

# Family Solution Finder

## On-Demand Curriculum Builder Program



Self-Directed Learning for Families Living with Substance Use Disorders

ISBN: 9781736568156

Copyrights © Witt's End Consulting, LLC June, 2018

All Rights Reserved, This book is not to be resold. Copying of the work book is permitted and requires no further authorization. [www.wittsendconsulting@gmail.com](mailto:www.wittsendconsulting@gmail.com)

First Edition: May 4, 2019

## **ABOUT THIS STUDY GUIDE**

**Purpose:** The study guide curriculum builder allows the family members a resource to build their own study course. Also, it can be used by professionals to create their own speakers' program and provide seminars in the community, or an organization can use this material to create a professional development resource for their employees and staff.

**Source:** The primary source for the Family Solution Finder Curriculum Builder program is the Family Solution Finder Learning Series 32 key issues seminars presented in the four-learning module I-IV books. It is from this learning series that the seminars will be selected.

**Self-Administered:** Because this is a "Self-Administered Program" anyone can put together a Family Solution Finder Curriculum Builder program. The family member can take these seminars and learn them in the comfort and privacy of their home, a professional can download them to a jump drive for presentations in the future, a provider or service organizations can use them to train their staff or to offer to their program clients.

**Focus:** Our focus is to help a family connect the puzzle pieces of this complex journey. The attendee is required to use the Family Solution Finder Seminar Study Guidebook Learning Module I, The Family Solution Finder Seminar Workbook Learning Module II, the Family Solution Finder 3-D's Coping Skills Learning Module III, Family Solution Finder Local Resource Connections Learning Module IV. These four books make up the Family Solution Finder Learning Series Modules I-IV.

The Family Solution Finder Curriculum Builder allows for flexibility and can be used in presentation group seminars, in our Family Solution Finder eLearning Program (zoom.com) or in the Specialty Courts Family Learning Program. This allows for a more exact approach to the needs of the family, in place of a one blanket fits all approach. Online go to: <https://familiesimpactedbyopioids.com/32-learning-seminars>

---

## *Table of Content*

---

Forward .....	5
<b>Part One:</b> .....	7
Family Member Self-Assessment Process .....	8
The Learning Process .....	21
 <b>Part Two:</b> .....	 22
The Family Solution Finder Study Guidebook .....	25
The Family Solution Finder Seminar Workbook .....	32
The Family Solution Finder 3-D's Coping Skills .....	65
The Family Solution Finder Local Resource Connections ...	96
 <b>APPENDIX(s)</b> .....	 100

---





## *Forward*

---

This book is used in conjunction with our website and the Family Solution Finder Learning Series of books Learning Modules I-IV. In this Family Solution Finder Curriculum Builder Program, the family member chooses which of the 32 key issue seminars from the Family Solution Finder Learning Series they want to take as part of their learning curriculum.

There are questions in each section of this curriculum builder book that correlate to the 32 key issues in the learning series. You will take the courses in the Learning Modules I-IV then use this book to answer the questions to complete the seminar. All seminars are presented online with seven downloads for each seminar. Go to:

<https://familiesimpactedbyopioids.com/32-learning-seminars>

Seminar # 1: The Family is a System	Seminar # 2: Different Roles of the Family Members	Seminar # 3: Childhood Trauma in the Family System	Seminar # 4: Different Types of Family Therapy
 <p>Step 1. Monthly Meeting Agenda, <i>Click here to download</i></p> <p>Step 2 Learning Module I. Study Guide <i>Click here to download</i></p>	 <p>Step 1. Monthly Meeting Agenda, <i>Click here to download</i></p> <p>Step 2 LEARNING MODULE I</p>	 <p>Step 1. Monthly Meeting Agenda, <i>Click here to download</i></p> <p>Step 2 LEARNING MODULE I</p>	 <p>Step 1. Monthly Meeting Agenda, <i>Click here to download</i></p> <p>Step 2 LEARNING MODULE I</p>

By building your own curriculum one can take seminars that are most useful and of greatest interest to you. So often someone else determines what we will learn. This changes that, now the attendee oversees what is offered, based on their needs to learn. Take for example learning about the different types of family therapy in seminar # 4 “Different Types of Family Therapy”.

## **WHAT IF:**

**59%** reduction in cocaine/methamphetamine and opioid use was possible?

**46%** reduction in delinquency and criminal behavior was possible?

**86%** started living at home.

**85%** started showing stable mental health functioning.

These are the results from referring the family members into “Multidimensional Family Therapy”, it is empirically proven. Therefore, it makes sense to learn more about the “different types of family therapy’ so you will know what is best for your family members.

By educating the family as to their journey and the issues they are likely to face, this may increase their acceptance by the family members to include the multitudes of services that are available to them from their community, whereby family counseling being one of them. Now, consider the other 31 key issues and all there is to learn from these seminars.

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

# Part One



---

## *Family Member Self-Assessment Process*

---

Review the Seminar Goals & Objectives	9
Complete the Family Member Self-Assessment Questions	13
Record the Selected Seminars for Assignment	51
File the Completed Seminar Report Card	58





# **The Seminar Goals & Objectives**

## **~THE FAMILY~**

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

Goals: Of your family members 1. Learn the Functionality, 2. Learn the Potentiality, 3. Learn the Obstacles that prevent family members from contributing to the family dynamic.

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

Goals: 1. Learn the Characteristic Patterns of how families member interact , 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.

Goals: 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.

Goals: 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.

Goals: 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~**

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

Goals: 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.

Goals: 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.

Goals: 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, severe).

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

Goals: 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, COMMUNITY, and CHRONIC DISEASE~**

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

Goals: 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.**

Goals: 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 responds to these behaviors by setting boundaries.

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

Goals: 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**

Goals: 1. Identify the six phases of Police intervention, 2. Learn the do's and do not's of a missing person's report, 3. How to complete a missing person's report.

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

Goals: 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**

Goal: 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**

Goal: 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**

Goal: 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**

Goal: 1. What is relapse, 2. List three stages of relapse, 3. How can the family identify these stages.

**ISSUE # 19. Successful Lifelong Recovery**

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

**ISSUE # 20. Bereavement**

Goal: 1. Learn the 3 types of grief, 2. Understand the grief cycle, 3. Create an inventory for complicated grief.

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

Goal: 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.

## **~FAMILY PLAN OF ACTION~**

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

Goals: 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.

Goals: 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

Goals: 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

Goals: 1. Learn the common risk factors, 2. Learn the warning signs, 3. Learn the silent contributor.

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

Goals: 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

Goals: 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**

Goals: 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**

Goals: 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.)**

Goals: 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**

Goals: 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**

Goals: 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**

Goals: 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.

## **FAMILY MEMBER SELF-ASSESSMENT:**

### **Part One: (Based on Categories)**

The 32 key issue seminars are broken into three categories, 1. The Family, 2. The Disease, 3. The Family~Disease~Community. Choose which seminar you want to take based on the below question results. If a category has a higher rating for you, then consider seminars in that category range from the Family Solution Finder Learning Series 32 key seminars

- I. Ability of your 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, Family~Disease~Community.

- 1.
- 2.
- 3.



**Part Two: (Based on Issues)**

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

- 1.
- 2.
- 3.

**Part Three: (Based on Needs)**

Choose three seminars you feel are time sensitive family needs.

- 1.
- 2.
- 3.

**INSTRUCTION:**

Select the right seminar for your curriculum builder program and record it into the “Seminar Selection Card.”

**Seminar Selection Card (record your choice of seminars)**

Seminar Number	Assigned Seminar Title	Date Assigned
#1		
#2		
#3		
#4		
#5		
#6		
#7		
#8		
#9		
#10		
#11		
#12		
#13		
#14		

#15		
#16		
#17		
#18		
#19		
#20		
#21		
#22		
#23		
#24		
#25		
#26		
#27		
#28		
#29		
#30		
#31		
#32		

**NSTRUCTION:**

Upon completing the seminar, record completion on the “Seminar Completion Report Card”.

**Seminar Completion Report Card**

**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.

---

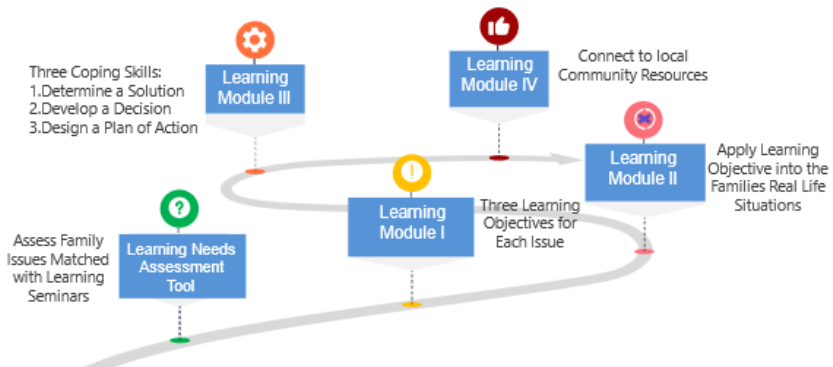
## *The Learning Process Flow*

### *Learning Modules, I-IV*

---

### A Family Members Journey

The Family Solution Finder Learning Series. Learning Modules I -IV, 32 Key Issue Seminars



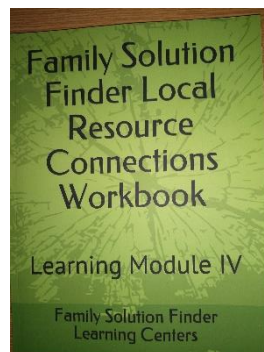
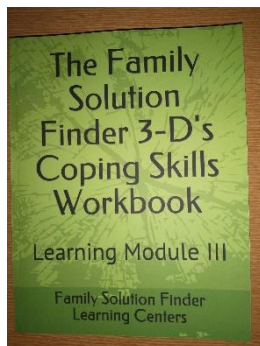
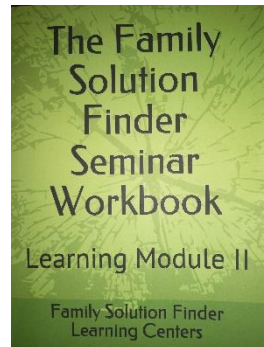
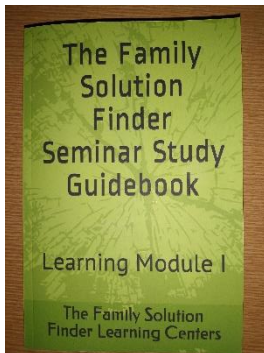
## Part Two



## **The Family Solution Finder Learning Series is four books, Learning Modules I-IV.**

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

From this learning series and support material the family members will become empowered families.



**Order these books by title on [www.amazon.com](http://www.amazon.com).**

Buy all Four (4) together. Modules I-IV.

**These Four (4) Books: [www.amazon.com](http://www.amazon.com). Order by title.**

- 1. The Family Solution Finder Learning Study Guidebook Learning Module I.**
- 2. The Family Solution Finder Learning 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.**

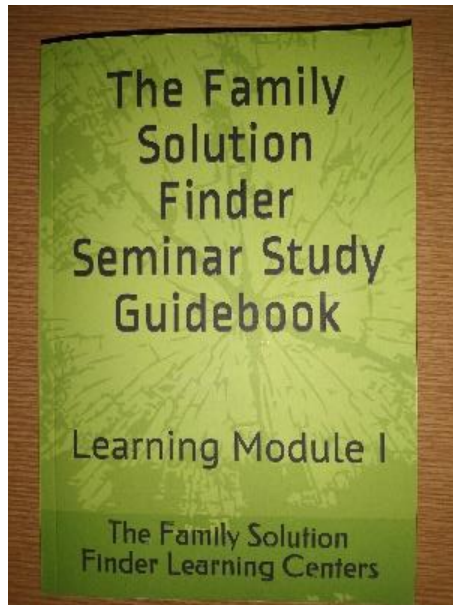
**You can buy the books on amazon.com or download them for free from our website.**

### **OUR SOURCE FOR THIS MATERIAL**

NIH, SAMHSA, American Society of Addiction Physicians, Clinical Papers, Best Practice Models, Empirical Proven Studies, Industry Articles, and provider reports.



## **Family Solution Finder Study Guidebook Learning Module I.**



### **INSTRUCTIONS:**

Each key issue has 3 learning objectives. These same learning objectives are used in the other three (3) learning modules.

## **~THE FAMILY~**

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

Goals: Of your family members 1. Learn the Functionality, 2. Learn the Potentiality, 3. Learn the Obstacles that prevent family members from contributing to the family dynamic.

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

Goals: 1. Learn the Characteristic Patterns of how families member interact , 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.

Goals: 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.

Goals: 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.

Goals: 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~

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

Goals: 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.

Goals: 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.

Goals: 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, severe).

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

Goals: 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, COMMUNITY, and CHRONIC DISEASE~

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

Goals: 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.**

Goals: 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 responds to these behaviors by setting boundaries.

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

Goals: 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**

Goals: 1. Identify the six phases of Police intervention, 2. Learn the do's and do not's of a missing person's report, 3. How to compete a missing person's report.

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

Goals: 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**

Goal: 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**

Goal: 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**

Goal: 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**

Goal: 1. What is relapse, 2. List three stages of relapse, 3. How can the family identify these stages.

**ISSUE # 19. Successful Lifelong Recovery**

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

**ISSUE # 20. Bereavement**

Goal: 1. Learn the 3 types of grief, 2. Understand the grief cycle, 3. Create an inventory for complicated grief.

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

Goal: 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.

## **~FAMILY PLAN OF ACTION~**

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

Goals: 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.**

Goals: 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**

Goals: 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**

Goals: 1. Learn the common risk factors, 2. Learn the warning signs, 3. Learn the silent contributor.

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

Goals: 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**

Goals: 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**

Goals: 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**

Goals: 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.)**

Goals: 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**

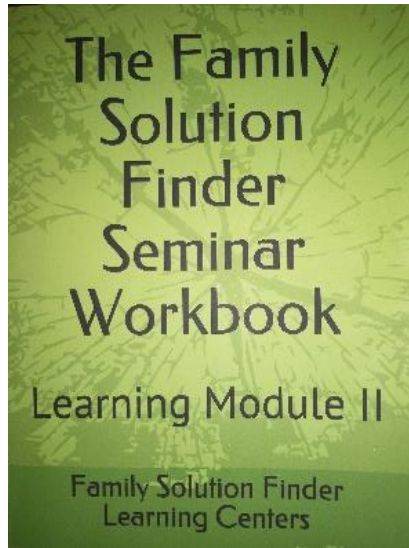
Goals: 1. Learn how to set up a local Family Solution Finder Learning Centers for your county, 2. How to receive instructor training (train the train), 3. Understanding how operate the center and engage the local community in a community collaboration and education.

**ISSUE # 32. Harm Reduction**

Goals: 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.

## **Family Solution Finder Seminar Workbook**

## **Learning Module II.**



### **INSTRUCTIONS:**

Answer the questions for each seminar and record answers in this book for future reference.



## Issue # 1: Family is a System

What are the learning objectives?

---

---

---

What is the issue.

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**Issue #2: Different Roles of the Family Members**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

**Issue #3: Childhood Trauma in Substance Use Disorders**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**Issue #4: Different types of Family Therapy?**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

## **Issue # 5: Four Primary Support Structures for the Family.**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**Issue #6: Get an Assessment**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

## **Issue #7: Substance Use Disorders is a Brain Disease**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**Issue #8: The Disease Progresses in Stages**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**



## **Issue #9: Relapse is Part of the Brain Disease**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

## ISSUE #11. Addiction Behavior

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #12.     Family Intervention**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**



## ISSUE #17. Support Agency Mapping

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #18. The Relapse**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #20. Bereavement**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

## ISSUE # 21. Faith, Spiritual Practices

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

## ISSUE #22. Elements of A Family Plan of Action

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

## ISSUE #23. Roles in the Family Plan of Action

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #24.   Getting Networked in Advance**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**



## ISSUE #25. Suicide Prevention

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #26. Financial Management in Substance Use Disorders**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

## ISSUE #27. Foster Care Services

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

**ISSUE #28. NARCAN**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

## ISSUE #29. Peer to Peer

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D's Coping Skills for this issue.**

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

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

**ISSUE #31. Creating a Family Solution Finder Learning Centers**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

---

**\*Now complete the 3-D’s Coping Skills for this issue.**

**ISSUE #32. Harm Reduction**

What are the learning objectives?

---

---

---

What is the issue?

---

---

---

How can the issue impact the family?

---

---

---

What are the options?

---

---

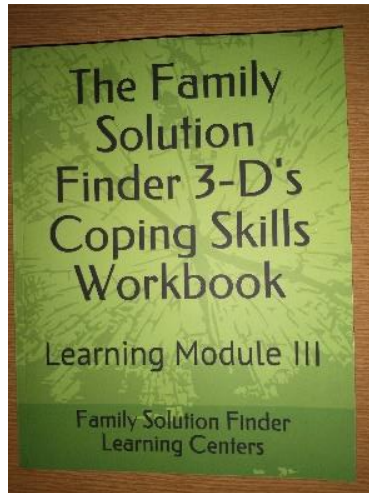
---

**\*Now complete the 3-D’s Coping Skills for this issue.**



# The Family 3-D's Coping Skills Learning Module III.

The Family 3-D's Coping Skills is used for each of the 32 key issues.



**INSTRUCTION:** Complete the 3-D's Coping Skills for each selected seminar.



## **Family Coping Skill #1**

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

**Determine the Solution to a Key Issue**

---

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

---

**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?

---

## The F.T.R. Model Worksheet

---

### I. Define the Issue?

❖ Clearly State what happened or will happen?

---

---

---

---

---

❖ Identify who is involved, or should be involved?

---

---

---

---

---

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

---

---

---

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

❖ Who in the family?

---

---

---

---

---

❖ In what way?

---

---

---

---

---

❖ What is needed to move forward?

---

---

---

---

---

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

❖    What needs to be done, prioritize the list?

---

---

---

---

---

❖    Who needs to be involved?

---

---

---

---

---

❖    What will it look like when completed?

---

---

---

---

---

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

❖ How to search for an organization to help?

---

---

---

---

---

❖ What to ask from them?

---

---

---

---

---

❖ What to expect?

---

---

---

---

---

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

❖ Timeline?

---

---

---

❖ The expenses/cost involved in this issue?

---

---

---

---

---

❖ Required changes to successful respond to this issue?

---

---

---

---

---



**State the Solution Here**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Now you have a solution to the key issue.**



## **Family Coping Skill # 2**

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

**Develop a Value Base Family Decision**

---

## Family decision making

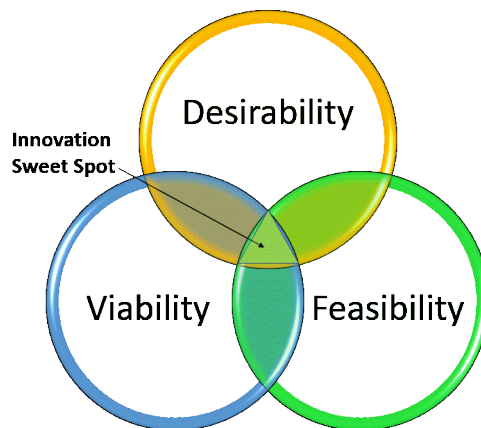
---

### 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)



---

## Understanding what motivates decision making.

---

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

---

---

---

---

---

---

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

---

---

---

---

---

---

**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?

---

---

---

---

---

---

---

## The Value Based Family Decision-Making Model

---

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.

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).

- 1.
- 2.
- 3.

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

## **TOP FAMILY VALUES.**

**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.



---

## First Step: Identify Exactly What Happened

---

### 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?

---

---

---

---

---

---

---

---

---

---

---

## Second Step: Analyzing the Situation

---

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?)

---

---

---

---

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

---

---

---

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

---

---

---

[illegible]

---

## Fourth Step: Gathering Information

---

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.



**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 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?

---

---

---

---

- Who did you learn it from?

---

---

---

---

- Why do you feel it is creditable?

---

---

---

---

Use these answers to assemble your decision.

---

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

---

**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?

---

## Sixth Step: Choose the Best Decision

---

**Practical Exercise: What is your decision:**

**We will do the following:**

---

---

---

**Our expected outcome is:**

---

---

---

*Final decision is more useful when in writing, it helps you see them more clearly and you can easily share with others.*

**State the Decision Here**

---

---

---





## **Family Coping Skill # 3**

### **“The Family Plan of Action”**

**Design a Family Plan of Action**

---

## ***Family Plan of Action***

---

### **I. SOLUTION** (forwarded)

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

**Our Solution Is:**

---

---

---

---

---

---

---

---

### **II. DECISION** (forwarded)

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

**Our Decision Is:**

*IN CREATING ACTION,  
WE BECOME PURCHASERS of SERVICES AND PROGRAMS. You  
Become a consumer of healthcare.*

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:**

---

Task:

Task:

Task:

**OBJECTIVE:**

---

Task:

Task:

Task:

**OBJECTIVE:**

---

Task:

Task:

Task:

PLANNING



## **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:

**State the Family Plan of Action Here:**

---

---

---

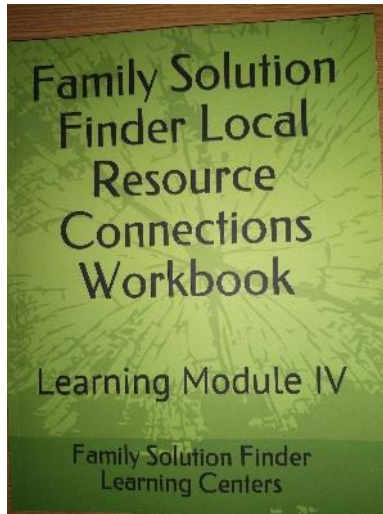
---

---

---

**Next Step: Go into the community and find a professional to assist  
you in implementing your plan.**

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



**INSTRUCTIONS:** Find a local provider for each of the 32 key issue seminars.



# 32 Key Issues PROVIDER RESOURCE CARD

**FAMILY ISSUE:**     The family is a system     **PROVIDER**  
**CATEGORY:** Family Counseling Therapy

**a. Name of Organization**

Address:  
 Website:  
 Main Phone:

**b. Services Provided**

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

**c. Point of Contact**

Name:  
 Title:  
 Phone:  
 Email:

**CONTACT COMMUNICATION LOG**

**DATE CONTACTED**  
**FOLLOW-UP NOTES**

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

# M.O.R.E. PROVIDER EVALUATION CARD\*

Date(s) of Service: Start \_\_\_\_\_ End of Service  
\_\_\_\_\_

## I. PRIMARY ORGANIZATIONS POINT OF CONTACT

Name:

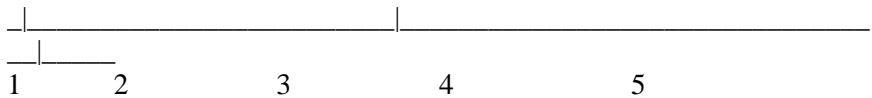
Title:

Email:

## OVERALL FAMILY MEMBER EXPERIENCE

Dissatisfied  
Excellent

Average



## AREAS ORGANIZATION PERFORMED WELL:

---

---

---

---

---

## AREAS NEEDING IMPROVEMENT

---

---

---

---

---

WOULD YOU RECOMMEND THIS ORGNIZATION TO A FAMILY  
OR FRIEND?

\_\_\_ Yes

\_\_\_ No

\_\_\_ Maybe

\*Submit to the Organizations Chief Executive Officer (CEO) for experience  
feedback.



## **APPENDIX(s)**

1. Family Roles
2. Transtheoretical 5 Stages of Change
3. Ten Catalyst of Change
4. What is Family Therapy
5. NARCAN Demo Notes
6. Suicide Prevention Notes

---

## Family Roles

---

Most experts identify six dysfunctional family roles in particular. In her book, *Another Chance: Hope and Health for the Alcoholic Family*, addiction and codependency expert Sharon Wegscheider-Cruse identifies the six dysfunctional family roles of the alcoholic family as follows:

- The Substance Misuser
- The Enabler
- The Hero
- The Scapegoat
- The Mastermind
- The Mascot
- The Lost Child

### **The Substance Misuser:**

We generally characterize the Dependent as the focal point within the greater spectrum of dysfunctional family roles. As they slide farther down the scale and lose themselves in substance misuse, the family's trajectory alters course. Family members change their behaviors, whether willingly or unwillingly, to accommodate the Dependent's lifestyle. For some, this means enabling. A family member may find themselves lying to family friends or cancelling obligations to bail their loved one out of a jam. Other family members react more harshly, sometimes even cutting off all contact with the Dependent. At either extreme, this changes the whole of the family dynamic.

Naturally, the Dependent faces the most obvious struggles in recovery. In fact, some might even say they benefit from the existence of such a clear-cut role. They often needn't do much soul-searching to arrive at the conclusion that their behaviors must change. (Obviously, there are exceptions, and not all Dependents succeed in recovery or even attempt it.) The Dependent will still need to identify certain behavior patterns if they wish to achieve a full recovery. At the onset, however, the problematic aspects of this particular dysfunction will appear far more tangibly than those stemming from other dysfunctional family roles.

### **The Enabler:**

Also known as the caretaker, we can identify at least one primary similarity between the Caretaker and the Dependent: the bulk of their daily lives seem to revolve around drugs and alcohol.

Common behaviors of the Caretaker may include posting bail after an arrest, making excuses for their addicted loved one's behavior, and looking after the Dependent's basic needs when intoxication prevents the Dependent from doing so themselves. Caretakers generally suffer from codependency, which affects their relationships with all members of the household. They often facilitate—and sometimes encourage, whether purposefully or not—all dysfunctional family roles. Heaping praise upon the Hero, enabling the Problem Child's behaviors, falling prey to the Mastermind's manipulation, etc.

We usually think of the Caretaker as a spouse or parent. In some cases, however, the chemical dependency of an adult in the household may necessitate that one of the children step up to fill this role. In such cases, the Caretaker may fit the roles of both Hero and Lost Child. They work to keep the family together but grow up feeling as if they never got to experience a true childhood. This may lead to feelings of bitterness and resentment. Fear and inadequacy also tend to characterize the Caretaker, especially those who blame themselves for the Dependent's suffering.

## **The Hero:**

The Caretaker might make excuses for the Dependent, but the Hero is ultimately the one who does the best job of bringing esteem to the family. Heroes work hard to demonstrate responsibility, seeking achievement in any form possible. Younger Heroes will often find numerous extracurricular activities at school, while working in their free time. The family may rarely see the Hero due to the sheer amount of time they spend adding to their roster of accomplishments.

Despite outward appearances, the Hero suffers as much internal strife as any of the other dysfunctional family roles. Due to their hard-working lifestyle and extreme perfectionism, Heroes suffer high levels of stress. The constant struggle for achievement, the drive to set themselves apart from the family's dysfunction, essentially becomes its own addiction. Much like the Caretaker, the Hero often develops major control issues. They seek validation by trying to control the world around them. To some extent, they may succeed in this. But as each accomplishment fails to provide true inner peace, they respond by working even harder. Eventually, the Hero may take on too much or spread themselves too thin. This leads to extreme feelings of guilt and shame when the Hero finally takes on a task they cannot accomplish and must come to grips with failure.

Relationships between the Hero and other family members sometimes become volatile. The Hero may resent the Dependent or Problem Child, blaming them for the family's struggles. They may even blame the Caretaker for allowing this to happen. In many cases, the Hero feels stuck in their lifestyle simply because nobody else is stepping up to the plate. They may feel as if the family's burdens rest upon their shoulders. Left unresolved, these inflated feelings of self-importance may lead to a difficult life of constant overwork.

## **The Scapegoat:**

Many define the Scapegoat in the same manner as we defined the Problem Child above, particularly in regard to those who draw attention away from the Dependent's behavior. They characterize this as an effort to protect their addicted family member, possibly out of feelings of guilt or shame. But in *Not My Kid: A Family's Guide to Kids and Drugs*—which precedes Wegscheider-Cruse's book by about five years—authors Beth Polson and Dr. Miller Newton define the Scapegoat as a family member who often does nothing to earn their role within the family's dysfunction.

In this take on dysfunctional family roles, the Scapegoat suffers misplaced blame for the behaviors of others in the family. Rather than a Problem Child who diverts attention, this definition casts the Scapegoat as an individual who generally exhibits relative stability and emotional health compared to the rest of the household. Nonetheless, they may receive blame for the Dependent's behaviors if even tangentially connected to them. "How could you allow this to happen?" "Why didn't you say something sooner?" In some cases, they may even receive blame for events in which they did not participate by any action or inaction, and in fact did not even know about until they found themselves drawn into the conflict as a wrongly accused culprit.

The Scapegoat will sometimes grow to believe others' perceptions of them. The guilt with which they have been unjustly saddled will characterize future relationships by causing frequent feelings of inferiority and self-loathing. By contrast, some Scapegoats who recognize their unfair treatment may struggle with trust issues. And due to the complexities of human behavior, some Scapegoats will find themselves regularly torn between both extremes.

## **The Mastermind:**

Much like the Problem Child, the Mastermind may fail to appear on most addiction-centered breakdowns of dysfunctional family roles due to the sheer assumption that the Dependent usually takes up this mantle. We associate the Mastermind with manipulation and opportunism, traits sometimes employed by Dependents to hide or facilitate their continued use. From the standpoint of the Caretaker, and occasionally the Scapegoat, the Dependent most certainly



fills this role.

The Mastermind, however, sometimes occupies a much more complex space within the overall family dynamic. Some Masterminds put on the façade of other dysfunctional family roles at will, depending upon the aims they seek to achieve. Usually, however, the Mastermind simply observes the behaviors exhibited by the rest of the family, using them to their advantage. They may use the diversions of the Problem Child or Scapegoat to engage in their own misbehavior. Or they may take advantage of the Caretaker's enabling nature to fulfill desires that might otherwise be denied to them.

We should clarify that, while the above description casts the Mastermind almost as a villain, they don't necessarily act with nefarious intent. Sometimes, in the wake of the chaos caused by competing dysfunctional family roles, opportunism may seem the only way to meet their needs.

### **The Mascot:**

All of the dysfunctional family roles share one thing in common—regardless of their outlook on the situation, they usually take the Dependent's addiction seriously. The same can be said of the Mascot; however, you wouldn't necessarily know it.

The Mascot often cracks jokes or finds other ways of trying to provide entertainment. They do so to alleviate the family's stress, although sometimes this may backfire. Particularly insensitive jokes or immature antics will sometimes test others' patience. When their jokes are poorly received, this often only heightens their fear and causes them to double down with more humor. On such occasions, the Mascot may briefly switch roles and become the Scapegoat. Eventually, when things calm down, they return to their role as the family jester.

Much like the Hero, the Mascot's outward appearance masks deep-seated insecurities. They use their sense of humor as a defense mechanism to put off dealing with pain, fear, or any other sort of emotional discomfort that might cause them trouble. As a result, these feelings remain unprocessed and unresolved. Mascots find themselves in a state of arrested emotional development, unable to cope properly with negative emotions. Their sense of humor becomes their most defining characteristic, and they fear that any

failure on their part to maintain it may result in abandonment. And so while their antics may gain them some popularity (both inside and outside the family), this popularity feels cheap. The Mascot becomes isolated within a sea of people who enjoy their company, yet don't really know them.

### **The Lost Child:**

Each of the above dysfunctional family roles manifests through action. The Lost Child stands apart, in that we characterize this role primarily by inaction. Those who fit into this role try hard not to rock the boat. They may never mention the Dependent's behavior, perhaps even going out of their way to avoid family discussions about it. Introverted and inconspicuous, the Lost Child may take this role by choice. Many times, however, the Lost Child is as their title implies—someone whose needs were simply neglected, lost in the bedlam of family drama.

Since we characterize the Lost Child by their neglected needs, they may easily fit into many of the other dysfunctional family roles. A Lost Child who gets fed up and angry with their role may wear the mask of Problem Child for a day, simply to take the spotlight for a short period of time. The Hero may identify as the Lost Child if they feel the rest of the family does not acknowledge their achievements. Sometimes the Lost Child plays the role of Scapegoat, disappearing from the family's radar until they become entangled in a family dispute against their will. Usually, however, the Lost Child simply stays out of the way. In a dysfunctional household, the Lost Child feels it safer to remain neither seen nor heard.

Even when the Lost Child assumes their role by choice, they may still resent the family for their neglect. Lost Children often grow up feeling ostracized, lonely and inadequate. They assume their neglect must result from some sort of personal failing. That something must be wrong with them, or else they would receive the love they deserve. This lack of esteem may lead to dangerous behaviors later on, such as self-harm or a tendency to become involved in abusive relationships.

---

## **Transtheoretical 5 Stages of Change Model**

---

The change process has been conceptualized as a sequence of stages through which people typically progress as they think about, initiate, and maintain new behaviors (Prochaska and DiClemente, 1984).

### **1. Precontemplation**

During the precontemplation stage, substance-using persons are not considering change and do not intend to change behaviors in the foreseeable future. They may be partly or completely unaware that a problem exists, that they have to make changes, and that they may need help in this endeavor. Alternatively, they may be unwilling or too discouraged to change their behavior. Individuals in this stage usually have not experienced adverse consequences or crises because of their substance use and often are not convinced that their pattern of use is problematic or even risky.

### **2. Contemplation**

As these individuals become aware that a problem exists, they begin to perceive that there may be cause for concern and reasons to change. Typically, they are ambivalent, simultaneously seeing reasons to change and reasons not to change. Individuals in this stage are still using substances, but they are considering the possibility of stopping or cutting back in the near future. At this point, they may seek relevant information, reevaluate their substance use behavior, or seek help to support the possibility of changing behavior. They typically weigh the positive and negative aspects of making a change. It is not uncommon for individuals to remain in this stage for extended periods, often for years, vacillating between wanting and not wanting to change.

### **3. Preparation**

When an individual perceives that the envisioned advantages of change and adverse consequences of substance use outweigh any positive features of continuing use at the same level and maintaining the status quo, the decisional balance tips in favor of change. Once instigation to change occurs, an individual enters the preparation stage, during which commitment is strengthened. Preparation entails more specific planning for change, such as making choices about whether treatment is needed and, if so, what kind. Preparation also entails an examination of one's perceived capabilities—or self-efficacy—for change. Individuals in the preparation stage are still using substances, but typically they intend to stop using very soon. They may have already attempted to reduce or stop use on their own or may be experimenting now with ways to quit or cut back (DiClemente and Prochaska, 1998). They begin to set goals for themselves and make commitments to stop using, even telling close associates or significant others about their plans.

### **4. Action**

Individuals in the action stage choose a strategy for change and begin to pursue it. At this stage, clients are actively modifying their habits and environment. They are making drastic lifestyle changes and may be faced with particularly challenging situations and the physiological effects of withdrawal. Clients may begin to reevaluate their own self-image as they move from excessive or hazardous use to nonuse or safe use. For many, the action stage can last from 3 to 6 months following termination or reduction of substance use. For some, it is a honeymoon period before they face more daunting and longstanding challenges.

## 5. **Maintenance**

During the maintenance stage, efforts are made to sustain the gains achieved during the action stage. Maintenance is the stage at which people work to sustain sobriety and prevent recurrence (Marlatt and Gordon, 1985). Extra precautions may be necessary to keep from reverting to problematic behaviors. Individuals learn how to detect and guard against dangerous situations and other triggers that may cause them to use substances again. In most cases, individuals attempting long-term behavior change do return to use at least once and revert to an earlier stage (Prochaska et al., 1992). Recurrence of symptoms can be viewed as part of the learning process. Knowledge about the personal cues or dangerous situations that contribute to recurrence is useful information for future change attempts. Maintenance requires prolonged behavioral change—by remaining abstinent or moderating consumption to acceptable, targeted levels—and continued vigilance for a minimum of 6 months to several years, depending on the target behavior (Prochaska and DiClemente, 1992).

---

## ***CLIENT'S STAGE OF CHANGE AND THE APPROPRIATE MOTIVATIONAL***

---

**#1. Precontemplation** the client is not yet considering change or is unwilling or unable to change.

Establish rapport, ask permission, and build trust. Raise doubts or concerns in the client about substance-using patterns by Exploring the meaning of events that brought the client to treatment or the results of previous treatments  
Eliciting the client's perceptions of the problem

Offering information about the risks of substance use

Providing personalized feedback about assessment findings

Exploring the pros and cons of substance use

Examine discrepancies between the client's and others' perceptions of the problem behavior

Express concern and keep the door open.

**#2. Contemplation** The client acknowledges concerns and is considering the possibility of change but is ambivalent and uncertain.

Normalize ambivalence. Help the client "tip the decisional balance scales" toward change by Eliciting and weighing pros and cons of substance use and change Changing extrinsic to intrinsic motivation Examining the client's personal values in relation to change Emphasizing the client's free choice, responsibility, and self-efficacy for change Elicit self-motivational statements of intent and commitment from the client. Elicit ideas regarding the client's perceived self-efficacy and expectations regarding treatment. Summarize self-motivational statements.

**#3. Preparation** The client is committed to and planning to make a change in the near future but is still considering what to do.

- Clarify the client's own goals and strategies for change.
- Offer a menu of options for change or treatment.
- With permission, offer advice.
- Negotiate a change—or treatment—plan and behavior contract.
- Find, Consider and lower barriers to change.
- Help the client enlist social support.
- Explore treatment expectancies and the client's role.
- Elicit from the client what has worked in the past either for him or others whom he knows.
- Assist the client to negotiate finances, child care, work, transportation, or other potential barriers.
- Have the client publicly announce plans to change.

**#4. Action** Engage the client in treatment and reinforce the importance The client is actively taking steps to change but has not yet reached a stable state. of remaining in recovery. Support a realistic view of change through small steps. Acknowledge difficulties for the client in early stages of change. Help the client identify high-risk situations through a functional analysis and develop appropriate coping strategies to overcome these. Assist the client in finding new reinforcers of positive change. Help the client assess whether she has strong family and social support.

**#5. Maintenance** Help the client identify and sample drug-free sources of The client has achieved initial goals such as abstinence and is now working to maintain gains. pleasure (i.e., new reinforcers). Support lifestyle changes. Affirm the client's resolve and self-efficacy. Help the client practice and use new coping strategies to avoid a return to use. Maintain supportive contact (e.g., explain to the client that you are available to talk between sessions). Develop a "fire escape" plan if the client resumes substance use. Review long-term goals with the client.

### **Recurrence**

Help the client reenter the change cycle and commend any The client has experienced a recurrence of symptoms and must now cope with consequences and decide what to do next. willingness to reconsider positive change. Explore the meaning and reality of the recurrence as a learning opportunity. Assist the client in finding alternative coping strategies. Maintain supportive contact.



---

## **Ten Effective Catalysts for Change**

---

1. Consciousness raising is increasing information about the problem. Interventions could include observations, interpretations, and bibliotherapy.
2. Self-reevaluation involves assessing how one feels and thinks about oneself with respect to problem behaviors. Interventions could include clarifying values and challenging beliefs or expectations.
3. Self-liberation means choosing and committing to act or believing in ability to change. Interventions could include commitment-enhancing techniques, decision making therapy, and New Year's resolutions.
4. Counterconditioning involves substituting coping alternatives for anxiety caused by substance-related behaviors. Interventions could include relaxation training, desensitization, assertion, and positive self-statements.
5. Stimulus control means avoiding or countering stimuli that elicit problem behaviors. Interventions could include avoiding high-risk cues and removing substances from one's environment.
6. Reinforcement Management is rewarding oneself or being rewarded by others for making changes. Interventions could include contingency contracts and overt and covert reinforcement.
7. Helping Relationships are created by being open and trusting about problems with people who care. Interventions could include self-help groups, social support, or a therapeutic relationship.
8. Emotional Arousal and Dramatic Relief involve experiencing and expressing feelings about one's problems and solutions to them. Interventions could include role-playing and psychodrama.

9. Environmental Reevaluation is the process of assessing how one's problems affect the personal and physical environment. Interventions could include empathy training and documentaries.

10. Social liberation involves increasing alternatives for nonproblematic behavior. Interventions could include advocating for the rights of the oppressed and policy interventions.

Source: Adapted from DiClemente and Scott, 1997.

### ***Five General Principles (to keep in mind)***

1. Express empathy through reflective listening.
2. Develop discrepancy between person's goals or values and their current behavior.
3. Avoid argument and direct confrontation.
4. Adjust to the persons resistance rather than opposing it directly.
5. Support self-efficacy and optimism

---

## **What Is Family Therapy?**

---

Family therapy is a collection of therapeutic approaches that share a belief in family level assessment and intervention. A family is a system, and in any system each part is related to all other parts. Consequently, a change in any part of the system will bring about changes in all other parts. Therapy based on this point of view uses the strengths of families to bring about change in a range of diverse problem areas, including substance misuse.

### **Differences Between Substance Misuse Treatment and Family Therapy**

Although compatible in many ways, the fields of substance misuse treatment and family therapy often use different terms, sometimes understand the same terms differently, have different professional requirements and expectations, and are governed by different assumptions. Some of the basic differences are outlined below.

Family Involved Therapy and Family Therapy. A distinction should be made between family therapy and family involved therapy. Family involved therapy attempts to educate families about the relationship patterns that typically contribute to the formation and continuation of substance misuse. It differs from family therapy in that the family is not the primary therapeutic grouping, nor is there intervention in the system of family relationships. Most substance misuse treatment centers offer such a family educational approach.

## **Benefits to Clients**

Examining substance use disorders through the dynamics of the whole family has several advantages.

Treatment outcomes. Family involvement in substance misuse treatment is positively associated with increased rates of entry into treatment, decreased dropout rates during treatment, and better long-term outcomes.

- **Persons recovery.** When family members understand how they have participated in the person's substance misuse and are willing to actively support the client's recovery, the likelihood of successful, recovery.
- **Family recovery.** When families are involved in treatment, the focus can be on the larger family issues, not just the substance misuse.
- **Intergenerational impact.** Integrated models can help reduce the impact and recurrence of substance use disorders in different generations.

---

## Four predominant family therapy models

---

These are used as the bases for treatment and specific interventions for substance misuse:

1. **The family disease** model looks at substance misuse as a disease that affects the entire family. Family members of the people who misuse substances may develop codependence, which causes them to enable the IP's substance misuse. Limited controlled research evidence is available to support the disease model, but it nonetheless is influential in the treatment community as well as in the general public (McCrary and Epstein 1996).
2. **The family systems** model is based on the idea that families become organized by their interactions around substance misuse. In adapting to the substance misuse, it is possible for the family to maintain balance, or homeostasis. For example, a man with a substance use disorder may be antagonistic or unable to express feelings unless he is intoxicated. Using the systems approach, a therapist would look for and attempt to change the maladaptive patterns of communication or family role structures that require substance misuse for stability (Steinglass et al. 1987).
3. **Cognitive-behavioral** approaches are based on the idea that maladaptive behaviors, including substance use and misuse, are reinforced through family interactions. Behaviorally oriented treatment tries to change interactions and target behaviors that trigger substance misuse, to improve communication and problem solving, and to strengthen coping skills (O'Farrell and FalsStewart 1999).
4. **Multidimensional Family Therapy** (MDFT) has integrated several different techniques with emphasis on the relationships among cognition, affect (emotionality), behavior, and environmental input (Liddle et al. 1992). MDFT is not the only family therapy model to adopt such an approach. Functional family therapy (Alexander and Parsons 1982), multisystemic therapy (Henggeler et al. 1998),

---

## **Professional Family Therapy Types**

---

- Structural/strategic family therapy
- Multidimensional family therapy
- Multiple family therapy
- Multisystemic therapy
- Behavioral and cognitive-behavioral family therapy
- Network therapy
- Bowen family systems therapy
- Solution focused brief therapy

---

## **Substance Use Disorder and Family Therapy**

---

The family has a central role to play in the treatment of any health problem, including substance misuse. Family work has become a strong theme of many treatment approaches, but a primary challenge remains the broadening of the substance misuse treatment focus from the individual to the family.

Though substance misuse counselors should not practice family therapy unless they have proper training and licensing, they can be informed about family therapy in order to discuss it with their clients and know when a referral is indicated. Substance misuse counselors can also benefit from incorporating family therapy ideas and techniques into their work with individual clients, groups of clients, and family groups.

### **What Is a Family?**

There is no single definition of family. However, several broad categories encompass most families:

- Traditional families (two heterosexual parents and minor children all living under the same roof).
- Single parents.



---

## Integrated Treatment Models

---

### Examples of Integrated Treatment Models

A number of integrated treatment models have been discussed in the literature. Those discussed in this section are among the more frequently used integrated treatment models. For a more detailed discussion of these and other models of family therapy, see chapter 4 of TIP 39.

### Structural/Strategic Family Therapy

In this model, family structure (defined as repeated patterns of interaction) is the focus of interventions. It is based on two assumptions:

- Family structure largely determines individual behavior.
- The power of the system is greater than the ability of the individual to resist.

This system can be used to

- Identify the function that substance misuse serves in maintaining family stability.

- Guide appropriate changes in family structure (e.g., because the patterns in dysfunctional families are typically rigid, the counselor must take a directive role and coach family members to develop, then practice, different patterns of interaction).

One of the basic techniques of structural family therapy is to mark boundaries so that each member of the family can be responsible for him or herself while respecting the individuality of others. One of the ways to make respectful individuation possible is to make the family aware when a family member:

- Speaks about, rather than to, another person who is present
- Speaks for others, instead of letting them speak for themselves
- Sends nonverbal cues to influence or stop another person from speaking

## **Multidimensional Family Therapy**

Multidimensional family therapy (MDFT) was developed as a standalone, outpatient therapy to treat adolescent substance misuse and associated behavioral problems of clinically referred teenagers. The model integrates several different techniques with emphasis on the relationships among cognition, affect (emotionality), behavior, and environmental input.

For the adolescent who misuses substances, the goals include:

- Positive peer relations
- Healthy identity formation
- Bonding to school and other prosocial institutions
- Autonomy within the parent–adolescent relationship

For parents, the goals are:

- Increasing parental commitment and preventing parental abdication
- Improving relationship and communication between parent and adolescent
- Increasing knowledge of parenting practices (e.g., limit setting, monitoring, and appropriate autonomy granting)

## **Behavioral Family Therapy and Cognitive–Behavioral Family Therapy**

Behavioral family therapy (BFT) combines individual interventions within a family problem solving framework. The approach assumes that:

- Families of people abusing substances have problems solving skill deficits.
- The reactions of other family members influence behavior.
- Distorted beliefs lead to dysfunction and distorted behaviors.
- Therapy helps family members develop behaviors that support non-using and nondrinking. Over time, these new behaviors become more and more rewarding, promoting abstinence.

Cognitive–behavioral family therapy views substance misuse as a conditioned behavioral response, one which family cues and contingencies reinforce.

To facilitate behavioral change within a family to support abstinence, the counselor can use the following techniques:

- Contingency contracting. These agreements stipulate what each member will do in exchange for rewarding behavior from other family members. For example, a teenager may agree to call home regularly while attending a concert in exchange for permission to attend it

Skills training. The counselor may start with general education about communication or conflict resolution skills, then move to skills practice during therapy, and end with the family's agreement to use the skills at home.

- Cognitive restructuring. The counselor helps family members voice unrealistic or self-limiting beliefs that contribute to substance misuse or other family problems. Family members are encouraged to see how such beliefs threaten ongoing recovery and family tranquility. Finally, the family is helped to replace these self-defeating beliefs with those that facilitate recovery and individual and family strengths.

## NARCAN Instructions

### **Learning Session, how to administer in cases of overdose.**

**NOTES:**

[illegible]

**Point of Contact Name:** \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

## Suicide Prevention Notes

## Learning Session, what to look for, what to do.

**NOTES:**

[illegible]

**Point of Contact Name:** \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

# Contact Us:

Families Impacted by Opioids (nonprofit 501C3)  
Cleveland, Ohio 440.385.7605

Executive Director: Roy P. Poillon

[Familiesimpactedbyopioids@gmail.com](mailto:Familiesimpactedbyopioids@gmail.com)

[www.FamiliesImpactedByOpioids.com](http://www.FamiliesImpactedByOpioids.com)

Disclaimers, you should not act on any information presented in this book prior to consulting with a licensed professional.

**INSTRUCTIONS:** VIEW OVER 140 Selected Youtube.com videos in support of the extended learning for the 32 key issues.



## [Search: Solution Finder Workbook Video's](#)

[Roy Poillon](#)

•

Updated today

- [Addiction and Families - September 2017](#)  
1:01:22
- [Overview of How to Diagnose Substance Use Disorders Using DSM-5](#)  
57:34

[VIEW FULL PLAYLIST](#)