includes:

1. The Family Solution Finder Seminar Study Guidebook Learning Module I.
2. The Family Solution Finder Seminar Workbook Learning Module II.
3. The Family Solution Finder 3-D's Coping Skills Workbook Learning Module III.
4. The Family Solution Finder Local Resource Connections Workbook Learning Module IV.

There is a power point presentation file on our website for each of the 32 key issues. The seven download steps for the key issues are also found on our website as a free download PDF. All materials for presenting each seminar are available for the 32 key issues, on our website: [www.familiesimpactedbyopioids.com](http://www.familiesimpactedbyopioids.com)

Also, on our [www.youtube.com](http://www.youtube.com) channel The Solution Finder Workbook Videos, are over 90 videos that are selected to enhance the learning objectives in the 32 key issue seminars.



# Family Member Self-Assessment



**SEMINAR SELECTION QUESTIONNAIR & ASSIGNMENT**

**INSTRUCTIONS**  
**Family Member Self-Assessment Questionnaire**

- I. The instructor requests each family member complete a “Family Self-Assessment Questionnaire. This will allow the instructor to select the seminar programs that best match the family member’s needs.
- II. Upon completion, the family member will return the Family Member Self-Assessment Questionnaire back to the Instructor or Navigator.
- III. The Instructor or Navigator will discuss these results with the family member and complete the Family Members Seminar Assignment Card.
- IV. The seminars will be delivered through, in person presentation, zoom.com or self-administrated.

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| <b>PART THREE:</b> | Family Member Seminar Assignment Report Card .....   |
| <b>PART FOUR:</b>  | Ordering Books.....                                  |

# PART ONE

## Family Member Self-Assessment Seminar Selection

Instructions: Check the box for selection of seminar, then record to seminar assignment card.

### 32 Key Issues, Seminars Goals & Learning Objectives

#### ~ THE FAMILY, ISSUES # 1-5 ~

**ISSUE # 1.** Family is a system.

**Seminar Goal:** The family sees each family members as a partner in the family system, contributing to the family dynamic.

**Three Learning Objective:** 1. Learn each family members Functionality, 2. Learn their Potentiality, 3. Learn the Obstacles that prevents the family members from contributing to the family dynamic.

**ISSUE # 2.** Different roles of the family members.

**Seminar Goal:** The family sees each family members in the role they play, understands their interaction characteristic and the sequence of thought process.

**Three Learning Objective:** 1. Learn the Characteristic Patterns of how family's member interacts, 2. Learn the 7 different roles family member play, 3. Understanding the sequence of thought, how we use what we know.

**ISSUE # 3.** Childhood trauma and SUD.

**Seminar Goal:** Understand what to look for and how to seek professional assistance in Childhood Trauma.

**Three Learning Objectives:** 1. Learn what is childhood trauma, 2. Learn the signs of childhood trauma, 3. Understanding the tools used to diagnose childhood trauma.

**ISSUE # 4.** Different types of family therapy.

**Seminar Goal:** As a consumer, learn the different types of family therapy practices. What to ask for when seeking family therapy.

**Three Learning Objectives:** 1. Learn the different types of family therapy, 2. Learn which are the four (4) predominate type models, 3. Learn why SUD is referred to as a family disease.

**ISSUE # 5.** Four primary support structures of the family.

**Seminar Goal:** Understand the different areas of the community that support the family.

**Three Learning Objectives:** 1. Learn which are the four (4) primary family support structures, 2. Learn how to get organized to get the most from these organizations, 3. Understanding how to use a plan of action in approaching these groups.

~ THE DISEASE, ISSUES # 6-9 ~

**ISSUE # 6.** Getting a diagnosis.

**Seminar Goal:** Learn the Three Types of Diagnosis to request, why get a staging and how to use this information to get organized.

**Three Learning Objectives:** 1. Learn the medical diagnosis path, 2. Learn the mental health diagnosis path, 3. Learn the Addiction diagnosis path. 4. Get an assessment (screening), Diagnosis, Staging, 5. Get organized.

**ISSUE # 7.** SUD is a brain disease.

**Seminar Goal:** Learn what changes to make this a brain disease, what it means to be chronic.

**Three Learning Objectives:** 1. Learn why addiction is a brain disease, 2. How it is different from other disease, 3. Learn Why it is chronic.

**ISSUE # 8.** The disease progresses in stages.

**Seminar Goal:** Know the stages of progress to prepare for each, why individualized care matters, learn how the disease diagnosis is staged.

**Three Learning Objectives:** 1. Learn the 7 stages of progression, 2. Learn the importance of “Individualized Treatment, 3. Learn the three (3) levels “stages” of disease, (mild, moderate, sever).

**ISSUE # 9.** Relapse is a part of the disease journey.

**Seminar Goal:** Why knowing the types of mental health therapy used in treatment, how it combines with medical assisted treatment and what is a CC Care Plan that a family can participate.

**Three Learning Objectives:** 1. Learn the types of mental health therapy in recovery, 2. How the value of Medical Assisted Treatment (M.A.T.) in recovery, 3. Learn to support their Collaborative Comprehensive Care Plan (CC Care Plan) to deal with an enabler who is in denial of their enabling behavior.

~ THE FAMILY CORE COMPETENCY, ISSUES # 10-21 ~

**ISSUE # 10.** Enabling vs. Disabling

**Seminar Goal:** Learn the 10 Types of Enabling, How to find it in the family members, what is the best way to respond.

**Three Learning Objectives:** 1. Learn the 10 Types of Enabling, 2. How to deal with an enabler who is in denial of their enabling behavior, 3. Understanding how to change enabling behavior.

**ISSUE # 11.** Addiction Behavior, Boundaries.

**Seminar Goal:** Boundaries are about their addiction behavior as a measurement, the focus is on the family members need to change for the boundaries to work.

**Three Learning Objectives:** 1. To learn the behavior traits of substance misuse, 2. To understand how the behavior progresses and changes over time. 3. To learn how to respond to these behaviors by setting boundaries.

**ISSUE # 12.** Family Intervention, five stages of change & motivational interviewing.

**Seminar Goal:** Know the five stages and the motivational steps to enact change.

**Three Learning Objectives:** 1. Identify the five stages of change and motivational interviewing to address them, 2. Learn the ten processes of change. 3. Gain an understanding dual diagnosis, mental health condition,

**ISSUE # 13.** The Police Intervention.

**Seminar Goal:** Given it is likely to happen, how to prepare by completing a missing persons report focuses the family on a preparedness position and not reactionist position.

**Three Learning Objectives:** 1. Identify the six phases of Police intervention, 2. Learn the do's and do nots of a missing person's report, 3. How to complete a missing person's report.

**ISSUE # 14.** The Emergency Medical Services Intervention.

**Seminar Goal:** Many areas after an ER visit balanced on what is done during an ER Visit.

**Three Learning Objectives:** 1. Understand the paramedic first response phrases, 2. Learn what happens in a hospital emergency room visit. 3. Understanding the value of SBIRT, family role in continuity of care.

**ISSUE # 15.** The Legal System Intervention.

**Seminar Goal:** Many steps are required in the segmented world of the legal court system, learn them now while the family members head is clearer.

**Three Learning Objects:** 1. Have a working knowledge of the incarceration diversion or Sequential Intercept Model (SIM), 2. Finding an attorney, 3. What is Drug Court.

**ISSUE # 16.** The Treatment Center Intervention.

**Seminar Goal:** Which one, what to ask, what to look for, Which area is more important than the other.

**Three Learning Objectives:** 1. Determine the right level of treatment, 2. What is Intensive Outpatient Treatment, IOP. 3. Family role in communicating with treatment center staff.

**ISSUE # 17.** Support Agency Mapping.

**Seminar Goal:** Know your community resource providers before they need to know your family.

**Three Learning Objectives:** 1. Define family community mapping (who can assist the family), 2. Steps to create a family community map 3. Advantages gained by having a family community map.

**ISSUE # 18.** The Relapse.

**Seminar Goal:** It happens in stages, know what your family members can do in each stage.

**Three Learning Objectives:** 1. What is relapse, 2. List three stages of relapse, 3. How can the family identify these stages.

**ISSUE # 19.** Successful Lifelong Recovery.

**Seminar Goal:** Because it is a lifelong disease, it needs a lifelong plan for total recovery. What is the family's role.

**Three Learning Objectives:** 1. Four main ideas in relapse prevention. 2. Learn the Stages of Recovery 3. How to create a strong support system.

**ISSUE # 20.** Bereavement.

**Seminar Goal:** There are different types, learn them, share them, use this as a start to your understanding of the issue.

**Three Learning Objectives:** 1. Learn the 3 types of grief, 2. Understand the grief cycle, 3. Create an inventory for complicated grief.

**ISSUE # 21.** Faith, Spiritual Practices.

**Seminar Goal:** Where is God in the family members journey is an individual response. Create a space where this can be explored safely.

**Three Learning Objectives:** 1. Review the need for faith organization participation, 2. Create an Invest in the Family Ministry, 3. Offer the "Invest in the Family Ministry" program at your place of worship.

~ THE FAMILY TAKING ACTION, ISSUES 22-33 ~

**ISSUE # 22.** Elements of a family plan of action. □

**Seminar Goal:** Building a strong family plan of action take steps and participation. Learn both.

**Three Learning Objectives:** 1. Learn elements of a family plan of action, 2. Learn the steps in developing a family plan of action. 3. Be aware of the obstacles in developing a plan of action.

**ISSUE # 23.** Roles family members play in a plan of action. □

**Seminar Goal:** Triangulation is a tactic used to prevent relationship integrity, Knowing the six common characteristic and identifying communication patterns will aid the family to respond towards the source of how family members can contribute.

**Three Learning Objectives:** 1. Learn to identify and manage triangulation relationships, 2. How to deal with the six common characteristics of family unit living with substance use disorders, 3. Identify existing communication patterns within the family members.

**ISSUE # 24.** Getting networked in advance. □

**Seminar Goal:** Getting networked at a time when the service is not required gives the family the opportunity to consider the criteria for selection. Proactively determining in advance where are local services to assist the family in each of the 32 issue is an strong position for the family to be in.

**Three Learning Objectives:** 1. How to use the Family Solution Finder Local Resource Connections Workbook Learning Module IV, 2. How to apply community mapping into your family plan of action, 3. What steps to take in making learning module IV an action step.

**ISSUE # 25.** Suicide prevention. □

**Seminar Goal:** Being brave to address the topic of suicide prevention is a strength the family members must decide for themselves, learning how is part of taking that next step.

**Three Learning Objectives:** 1. Learn the common risk factors, 2. Learn the warning signs, 3. Learn the silent contributor.

**ISSUE # 26.** Financial management in SUD. □

**Seminar Goal:** This journey is expensive, for most a finite number is how care will be determined, know the cost of services based on the issues they may face will allow the family to more effectively budget and weigh the value of treatment plans and services.

**Three Learning Objectives:** 1. Learn the possible paths and their costs, 2. How to get your financial affairs in order, Learn to manage this chronic disease and your expenses.

**ISSUE # 27.** Foster care services. □

**Seminar Goal:** This is emotional time and has a complex system. Learning it in advance, where the family knows it is possible will allow the family members to provide the best level of support.

**Three Learning Objectives:** 1. Learn the serviced providers case management role, 2. How bend with the requirements, 3. Options in achieving family reunification involving substance use disorders.

**ISSUE # 28.** NARCAN. □

**Seminar Goal:** At the time it is needed is not the time to learn how to administer it. Learn when to use it, how to use it and what to expect after you use it.

**Three Learning Objectives:** 1. Learn what is NARCAN, 2. Learn when to use it, Learn what to expect as an outcome.

**ISSUE # 29.** Peer to Peer Support Services. □

**Seminar Goal:** A partner who has traveled this road is a strong support in getting started in a journey of sustainable recovery. These services provide that level of support. The family needs to know how to use it to their advantage. Everyone has a role to play.

**Three Learning Objectives:** 1. Learn what is Peer to Peer Support Service, 2. How to create your own Peer to Peer concept when local service is not available, 3. Understand the value of peer-to-peer exchange.

**ISSUE # 30.** Medical Assisted Treatment (M.A.T.) . □

**Seminar Goal:** M.A.T. what is it, how it works, why it is a valuable tool in sustained recovery and include it to CBT care as part of the plan of treatment.

**Three Learning Objectives:** 1. Learn what is Medical Assisted Treatment (M.A.T.) why it has value in long term recovery, 2. Learn as a family member how to support the inclusion of M.A.T. in the plan of care, 3. Understand the regimen and titration.

**ISSUE # 31.** Creating a Family Solution Finder Learning Centers, (FSFLC). □

**Seminar Goal:** What is an FSFLC, how to set up an FSFLC in your county.

**Three Learning Objectives:** 1. Learn how to set up a local Family Solution Finder Learning Centers for your county, 2. How to receive instructor training (train the train), 3. Understanding how operate the center and engage the local community in a community collaboration and education.



**ISSUE # 32.** Harm Reduction. □

**Seminar Goal:** What actions can a family take for harm reduction, where to find these resources.

**Three Learning Objectives:** 1. Learn the family member role in harm reduction, 2. How to manage ones selfcare with mindfulness of self, 3. Learn tips on how to deal with difficult people.

**ISSUE # 33.** The Family Members Role in the Re-Entry Process. □

**Seminar Goal:** How can the family members participate in the re-entry process.

**Three Learning Objectives:** 1. Learn the elements of the re-entry process, 2. How to manage the family members role in the re-entry process, 3. How to identify the obstacles involved in the re-entry process.

## PART TWO

### Family Member Seminar Assignment Card

The 32 Key Issue, Family Seminar Library

| <b>Seminar Number</b> | <b>Type of Delivery:<br/>Presentation,<br/>Zoom or Self -<br/>Administrated</b> | <b>Date Started</b> | <b>Date Completed</b> |
|-----------------------|---|---------------------|-----------------------|
| Issue # 1             |   |                     |                       |
| Issue # 2             |   |                     |                       |
| Issue # 3             |   |                     |                       |
| Issue # 4             |   |                     |                       |
| Issue # 5             |   |                     |                       |
| Issue # 6             |   |                     |                       |
| Issue # 7             |   |                     |                       |
| Issue # 8             |   |                     |                       |
| Issue # 9             |   |                     |                       |
| Issue #10             |   |                     |                       |
| Issue #11             |   |                     |                       |
| Issue #12             |   |                     |                       |
| Issue #13             |   |                     |                       |
| Issue #14             |   |                     |                       |

|           |  |  |  |
|-----------|--|--|--|
| Issue #15 |  |  |  |
| Issue #16 |  |  |  |
| Issue #17 |  |  |  |
| Issue #18 |  |  |  |
| Issue #19 |  |  |  |
| Issue #20 |  |  |  |
| Issue #21 |  |  |  |
| Issue #22 |  |  |  |
| Issue #23 |  |  |  |
| Issue #24 |  |  |  |
| Issue #25 |  |  |  |
| Issue #26 |  |  |  |
| Issue #27 |  |  |  |
| Issue #28 |  |  |  |
| Issue #29 |  |  |  |
| Issue     |  |  |  |

|              |  |  |  |
|--------------|--|--|--|
| #30          |  |  |  |
| Issue<br>#31 |  |  |  |
| Issue<br>#32 |  |  |  |
| Issue<br>#33 |  |  |  |

This is your selected curriculum for learning.

## PART THREE

### Family Member Seminar Assignment Report Card

**The Seminar Assignment Progress Report Card:** (started, in progress, completed)

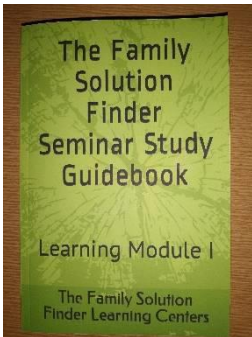
|             |             |             |
|-------------|-------------|-------------|
| Issue # 1.  | Issue # 11. | Issue # 21. |
| Issue # 2.  | Issue # 12. | Issue # 22. |
| Issue # 3.  | Issue # 13. | Issue # 23. |
| Issue # 4.  | Issue # 14. | Issue # 24. |
| Issue # 5.  | Issue # 15. | Issue # 25. |
| Issue # 6.  | Issue # 16. | Issue # 26. |
| Issue # 7.  | Issue # 17. | Issue # 27. |
| Issue # 8.  | Issue # 18. | Issue # 28. |
| Issue # 9.  | Issue # 19. | Issue # 29. |
| Issue # 10. | Issue # 20. | Issue # 30. |
|             |             | Issue # 31. |
|             |             | Issue # 32. |
|             |             | Issue # 33. |

Use this worksheet to record your progress.

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## Family Solution Finder Study Guidebook Learning Module I

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This book “The Family Solution Finder Seminar Study Guidebook Learning Module I is the first of four books in the Family Solution Finder Learning Series. In this book for each issue are three (3) learning objectives that introduces the critical parts to each issue for the family to understand. These lessons will move forward into learning module II-IV.

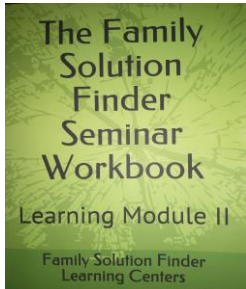
Most families will likely not experience all 32 key issue and the sequence of each issue presenting to the family in their journey will differ from family to family.

The section of this book is provided as a downloadable PDF for each issue. Go to our website: [FamiliesImpactedByOpioids.com](http://FamiliesImpactedByOpioids.com) and download to your jump drive the seven steps to an issue. Be sure to view the downloaded power point presentation for the issue and take time to discuss the embedded videos. On our youtube.com channel “The Solution Finder Workbook Videos” are 90 plus videos that support each of the 32 key issues. Use these for extended learning.

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## Family Solution Finder Seminar Workbook Learning Book II

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This book “The Family Solution Finder Seminar Workbook Learning Module II is the second of four books in the Family Solution Finder Learning Series. In this book for each issue the three (3) learning objectives that are introduced in the study guidebook are used in completing the seminar workbook Practical Family Life Exercises”. The objective is to have the family member apply what they are learning to their real-life situations. The critical parts to each issue for the family to understand. These lessons will move forward into learning module III-IV.

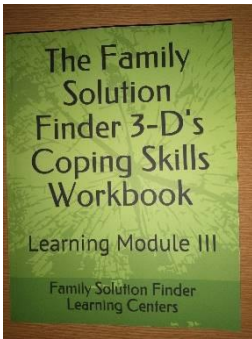
Most families will likely not experience all 32 key issues and the sequence of each issue presenting to the family in their journey will differ from family to family.

The section of this book is provided as a downloadable PDF for each issue. Go to our website: [FamiliesImpactedByOpioids.com](http://FamiliesImpactedByOpioids.com) and download to your jump drive the seven steps to an issue. Be sure to view the downloaded power point presentation for the issue and take time to discuss the embedded videos. On our [youtube.com](http://youtube.com) channel “The Solution Finder Workbook Videos” are 90 plus videos that support each of the 32 key issues. Use these for extended learning.

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## **Family Solution Finder 3-D's Coping Skills Workbook Learning Book III.**

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This book “The Family Solution Finder 3-D’s Coping Skills Workbook Learning Module III is the third of four books in the Family Solution Finder Learning Series. In this book for each issue the three (3) learning objectives from the study guide and the answers from the seminar workbook Practical Family Life Exercises are used to Determine a Solution, Develop a Decision and Design a Plan of Action.

These are the primary skills that will aid the family to become empowered as a consumer of healthcare programs and services.

Most families will likely not experience all 32 key issue and the sequence of each issue presenting to the family in their journey will differ from family to family.

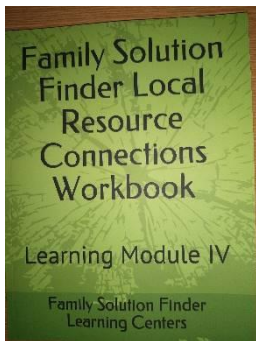
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## Family Solution Finder Local Resource Connections Learning Module IV.

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This book “The Family Solution Finder Local Resource Connections Learning Module IV is the fourth of four books in the Family Solution Finder Learning Series. In this book for each issue the 3-D’s Coping Skills are used to find a provider in the local community that best match the family needs in addressing this issue.

It requires the family to find these providers in advance of needing them, learning about the services and recording this information in their workbook for future reference.

It is this point the family is empowered. Up to this point they gain empowerment, but now having a licensed professional or program service is when their knowledge become empowerment. Our community what all family members living with substance use disorders to have empowerment and be empowered to use the community in meeting their objectives.

Most families will likely not experience all 32 key issue and the sequence of each issue presenting to the family in their journey will differ from family to family.

The section of this book is provided as a downloadable PDF for each issue. Go to our website: [FamiliesImpactedByOpioids.com](http://FamiliesImpactedByOpioids.com) and download to your jump drive the seven steps to an issue. Be sure to view the downloaded power point presentation for the issue and take time to discuss the embedded videos. On our [youtube.com](http://youtube.com) channel “The Solution Finder Workbook Videos” are 90 plus videos that support each of the 32 key issues. Use these for extended learning.

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**The Family Solution Finder Pathfinder Community Seminars**

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A family experiencing the key issues of a family living substance use disorder will typically have to at some point seek assistance. This is when the community first becomes aware they are having a problem.

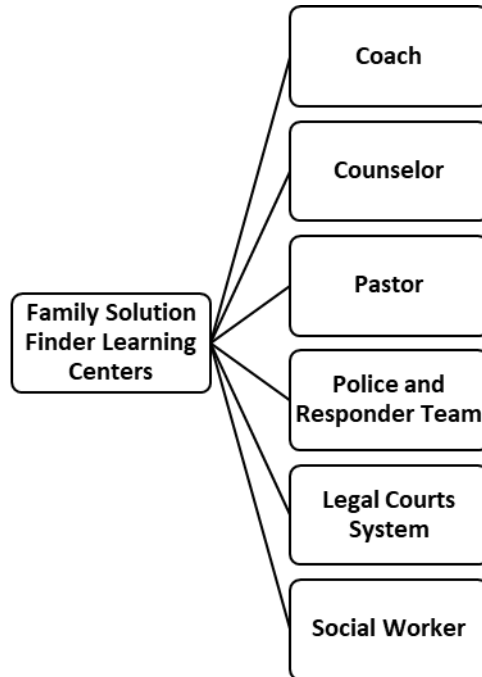
A sports coach or a school guidance counselor might be in conversation with a student who is the sister of the loved one with this problem. But because it disrupts the entire family, she is now showing signs of trouble. This is a community's first touch point; it is a telling sign that something is wrong. It is when the community is now aware and has identified the impact and now everyone's lives will evolve around this person's addiction.

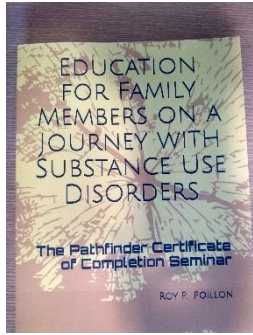
Meeting the family at their point of most pain is the applied strategy to the Pathfinder Community Seminars. We seek to help the community at all points where the family members are known to seek assistance. For example, this coach or school guidance counselor will have a Pathfinder Community Seminars book to give that student to take home for their family to review.

This is where we want to be, at the family table, helping them learn and grow. We want to give them hope and it starts when they are given knowledge. This is the community giving the family a Hug, we will give them Hope through the learning series, and shared family love by having made a community commitment to build the structure and process needed to sustain a Family Solution Finder Learning Centers. The strategy is to be where the family is, at their moment of pain, ready to provide knowledge of what is happen, what to do next and how to get organized.

# The Pathfinder Community Seminar Books

(educate the community agencies and their provider staff)





## **Education for the Individual Family Member on their Journey with Substance Use Disorders book:**

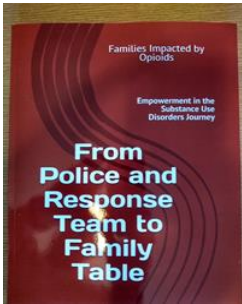
This book is used in developing clinical and non-clinical support staff to increase their awareness of the “Family Members living with Substance Use Disorders Journey”. Also, this is a great book to offer those who are not directly involved in the substance use disorder occurrence but would like to know more about the disease. Your organizations contact information can be placed inside. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.

The contents of this book is “The Pathfinder Community Seminar” and it’s 12 issues pulled from the 32 issues found in the Family Solution Finder Learning Series books. This book can be given to any clinical organizations, Veteran Family members, hospital staff and physician office staff and political leaders staff. Your organization’s contact information can be placed inside. All four category levels (I-IV) of the Family Solution Finder Learning Centers can use this book.

### **In the Seminar:**

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame in order to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Police and Response Team to Family Table:** (Stakeholder)



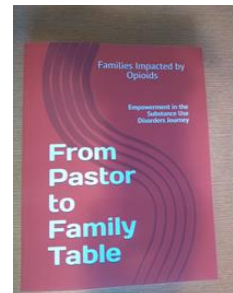
This book is used by your organization, to give to your local police and first responder teams, for them to give a family during or after an overdose intervention. The police and first responders can also use it to train their own staff members on the family's whole journey with this epidemic. This book can be used by police as part of their local community speaking engagement program. Your organizations contact information can be placed inside the workbook. All four Family Solution Finder Learning Center Category Levels (I-IV) use this book.

### **In the Seminar:**

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Pastor to Family Table:** (Stakeholder)

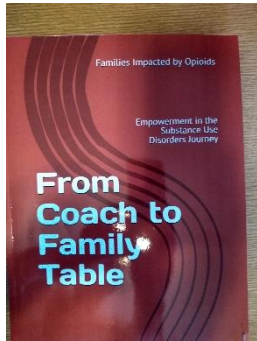
This book is offered to the Pastor and Ministry Leaders of a faith organization to give to the family members within their church who are on a journey with substance use disorders. Often, Family members especially mothers will seek advice from a minister or priest. This book can be given from the Pastor to train their staff and leaders. It can be delivered as a lunch and learn or as a take-home study book for the family. Your organization contact information can be placed inside. All four Family Solution Finder Learning Center Category Levels (I-IV) use this book.



### **In the Seminar:**

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame in order to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Coach to Family Table:** (Stakeholder)



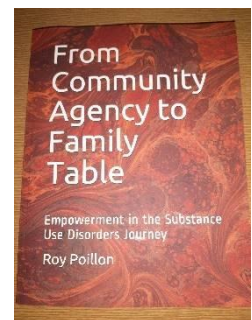
The “From Coach to Family Table” book is offered to the sports coaches. When a family or player is identified as a family who is going through a journey with substance use disorders, this will be a kind act of caring. In many communities our coaches are looked up to for their advice and guidance. They are on the front line of our families (children) and will be able to pass this book through a player to the family members. This will empower coaches to have a way of contributing to the value of our community by being an asset towards empowering our families. Your organizations contact information can be placed inside. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.

In the Seminar:

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Community Agency to Family Table:** (Stakeholder)

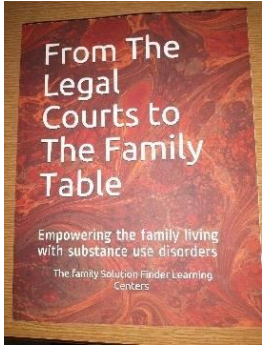
The “*From Community Agency to Family Table*” book is used to assist community agency staff in better understanding of the issue family members face in their journey with substance use disorders. This will allow any agency an internal resource for professional development. Also, this same book can be given to those families they serve, to learn through self-administration at home. All 12 core competency issues are covered in the Pathfinder Community Seminars workbook with practical exercises and learning videos. This is also supported with On Demand Learning and our eLearning Program series. Your organization contact information can be placed inside. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.



In the Seminar:

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Legal Courts to The Family Table:** (Stakeholder)



The From Legal Courts to the Family Table book provides material for the courts to use in educating their staff. It can be given to the family members for those who are in specialty court and by probation officers for the same.

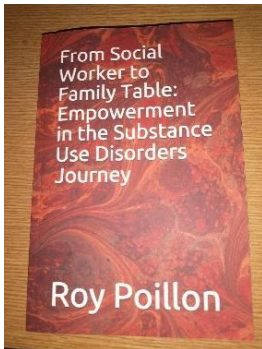
This book can be used by the jail system for those family members who are incarcerated.

The book will provide an insight to the 12-core competency issues a family member deals with when living with substance use disorders. This same book with the support materials for these issues on our website to include power point presentation and handouts, allows the social workers to provide their own learning seminars use these materials. Also, the book can be given to the family members to take home and self-administrate the 12 core competency issues in the comfort of their home. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.

In the Seminar:

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

## **From Social Work to Family Table:** (Stakeholder)



The “From Social Worker to Family Table” book is offered to social workers across the health care and community services area. The book will provide an insight to the 12-core competency issues a family member deals with when living with substance use disorders. This same book with the support materials for these issues is on our website to include power point presentation and handouts. This allows the social workers to provide their own learning seminars use these materials. Also, the book can be given to the family members to take home and self-administrate the 12 core competency issues in the comfort of their home. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.

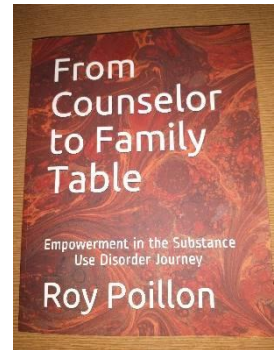
In the Seminar:

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.



## **From Counselor to Family Table:** (Stakeholder)

The “From Counselor to Family Table” book is provided to counselors of all types that deal with family members. This can include, drug counselors, school guidance counselors, family therapy counselors. The book will provide an insight to the 12-core competency issues a family member deals with when living with substance use disorders. This same book with the support materials for these issues on our website to include power point presentation and handouts, allows the social workers to provide their own learning seminars use these materials. Also, the book can be given to the family members to take home and self-administrate the 12 core competency issues in the comfort of their home. All four category levels (I-IV) of the Family Solution Finder Learning Centers use this book.



**With these seven books your community Family Solution Finder Learning Centers, can assist the entire community in learning more about the family issues and needs. Now the community is Empowered.**

In the Seminar:

1. Use the three (3) Learning Objectives as a guide for each seminar instruction.
2. Use the Power Point Presentation to complement the reading. Also, click the Enable Content button on the PPT frame to activate the embedded videos.
3. There are eight steps to a seminar, download to a jump drive all eight steps. Then take the seminar for yourself, create note of areas you want to highlight.

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**The Family Solution Finder Invest in the Family Ministry**

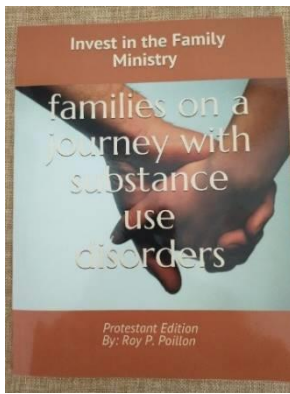
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## Assist the Places of Faith Practice

### By providing a ministry for family members living with substance use disorder

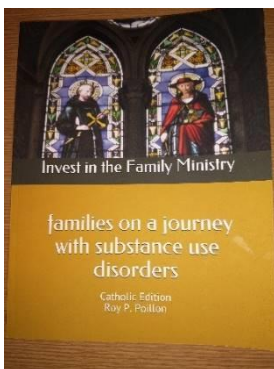
This is a turnkey model for starting a ministry at your place of faith practice for family's members living with substance use disorders. The User Manual and Volunteer Guidebook provides Four (4) programs:



**The Purpose Driven Ministry**, trains the ministry volunteers and provides structure to the ministry with roles and responsibilities.

**The Family Solution Finder Learning Series**, is the education program for the family (32 sessions covering the entire journey of the family members)

**The SP~ARK's Program**, which assist the individual family member in determining their level of faith practice.



**The M.O.R.E.S. Program**, for setting up a local community directory for these family's based on the 32 known issues they are likely to face. All this is provided in the "Invest in the Family Ministry". Also, all support materials are ready to use and online (free) as downloads. A Catholic Edition is also available.

The Families Impacted by Opioids staff will provide On-line training for your leadership core team.

### **Typical Meeting Agenda:**

- I. Group discussion.
- II. Education (choose an issue of the 32 key issues).
- III. Breakout group table discussion regarding education topic.
- IV. Spiritual develop review ideas, and progress.
- V. Conclusion, group discussion.

See the Invest in the Family Ministry User Guide and Volunteer Manual for instructions in setting up and support a local faith organization.

# **The Family Solution Finder, eLearning Program**

## **Family Solution Finder**

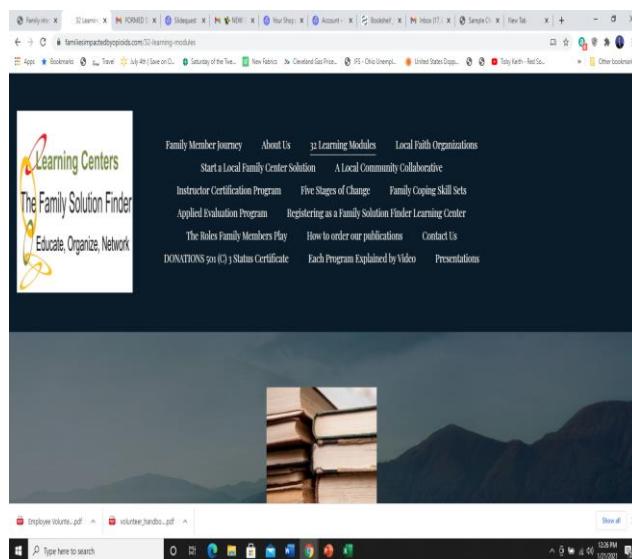


**e-Learning Program**

**Families Living with Substance Use Disorders**

The entire “*Family Solution Finder Learning Series*” is on our website as a free download for each seminar. A community seminar presenter will find all the materials needed to provide their learning session. A family can use these seminars in the comfort and privacy of their home.

The family members can choose a topic (issue) to learn by selecting from one of the 32 key issues. These learning sessions are delivered through the following download formats: <https://familiesimpactedbyopioids.com/32-learning-modules>



The core to a Family Solution Finder Learning Centers is the Family Solution Finder Learning Series, a collection of 32 Key Issue Seminars. Every program provided by the Family Solution Finder Learning Centers is derived from this selection of 32 Key Issue Seminars. It is the “Centers-Center”

## What is a “Family Solution Finder Learning Series”

The Family Solution Finder Learning Series (FSFLS) is a learning resource for family members to receive education about the “32 key issues” they will likely face living with substance use disorders. Each seminar is approximately 1.5hrs.

They will learn the 3 coping skills used to breakdown and address each issue:

1. Family Transformational Response (F.T.R.) Model
2. Family Value Based Decision-Making Model
3. The Family Plan of Action

This learning is provided in four learning modules I-IV:

1. The Family Solution Finder Seminar Study Guidebook Learning Module I.
2. The Family Solution Finder Seminar Workbook Learning Module II.
3. The Family Solution Finder 3-D’s Coping Skills Workbook Learning Module III.
4. The Family Solution Finder Local Resource Connections Workbook Learning Module IV.

Each learning module builds on the next. The attendees select an issue from the 32 key issues. They will learn about the issue in the Study Guidebook Learning Module I. Next the attendee will apply what they learned from the Study Guidebook by taking the Practical Family Life Exercises found for that issue in the Seminar Workbook Learning Module II. This allows them to apply what they learned in the study guide to their real-life situation. Next they will **D**etermine a solution to this issue, **D**evelop a decision on how to respond to the issue and **D**esign a plan of action. This is completing the Family 3-D’s Coping Skills workbook Learning Module III. Finally, the attendee will take this plan of action and go out into the community to find a local resource that offers services or a program to address their decision as their solution to this issue.

By practicing this over and over again with each issue, the family members will be strengthening their family coping skills. This will be empowering for the family members. Our society wants empowered family members. The Family Solution Finder Learning Centers creates empowered families, community, and faith organizations.

The places of faith practices also use the Family Solution Finder Learning Series in the Invest in the Family Ministry meetings. More about that later.

In the Family Solution Finder Learning Series they will learn the 32 key issues which cover the entire family

members journey:

The family is a system

Different roles of the family members  
Childhood trauma in the family system  
Different types of family therapy  
The family support structure in addiction  
Getting a diagnosis  
Substance use disorder is a brain disease  
The disease progresses in stages  
Relapse is a part of this brain disease journey  
Enable vs. Consequence  
The Addiction Behavior, Setting boundaries  
Family Intervention, Five stages of change  
Police Intervention  
Emergency Medical Intervention  
Legal System, Intervention  
Treatment Center Intervention  
Family Community Mapping  
The Relapse  
Successful Lifelong Recovery  
Bereavement  
Spiritual Faith practices  
Elements of a Family Plan of Action  
Roles and Responsibilities in the Family plan of action  
Getting networked in advance  
Suicide Prevention  
Financial Management in the substance Use Disorder Journey  
Foster Care Services in substance Use Disorder Journey  
NARCAN  
Peer to Peer Services  
Medical Assisted Treatment (M.A.T.)  
Family Solution Finder Learning  
Harm Reduction



#### **Zoom.Com Features Used:**

1. Presentation and Recording Feature, allows you to represent a library of past topics presented in previous zoom.com meetings. This library can be your organizations curriculum builder by issue.
2. White Board Feature, allow you to ask the attendees to include (interactively) their ideas or input to a topic, creating a more robust learning environment.
3. Polling Feature, allows you to present pre and post seminar questions for quality and performance outcomes. Also, in breakout rooms the participants can be given questions where by their answers can be brought into the group discussion when everyone returns from their breakout sessions.
4. Include all the downloads from our website into your zoom.com meeting, this way your session is already designed and ready to use.

## SAMPLE OF MATERIAL

### **Pre-Seminar Questions Using zoom.com “Polling Feature”**

#### **Using zoom.com Polling feature:**

1. Rate how well you understand the term functionality, their ability to function when they are responding to issues of substance use disorders in the family. (select one)
  - a) Very Strong
  - b) Average
  - c) Not Very Strong
  
2. Rate how well you understand potentiality, their willingness to contribute their response to the issues of substance use disorders in the family.
  - a) Very Strong
  - b) Average
  - c) Not Very Strong
  
3. Rate how well you understand the presence of obstacles that interfere with the functioning of the family when responding to substance use disorders.

|                    |                |                        |
|--------------------|----------------|------------------------|
| <u>Very Strong</u> | <u>Average</u> | <u>Not Very Strong</u> |
|--------------------|----------------|------------------------|

  - a) **Denial**
  - b) **Enabling**
  - c) **Co-Dependency**



**The Family Solution Finder,  
On-Demand Curriculum Builder Program**

Family Solution Finder  
On-Demand Curriculum Builder Program



Self-Directed Learning for Families Living with Substance Use Disorders

The On-Demand Curriculum Builder Programs allows the Family Solution Finder Learning Center to create individual designed curriculum by selecting key issue seminars and develop a learning services, to include its support materials.

An individual Professional can create a speaker's program, an internal healthcare worker can provide their organization within seminars in services of selected seminars.

The Family Members living with substance use disorders can do the same, from within the privacy of their home.

All materials are available online, just download the PDF's. Use the Family Solution Finder On-Demand Curriculum Builder Program Guidebook, Free.

## **INSTRUCTION**

1. Choose a topic.
2. From the website, download all 8 steps for that issue.
3. Read the study guide.
4. View the Power Point Presentation.
5. Complete the Practice Family Life Exercises in the workbook.
6. Complete the Family Solution Finder 3-D's coping skills.
7. Complete the Family Solution Finder Local Resource Connections exercises.
8. Fill in the Family Solution Finder On-Demand Curriculum Builder Program for this seminar.

# Family Solution Finder Curriculum Builder workbook SAMPLE PAGE

## Issue # 1: Family is a System

What are the learning objectives?

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---

What is the issue.

---

---

How can the issue impact the family?

---

---

What are the options?

---

---

**On-Demand Curriculum Builder Program Assessment Tool**  
**FAMILY MEMBER SELF-ASSESSMENT FOR LEARNING:**

Name of family Member:

**Part One: (Categories)**

- I. Ability of family members to deal with issues related to living with substance use disorders. Rate using a scale of 1 to 10 where 1 is the lowest ability and 10 is the highest ability.

\_\_\_\_\_ Rating. (Family)

- II. The family members level of understanding the disease of substance use disorders. . Rate using a scale of 1 to 10 where 1 is the lowest ability and 10 is the highest ability.

\_\_\_\_\_ Rating. (Disease)

- III. The ability of the family members to know which services in the community to look for, where to find them and how to engage them for assistance. . Rate using a scale of 1 to 10 where 1 is the lowest ability and 10 is the highest ability.

\_\_\_\_\_ Rating. (Community)

Rank in order of highest rating, the three categories from the above ratings, Family, Disease, Community.

- 1.
- 2.
- 3.

**Part Two: (Seminar Issues)**

Rank the top three seminars that are currently topics of most interest for you to learn. (se the list of 32 key issues for the Family Solution Finder Study Guidebook Learning Module I.)

- 1.
- 2.
- 3.

Choose three seminars you feel the family needs to learn.

- 1.
- 2.
- 3.

Needs List: (what topic applies to the needs of this attendee?)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## On-Demand Curriculum Builder Program Assignment Worksheet

Name of Family Member:

Contact information.

1. Phone
2. Email.

**Completed Seminars:**

|     |     |     |
|-----|-----|-----|
| 1.  | 11. | 21. |
| 2.  | 12. | 22. |
| 3.  | 13. | 23. |
| 4.  | 14. | 24. |
| 5.  | 15. | 25. |
| 6.  | 16. | 26. |
| 7.  | 17. | 27. |
| 8.  | 18. | 28. |
| 9.  | 19. | 29. |
| 10. | 20. | 30. |
|     |     | 31. |
|     |     | 32. |

**Completed Seminars:**

- \_\_\_ 12 Core Competency Seminars with Certificate Awarded.
- \_\_\_ Specialty Court Family Learning
- \_\_\_ eLearning Program
- \_\_\_ On-Demand Curriculum Builder Program

**The Family Solution Finder,  
Specialty Court Family Learning Program**



*Family Members Living with Substance Use Disorders*

The Specialty Court Family Learning Program is a court directed selection of key issues designed by the court's offices and case management team. The Family Solution Finder, On-Demand Program is used to choose those issues which best match the family members needs. The selection is created from the "Assessment Tool" to determine which seminars are best learned for that individual family. Or a court appointed standard program can be designed.

Use the *Family Solution Finder On-Demand Curriculum Builder Program* to design the Courts Individual family learning series, or The *Family Solution Finder, eLearning Program* for a standard designed online zoom.com learning program.

A partnering organization or agency can provide proctoring of the learning, or court staff can administrate with introductions to the family on how to access and use the seminars from the comfort of their home.

## **THE SPECIALTY COURTS FAMILY LEARNING PROGRAM PROCESS**

**The Courts will need to choose which type of program to offer:**

- I. The Standard Program, From Legal Courts to Family Table Workbook.
- II. The Court Assignment Program, Court selects Seminar Assignment.
- III. The Family Assignment Program, Family Selects Seminar Assignment.

### **I. Program One, From Legal Courts to Family Table Study Guide and Workbook.**

- This program is used with the *From Legal Courts to Family Table Workbook*, where the family is given the workbook and it is recommended by the Court for the family to read the workbook and complete the practical exercises.
- No reporting is required.

### **II. Program Two, Family Solution Finder On-Demand Curriculum Builder.**

- This program is used with the Family Solution Finder Learning Series 32 key seminars, where the Courts choose the seminars that will be assigned for completion by the family members.
- Self-Administered Learning Assessment Tool is used to determine which seminar is best for assignment.
- The Seminar Assignment Progress Report Card is used, the workbook worksheets can be used as proof of assignment completion. Reporting required.
- Either the courts and provide these seminars, a local vendor or families can self-administrate at home.



### **III. Program Three, Family Solution Finder eLearning Program.**

- This program is used with the *Family Solution Finder Learning Series*, where the provider or courts chooses the seminars that will be assigned for completion by the family members.
- The seminars are provided on **www.zoom.com**.
- Family Member completes workbook question and submit to proctor or courts as proof of completion.
- The Seminar Assignment Progress Report Card

**A local treatment center, organization, individual or court staff can serve in the proctor role for implementing this program.**

A “Certificate of Completion” can be awarded to the family members upon their successful completion of the assignment.

## Appendix(s)

**Using the Website.**

**Go to: [www.familiesimpactedbyopioids.com](http://www.familiesimpactedbyopioids.com)**

**Select Tab: 32 Learning Modules**

**[\\_https://familiesimpactedbyopioids.com/32-learning-modules](https://familiesimpactedbyopioids.com/32-learning-modules)**

**Scroll down to the seminar sessions.**

**Download in the session each step and save to a jump drive.**

## **To set up a “Train the Trainer” online session.**

**Purchase on line book: The**

**Call: 440.385.7605 Cleveland, Ohio.**

- **Train the Presenter, session**
- **Train the Learning Center Manager, session.**
  - ✓ Send check to our office.
  - ✓ We notify you to an agreed upon date and time.
  - ✓ As many can join as is needed.
  - ✓ Duration 1 hr.
  - ✓ Agenda and material are sent in advance as PDF documents as well as Power Point Presentation for future training at your location.

# How to Register a Family Solution Finder Learning Center

To register your Family Solution Finder Learning Centers, you can visit our on-line registration form:

1. <https://familiesimpactedbyopioids.com/registering-as-a-family-solution-finder-learning-center>
2. Call us: 440.385.7605 Cleveland, Ohio.



## Benefits:

- By registering your learning center, you will receive:
  - FSFLC newsletter
  - FSFLC discounts on book purchases
  - FSFLC private group learning center leaders Facebook page for shared insights.
  - FSFLC locator on our website.
- FSFLC will be promoted in your state.
  - Update training materials forwarded upon release to your location.

# Create a Fund Raiser

This conference presents a study guidebook and direction which empowers the family by getting educated, getting organized and getting networked. By attending this conference, the family builds an awareness in how to maximize each step of their journey and leverage this knowledge to seek the best level of care and support. Every family on this journey in Ohio should attend this conference.

They will learn the 12 key issues a typical family faces on this journey, how to get organized and prepared for each issue and how to seek help in building a support network around the family when addressing these issues.

Each family will learn the Family Decision Making Model, how to use a Family Transformational Response model (see F.T.R. Work Sheet) in addressing key issues and how to find and meet those professionals and agencies that are in their community to help. At this conference, we will all **STAND UP to STAND TOGETHER.**

The Family Transformational Response Model (F.T.R.) is a tool: 1. Define the Issue, 2. Identify how the issue impacts the family, 3. Learn how to prepare for the issue, 4. Meet those who are here to help the family, 5. Gain a practical understand of what some of the possible outcomes are.

The F.T.R. model is applied to each key issue to be used by the family members as a tool for the family's success.

\*SAMHSA TIP 39 Substance Abuse Treatment and Family Therapy [www.samhsa.gov](http://www.samhsa.gov)

It is not enough for a family to learn what they can do better, but also the City, Schools and Practices of Faith organizations that support them need to learn how to better meet the family's needs. As an addendum to this conference these organizations are included. These are family support structures and they too need to learn their role as it applies to supporting the family in their journey. For this reason, we are providing for our Schools, two new ground-breaking initiatives. For Cities, a best practice round table discussion for Mayor's and Chief of Police to attend. For Churches and practices of Faith, a congregation level Addiction Counselor State Certification Orientation. For treatment centers and counseling groups, a job fair for staffing treatment centers and county, state agencies. Other selected special topic sessions are also included to the afternoon breakout learning sessions i.e., NARCAN demonstration, Suicide Prevention and more.

In the end the attendee will leave with a completed conference Study Guide that has now become their "Family Plan of Action" to take home, review and implement.

The City's will learn a better way to address incarceration divergence, the schools will learn how to build resiliency in our children and the Church's will be able to provide an addiction counselor in their faith community. This is transformation, this is empowerment.

The design of Strategy, Structure and Process of this conference is why we call this a "Transformational Conference" where all the groups are under one roof, for one purpose: to "STAND UP to STAND TOGETHER" in Empowering the Family in their journey.

Contact Families Impacted by Opioids: 440.385.7605 and we will guide you through how to set up your fund raiser conference in your local community.

## **EXAMPLE: BREAKOUT ROOMS (revenue source)**

### **Room One (150 seats)**

|               |   |
|---------------|---|
| 1:00 – 1:30pm | Enabling vs. Disabling, issue #1, Robin Star - The Star Group |
| 1:35 – 2:00pm | Addiction Behavior, issue #2, St Vincent's Rosary Hall        |
| 2:05 – 3:00pm | Improbable Player (theater performance)                       |
| 3:05 – 3:30pm | Wealth Management in Substance Use Disorder, Merrill Lynch    |
| 3:35 – 4:00pm | Suicide Prevention, Frontline Intervention Services           |

### **Room Two (150 seats)**

|               |   |
|---------------|---|
| 1:00 – 1:30pm | Care-Vention, issue #3, The LCADA Way                         |
| 1:35 – 2:00pm | The Police Intervention, issue #4 Safe Passages               |
| 2:05 – 3:00pm | Mayor's Best Practices Roundtable, Former Congressman Renacci |
| 3:05 – 3:30pm | Legal Court System, issue #6 Ms. Marie Lane Esq.              |
| 3:35 – 4:00pm | Elite Family Coaching, Sovereign Journey, Mr. David Span      |

### **Room Three (150 seats)**

|               |   |
|---------------|---|
| 1:00 – 1:30pm | Treatment Centers, Issue # 7 Glenbeigh                      |
| 1:35 – 2:00pm | Community First Responders, Mayor Neugebauer, City of Green |
| 2:05 – 2:30pm | Successful Life Long Recovery, issue #10 PRS/CATS           |
| 2:35 – 3:00pm | Bereavement, issue #11 Cornerstone of Hope                  |
| 3:05 – 3:30pm | Emergency Medical Services, issue # 5 Oakview BH            |
| 3:35 – 4:00pm | County, State, Federal Agency's, Issue # 8 Andrea Boxill    |

### **Room Four (50 seats)**

|               |   |
|---------------|---|
| 1:00 - 1:30pm | NARCAN Demo and QRT programs, Chief of Police Cuyahoga Falls  |
| 1:35 – 2:00pm | Peer to Peer Programs, Thrive/Ascent  |
| 2:05 – 2:30pm | DrugHelp.Care, Cleveland State University   |
| 2:35 – 3:00pm | Cuyahoga County Health and Human Services   |
| 3:05 – 3:30pm | Treatment Centers Issue # 7 Oriana House  |
| 3:35 – 4:00pm | Faith & Spiritual Practices, issue # 12 Devi Gursahaney & Addiction Counselor State Certification Orientation, Joyce Patience |

Issue # 9 presented in Morning Grand Session, Thomas Stuber, The LCADA Way

## EXAMPLE: SPONSORS (revenue source)

- **Gold Sponsor**  
\$2,500 includes Logo in all print media, social media channels and in Conference Workbook, no fee for using your in-room banner, main hallway Exhibit space included.
- **Silver Sponsor**  
\$1,500 includes Logo in room sponsor poster, logo on our website, Conference Workbook, main hallway Exhibit space included.
- **Refreshment Station (TBD by volume)**  
Coffee Break Morning  
Afternoon Refreshments
- **Conference Workbook Advertising or Sponsor the Publication**  
Full page \$1,000 Half Page \$500 This book becomes the families “plan of action” after the conference and will be published on amazon.com after the conference with your advertising included. Nationwide
- **FISH RADIO ADVERTISING**  
Co-Marketing on FISH RADIO campaign, \$2,500 media set-up packet available to review.
- **Conference Bags**  
\$0.00 Fee. You provided 500 bags with your logo and ours.
- **In-Room Banner**  
\$300.00
- **Social Media Campaign** \$100.00  
In the months leading up to the conference we can combine media and social media content, as a sponsor to this conference. We want families to know of your involvement to support them in their journey fighting against this epidemic.



# The Family Solution Finder Learning Seminars: How to get started

The reader can start at the beginning and then progress through each of the 12 issues. If a group study these issues can be placed on a meeting calendar.

1. Choose an issue from the 32 key issues listed or dive into an issue that is most important for the time. These are essential issues a family will want to understand. Learn one issue at a time, do not blend the sessions together.
2. Before starting the learning session, complete a *Family Transformational Response (F.T.R.)* work sheet for the issue. This step helps the family look at the issue as they currently see it prior to learning more about how they will respond.
3. Read the Study Guide, be sure to view any video by stopping, going to [www.youtube.com](http://www.youtube.com) and viewing before you continue in the book. These videos are excellent learning enhancement to what you are reading in this part of the book. Do not skip the videos.
4. Move to the Workbook section and complete the practical exercises. There are typically one or more video's in the Workbook for each issue.
5. By using what was learned from the study guide and workbook, write a Master Plan of Action. This will create a summary for future reference in how the family will respond to each issue.

**NOTE:** The family will want this learning to be a starting point of getting educated. The reader needs to take this information and discuss it with a licensed professional. None of this material is to be acted upon by itself. These seminars are designed to help the family asks better questions, find the right level of support and take the right steps. This is part of the family empowerment, knowledge is empowering. Action brings results.

The Family Solution Finder Learning Seminars is in the back of the book. Once completed, register with Families Impacted by Opioids, to be included as a “Friend of the Family”.



## **Building Awareness of the Learning Centers**

- Social Media: Create a Facebook and Instagram accounts, provide bi-weekly postings.
- Quarterly Newsletter: The past, upcoming events calendar, other Learning Centers collaboration, Learning Centers Events with the I.F.M involvement.
- Announcements of Next Large Event's.
- Weekly bulletin announcement of monthly meeting, time, date, location, reason to come.
- Local community newspaper announcement of large events being implemented by I.F.M.

*The social media and communication should be the responsibility of the Learning Centers Trainer.*

## **Invest in the Family Learning Centers Special Events**

- Presentations can be made by the Learning Centers to the Learning Centers, local community or both:
- By Subject, choose a prevalent topic that most people want to learn more about and present it in a one-hour seminar sponsored by the I.F.M.
- By Learning Centers Need, based on what the congregation needs to learn, chose a subject relevant to their interest.
- By Community Need, based on the local community needs to learn, chose a subject relevant to their interest.

# Conclusion

It is important to be realistic regarding the expectations of communication, participation and assigned workloads. Try to understand what motivates your targeted audience. Although we do not like to admit this; many people are motivated to act when they consider the pain involved regarding the topic. For Example: they might ask themselves, “will this solve my problem, how will it help me achieve my personal goal”. And what pain is their if I don’t act. The level of trust you develop, will be their level of participation.

Also, keep in mind, **PEOPLE DO NOT READ ANYMORE**. So, keep it short and on point, like they said in the old detective shows, “just the fact, mam”.

Always review the performance of your message. You can test it by asking a person from your targeted group to read it and tell you what they read, how it moved them to act. Ask for what would work better.

If a communication channel or message style is under performing, it might not be the message, it maybe you are providing the wrong event to the wrong people. The same can be true with the communication channel, it may be delivered through the wrong channel. Either way, don’t give up and don’t keep doing it if at the end you determined it failed. Keep searching for what works best, it’s out there and you will find it.

RULE # ONE: Your presence is the greatest gift you have to offer the family.

RULE # TWO: Subscribe to Rule # 1.

## **CONNECT WITH US**

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Do to the free speech censoring of twitter, we will not post on that social media channel.