# **Rediscovering Life**

Curriculum Guide A Better Life - Brianna's Hope



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#### **Dimensions of Wellness:**

This 5-week workshop curriculum is based on the 8 dimensions of wellness as defined by Substance Abuse and Mental Health Service Administration (SAMHSA): spiritual, environmental, financial, intellectual, occupational, physical, social, and emotional. It is important to one's quality of life to have a healthy balance in each wellness category. They often go hand-in-hand and contribute to each other. The purpose of this workshop is to assist individuals in becoming aware of their current perceived quality of life, identify areas of personal strengths and weaknesses, and utilize occupation-based sessions and life skills training to improve their overall wellness. The curriculum has been set up to combine 2 areas of wellness per session.

#### **Session Outline:**

For each session, there is the following outline modified from Cole (2012) to help describe, plan, and conduct the weekly topic:

Title

Format of Session: Supplies and equipment needed: Purpose and Goals of Session: Description: Warm up/icebreaker Educational Concept

Activity: Questions to Facilitate Discussion:

Each session should begin by informing the group of the purpose and goals of the session, followed by an icebreaker to aide in earning trust, building rapport, and relieving tension/pressure that members may be experiencing. After completion of the icebreaker, the session should be a mixture of education and interaction to accomplish the goals of the session, along with meeting the needs of group members. Utilize the outline to prepare and plan the meeting, but also allow for flexibility to accommodate the needs of members. Each session should have a time that includes setting goals for the week ahead to take the next right step. At the end of each session, a tension relief stretch should be completed to help calm the body and reduce the stress one might be feeling due to having the discussions or outside forces impacting their thought. Have participants sit in a chair and relax their bodies. Close their eyes, take a deep a breath. Shrug their shoulders, roll their neck one way and then the other, let their joints relax. Reach up, reach out, reach back. Have them shake out where they feel tension. The evidence between chronic stress and the motivation to abuse addictive substances is solid (Shao, 2007). Shahram Heshmat (2017) describes the link between stress and addiction as a way to regulate and soothe psychological distress. "The self-medication theory suggests that an individual may use drugs to cope with tension associated with life stressors or to relieve symptoms of anxiety and depression resulting from a traumatic event" (Heshmat, 2017, pg. 1). Recognizing the stress and tension felt in the body is the first step to dealing with the reason for the stress and ultimately the addiction.

#### For Best Use of Curriculum:

Use the workshop as the whole meeting and provide discussion for the best results. If the workshop is integrated into the meetings, split into multiple sessions to effectively cover all information.

### Based on SAMHSA's Eight Dimensions of Wellness:

#### Session 1: Rediscovering Life: The Dam to the River

- 1. Spiritual Wellness Expanding a sense of purpose and meaning in life
- 2. Environmental Wellness Good health by occupying pleasant, stimulating environments that support well-being
  - SWOT- identify strengths/weaknesses and opportunities/threats
  - Kawa river of life metaphor and visual
  - Personal goal setting
  - Understanding one's sense of purpose

#### Session 2: Rediscovering Life: The Balance of Life and Money

- 1. Financial Wellness Satisfaction with current and future financial situations
- 2. Intellectual Wellness Recognizing creative abilities and finding ways to expand knowledge and skills
  - Budgeting and money management
  - Education on HSE and further education
  - Resume building and interview skills

#### Session 3: Rediscovering Life: Active and Busy

- 1. Occupational Wellness Personal satisfaction and enrichment from one's work
- 2. Physical Wellness Recognizing the need for physical activity, healthy foods, and sleep
  - Identifying roles and routines
  - Time management
  - Discussion: Importance of replacing addition with new healthy roles and occupations

#### Session 4: Rediscovering Life: The Power of Positive Thinking

- 1. Social Wellness Developing a sense of connection, belonging, and a well-developed support system
- 2. Emotional Wellness Coping effectively with life and creating satisfying relationships
  - Discussion:
    - Importance of healthy and supportive relationship
    - Creating positive social experiences
    - Coping skills and emotional regulation

#### Session 5: Realizing How Well You Are: Life in Balance

- Reflection of previous sessions
- Re-evaluate Kawa river from session 1
- Discuss stages of change and complete URICA

#### Session 1 Rediscovering Life: The Dam to the River

#### Format of Session:

- 1. Greet and provide purpose/goals of session
- 2. Icebreaker: Acting out feelings
- 3. Activities (handouts found in appendix):
  - a. Purpose in life chart
  - b. SWOT
  - c. Kawa
- 4. Tension relief stretch

#### Purpose and Goals of Session:

- Identify the spiritual and environmental aspects of a healthy life.
- Understand the different aspects of wellness.
- Develop a balance of all areas of wellness in life.
- Understand/identify the strengths, weaknesses, threats, and opportunities throughout their own life.
- Identify purpose and blockages throughout the flow of their river.

#### Supplies and Equipment Needed:

- Note cards with different feelings and emotions listed on them
  - Card examples: lonely, happy, excited, friendly, jealous, silly, frightened, grumpy
- Printed purpose in life chart, SWOT, and Kawa example handouts for each individual (refer to appendix)
- Blank sheets of paper for creating their personal river
- Coloring/writing utensils

#### Description:

#### Warm up/icebreaker: Acting Out Feelings

Pass out prelabeled note cards to the participants and request to not show their card to anyone. They will then take turns acting out the feeling on their card for 30 seconds or less. Participants may make sounds, facial expression, body gestures, but no words are allowed. Once their 30 seconds are up, the other participants watching will write down what emotion they saw. After each performance, take turns discussing why and what made the participants determine that thought behind the emotion.

#### **Educational concept for leaders:**

It is important for individuals to understand their purpose in life and to know their strengths and weakness. Reflection and self-analyze are necessary to identify those different aspects and to establish goals for growth and improved wellness. In order to accomplish those goals, a supportive environment is highly beneficial to help individuals overcome obstacles and have the support they require. It is also necessary in sobriety for individuals to be able to identify their threats, triggers and weakness, along with strengths and opportunities. Becoming aware of one's environment, as well as the positive and negative

components impacting their life, allows for better understanding of what is required of them to maintain sobriety.

The purpose in life chart is a tool to get the participants to start reflecting and become aware of who they are, their wants and needs, and what is limiting them. As a leader, enable participants to share their answers. During the discussion, the answers shared may enlighten another participant of things they didn't think about which will provide participants with increased awareness.

The SWOT (strengths, weakness, opportunities, and threats) analysis chart is used to evaluate the strengths/weaknesses (internal factors) and opportunities/threats (external factors) experienced in one's life. The chart helps organize the participants thoughts and provides a visual of factors impacting their life. Examples of strengths could include having a car, being able to identify triggers, and having a good support group. Weaknesses could be not knowing how to cope, no family support, and financial burden. Opportunities could include a job opening or receiving the rights to have their children back in their home. Threats could be jail, relapse, or old friends. It is common to see that the list often overlaps, where a strength can be a weakness or an opportunity could become a threat. The outcome is dependent on the individual and how they view the situation. The SWOT analysis is meant to be dynamic, organic, and evolving according to Pickton and Wright (1998). It is important for participants to understand the concept of evolving, requiring continuous need for analysis. New situations are also presenting and occurring in life. A SWOT analysis shows where one could improve and the areas of strengths to an individual (Mind Tools Content Team, 2018). The identification of strengths and weaknesses of the participants allows for the creation of a strategy and goals to become successful and overcome hardships. By identifying the internal factors (strengths and weaknesses), it creates the ability to capitalize, manage, or eliminate the opportunities and threats which are external factors in order to continuously improve the outcomes (Mind Tools Content Team, 2018).

The Kawa is an occupation-based model that focuses on addressing the rehabilitation requirements of diverse clientele and on the connections of environment, nature, deity, and persons in the frame of life (Iwama, Thomson, & MacDonald, 2009). It uses a river metaphor to exemplify an individual's daily life and pinpoint issues disrupting the flow of their river. Each individual has various factors that impact their life, both internal (self) and external (physical and social environment). One's goal is to have a smooth flowing river, free from impediments or barriers, indicating that there is good and positive interaction between environment, nature, deity, and others (Iwama, Thomson, & MacDonald, 2009). Removing impediments or blockages allows space for the flow of river to improve.

In order for one to create space, they first have to identify the issues blocking the flow of their river, learn ways and methods to overcome or remove the issue, and apply the modifications to remove the issue from blocking the flow of their river. Water, rocks, driftwood, and river walls are used to represent the various factors that make up one's river and impact one's flow. The water stands for life flow and those things that are going well for one. The river walls represent the positive and negative physical, social, and cultural environments and dictate the volume of water. Rocks represent problems, difficulties, and obstacles one is experiencing, and lastly driftwood acts as factors that can have either a negative or

positive influence on life. The driftwood can be example of internal factors such as confidence and knowledge or external factors such as friends and money.

The Kawa can help individuals identify areas for improvement or areas limiting them. It should be used as a tool to evaluate one's life and establish goals to improve their river flow. When creating goals it is important to make S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timebound) (Elkins, 2017). Goals are a great way to help individuals have motive to take the next right step and stay accountable. When one meets a goal, it naturally helps build confidence and a sense of purpose.

#### Activity:

The activities planned for this session will help people become aware of who they are, their wants and needs, what is limiting them, and enable the person to set goals.

- Begin with the purpose in life chart. The participants will think about different areas of their life including the things they want to strive for, things that motivate them, things they want to become, and things they dislike.
- Follow up by completing the SWOT (strengths, weakness, opportunities, and threats) chart to help organize their thoughts, as well as, identify the opportunities and threats in their life. Both of these activities will help the participant create their own Kawa river.
- Provide the participants with a blank piece of paper and writing/coloring utensils.
- Show them an example of a completed Kawa (found in appendix). Have them create their own Kawa depiction.
- Assist them in creating goals to improve the flow of their river.
- Create a goal to choose the next right step to get to where they want to be in life.

#### Questions to Facilitate Discussion:

- What goals would you set for the week to increase your emotional and environmental areas of your own life?
- Who can help you achieve these goals?
- What makes this type of wellness difficult?
- What are possible barriers or threats to your emotional and environmental wellness?
- How will you prevent threats to your spiritual and environmental wellness?
- What did you learn about yourself or other members?
- How will you be accountable for your goals?
  - Do you have a sponsor?

#### Session 2 Rediscovering Life: The Balance of Life and Money

#### Format of Session:

- 1. Greet and provide purpose/goals of session
- 2. Icebreaker: Sweet Talk
- 3. Activities (handouts found in appendix):
  - a. Expense tracker/creating budget
  - b. Creating a resume
  - c. Interview skills
- 4. Tension relief stretch

#### Purpose and Goals of Session:

- Identify financial and intellectual areas of a healthy life.
- Understand different aspects of wellness.
- Develop a balance of all areas of wellness in life.
- Understand where to obtain/finish your HSE and further educational opportunities.
- Understand the usefulness of budgeting your money and expenses.
- Understanding the use of showing professionalism when interviewing for a career.

#### Supplies and Equipment Needed:

- Writing utensils
- Skittles
- Money management and budget forms (refer to appendix)
- Sample resume (refer to appendix)
- Dos and don'ts handout (refer to appendix)

#### Description:

#### Warm up/icebreaker activity: Sweet talk

Have a bowl or bag of skittles. Each color represents a different emotion felt during life. Participants will take turns drawing a skittle then share an example based off the color that they draw.

Green - one thing that makes you happy

Yellow - one thing that makes you excited

Orange - one thing that makes you sad

Red - one thing that makes you angry

Purple - one thing that makes you afraid

#### **Educational concept:**

Researchers noted that substance abuse damages body structure and function, hinders participation in activities and life, and disrupts one's overall quality of life (Stoffel & Meyer, 2004). It has also been noted that individuals with substance abuse disorder demonstrate a range of functional difficulties, including "impoverished social networks, a lack of structure and routine, poor motivation, and limited employment and leisure skills" (Buijsse, Caan, & Davis, 1999, p. 301). Through active addiction, an individual loses the skills necessary to function in life and ultimately exchanges living for his or her addiction (Martin, L.

M., Bliven, M., & Boisvert, R. 2008). Individuals with addiction commonly maintain the mindset of the age they begin to use, which for many begin in the teenage into young adult years. Those stages are a vital time where education and skills to become successful adults are gained, such as money management, professionalism, motivation to complete activities using internal drive, developing habits to succeed, and behaviors required to maintain a routine to maintain a job. Occupational performance is defined as "the ability to carry out activities of daily life (areas of occupation)" (American Occupational Therapy Association, 2002, p. 628). This session focuses on providing participants with improved skills and helpful tools to achieve a job, manage their finances, and complete or further their education (if desired). All activities are aimed to increase participant's occupational performance.

Money management will vary from person to person but is important an important topic to teach to individuals. This topic could improve participants skills and assist in understanding the importance of budgeting. It is common for large sums of money to be a trigger in individuals with addiction. The following provides examples of ways to decrease the amount of cash in hand and reduce the aforementioned trigger:

- Arrange for direct deposit or automatic allocation of earnings to decrease the likelihood of spontaneous decisions to use a substance that is triggered when one has large sums of money including a paycheck in hand. This could include allocating portions of a paycheck into a savings account or direct payment for necessary monthly bills (rent, water, child support, etc.).
- During tax returns or other transactions involving large sums of money, arrange for direct deposit or for someone else to help oversee the use of the money.
- Organize finances so that losses associated with drug use are more salient
- Create categories of expenditures (rent, bills, childcare, groceries, hygiene necessities, entertainment, savings and so on) and disperse the money into envelopes devoted to a particular category. Keep a limited amount of spare or spending money readily available on your person.
- Break the larger categories, like a vacation, into smaller categories, such as hotel, food, travel, entertainment, souvenirs, etc., and budget each separately. Within the smaller budgets denote what has to be spent and what could be removed if necessary.

It is likely the individuals present at the meetings have had limited experience with interviews and resume writing. Due to this, insights should be provided to assist in understanding how to best demonstrate professionalism and a good impression. A sample resume and list of do's and dont's for interviewing are provided in the appendix to assist with the discussion. With the resume, it is important for the participants to know what should be included and what not to list. On their resume, they should not directly refer to their past mistakes. If asked about their past, they should not lie but should focus on what they are trying to do to correct their life now. If they were in prison and worked during that time, it is appropriate to note on resume (example of situation on sample resume). If they have not had a job but have completed something such as volunteer work consistently and were dedicated, then it can take the place of job experiences. The outline, formatting, and grammar are important. A resume that is well put together leaves a lasting impression, but one that is unorganized with poor grammar or no consistent layout will most likely be overlooked.

#### Activity:

This session will include multiple topics. It should consist of a mixture of providing education and hands-on practice for the participants to complete the tools necessary to better themselves.

- Provide a printed version of the sample resume (found in appendix) and educate participants on important factors of resume writing. Assist the participants in completing their own resume on a blank paper.
- Educate the participants on interview skills, as well as, the dos and don'ts (handout in appendix) when interviewing. Allow them the opportunity to practice answering questions as if they were in an actual interview.
- As a group, create a monthly expenses list (e.g. rent, gas, water, cell phone, groceries, cigarettes, childcare, etc.) and an income amount. Keep track of the expenses noted and separate participants into three groups. Provide each group the same amount of "income" (recommend utilizing fake or monopoly money for a more hands on experience) then have each group take away different expenditures; for example, one group subtracts the total amount, one group subtracts just the necessities, and one group subtracts the necessities plus a little extra. Compare and contrast the difference of outcomes for a discussion on prioritizing and saving and the value of a dollar.
- Go over the money management handouts with the participants. Encourage them to complete the handouts specific to their lives and utilize them to taking the first steps to improved budgeting and money management. If the individuals need further guidance, refer the individual to WorkOne or a local agency that can provide assistance.
- Provide a list of the available options in the local area to complete their HSE, higher education, or skilled trade.

#### Questions to Facilitate Discussion:

- What goals would you set for the week to increase your financial and intellectual areas of your own life?
- Who can help you achieve these goals?
- What makes this type of wellness difficult?
- What are possible barriers or threats to your financial and intellectual wellness?
- How will you prevent threats to your financial and intellectual wellness?
- What did you learn about yourself or other members?

#### Session 3 Rediscovering Life: Active and Busy

#### Format of Session:

- 1. Greet and provide sessions purpose and goals
- 2. Icebreaker: Roles Checklist Charades
- 3. Activities (handouts found in appendix):
  - a. Activities Wheel
  - b. Discussion of Roles and Routines
- 4. Tension relief stretch

#### Purpose and Goals of Session:

- Identify occupations in their lives and their physical wellness.
- Understand different aspects of wellness.
- Develop a balance of all areas of wellness in life.
- Identify roles, leisure, routines, sustaining sobriety.
- Understand time management.

#### Supplies and Equipment Needed:

- Roles Checklist (see appendix)
- Activity Wheel Handout (see appendix)
- Writing utensils

#### Description:

#### Warm up/icebreaker activity: Roles Checklist Charades

Have participants fill out the Roles Checklist in the appendix. As a group, add different roles that may not be present on the generalized checklist. Each participant picks a role from their list to act out, much like the game of charades. The other participants have to guess what role the person is doing.

#### **Educational concept**

While emerged in the lifestyle of addiction, the addiction commonly becomes one's primary occupation. Their routine, habits, schedule, and choices become revolved around the addiction. It is important for participants to understand what is required for their life, and how creating healthy occupations to replace their addiction can help minimize the risk of relapse. This session will include analyzing their current roles and routines utilizing the roles checklist handout. Throughout this curriculum guide, "occupation" takes on a different meaning compared to it's typical definition. "Occupation is used to mean all the things people want, need, or have to do, whether of physical, mental, social, sexual, political, or spiritual nature and is inclusive of sleep and rest. It refers to all aspects of actual human doing, being, becoming, and belonging. The practical, everyday medium of self-expression or of making or experiencing meaning, occupation is the activist element of human existence whether occupations are contemplative, reflective, meditative, or action based" (Wilcock & Townsend, 2014, p. 542). Occupations can be anything from being a parent to a gardener or a worker to an athlete. No one has just one occupation. They fill their time with multiple occupations. It is important for one to replace addiction with occupations that are meaningful to them to decrease the likelihood of relapse.

Routines provide structure throughout a person's day. Routines include the positive and negative occupations and activities that are needed throughout the day. (Fiese, 2007; Koome, Hocking, & Sutton, 2012; Segal, 2004) Roles are shaped by a participant's culture and environment. Roles are behaviors and identities (such as family member, gardener, home maintainer, or teacher) that are expected by society, whether positive or negative. A person's roles dictates the routine and occupation the person participates in. The roles can be defined by a person, a group, or a population and can change depending on the environment or changes in the environment. (American Occupational Therapy Association, 2014)

Time management and maintaining a routine is difficult for many individuals with an addiction. Coming into sobriety, it is common for them to experience increased idle time and being unaware of how to fill the time. Idle time can be a huge threat to one's sobriety. During this time, it is common for one to experience increased anxiety, isolation, and depression. It also provides time for the individual to make excuses for relapse. The discussion and activities completed during this session should focus on explaining roles, routines, and time management. Also, assist participants in determining healthy occupations to fill their time with so they can create a routine and experience less idle time. Examples of potential healthy occupations include volunteering, exercise classes, or social groups (such as a book club or a cooking group). Time management can be viewed as a spectrum with one end being an abundant amount of "idle time" and the other end being "overbooked". Just as idle time can be a threat, when one has absolutely no time for rest and reflection a threat emerges. Time management is all about having a healthy balance of occupations including work/volunteer, sleep/rest, meal time, social life, hobbies, and doing every day activities such as parenting, hygiene, and home management.

#### Activity:

Provide a short discussion on the importance of having healthy and meaningful occupations in their life to replace addiction. The participants will complete the activities wheel handout found in appendix to help with time management and centering their time on their identified roles and daily activities such as work, managing their home, parenting, leisure activities, volunteering, or participating in community and family events. They should fill in empty slots with healthy occupations. Breaking down one's day and listing each activity on paper helps the participants visualize all they have or all the opportunities available, which reinforces the purpose and meaning in their lives, as well as, developing their time management skills.

#### Questions to Facilitate Discussion:

- What goals would you set for the week to increase your occupational and physical areas of your own life?
- Who can help you achieve these goals?
- What makes this type of wellness difficult?
- What are possible barriers or threats to your occupational and physical wellness?
- How will you prevent threats to your occupational and physical wellness?
- What did you learn about yourself?

#### Session 4 Rediscovering Life: The Power of Positive Thinking

#### Format of the Session:

- 1. Greet and provide the purpose and goals of session
- 2. Icebreaker: Comparison of Perceptions
- 3. Activities:
  - a. Discussion
- 4. Tension relief stretch

#### Purpose and Goals of Session:

- Identify person's social and emotional wellness.
- Understand different aspects of wellness.
- Develop a balance of all areas of wellness in life.
- Identify coping skills that could be used in their daily life.

#### Supplies and Equipment Needed:

- Blank paper
- Writing utensils
- Emotional regulation/coping skill handout (refer to appendix)

#### Description:

#### Warm up/ice breaker activity: Comparison of Perceptions

Pass the papers and pencils to participants. Instruct them to fold the paper in half and put their name on the outside at the top. Also, on the outside, the participants should label one side as "personal strengths" and the other as "areas for growth". On the inside, they are to write down areas of life that they want to grow in (skills needed, issues to deal with, etc.) on one side of the fold; on the other side, they should put skills they have/personal strengths. Once completed they will take turns passing their paper and have group participants put their perceptions on the outside. Remind participants to be constructive in their answers when giving feedback. Once the papers have been passed around to every participant, members will take turns sharing their perception vs. what members put on there for them.

#### **Educational concept**

Researchers found that it is common for individuals with addiction to experience a decrease in occupational performance and quality of life within the first 4-6 months of recovery (Martin et al., 2008). Most of the time, this is the result of the individual leaving the supportive, yet restrictive, environment that a treatment center or a halfway house provides and re-emerging into their familiar environment that is filled with triggers and past routines (Gordon, 2003). Triggers can include old friends, hangouts, spouses, significant others, or family members who are unsupportive, promote unhealthy habits or surroundings, or familiar smells, sights, or sounds that trigger the individual to relapse (Gordon, 2003). Through the process of active addiction and recovery, individuals experience a loss of friendship, burn bridges with family members, or lose relationships they once had. As mentioned previously, one's environment, friends, and family can be a trigger. For many, maintaining sobriety includes removing their currently perceived friends or family members from their life who maintain a toxic environment. In turn, one can

feel isolated, alone, and unsupported. An important aspect of this session includes discussing with participants what it means to be a good friend and the necessity of setting boundaries with unhealthy support. It is important for them to understand the benefits of re-establishing healthy relationships while also building new friendships that are supportive of their new lifestyle.

Another important concept to share with participants is that triggers and cravings are normal. "Our brains naturally crave certain activities and substances. When we eat food, we are fulfilling our craving for nourishment. The brain rewards us by making us feel happy. We naturally crave social interaction. That's why interacting with friends and family members makes us feel good" (Elkins, 2017, p. 40). When in active addiction, the drugs disrupt how one processes the craving and mistakens every natural craving as a craving for the substance. Through abstinence and sobriety, the brain slowly reorganizes how it processes information and eventually allows one to crave appropriately again, but triggers can trick the into craving the drug again (Elkins, 2017).

Coping skills are vital to one's wellness. Risk, loss, challenges, triggers and difficult demands are natural for anyone to experience on a daily basis. How one copes with those difficulties is what impacts his/her wellbeing. It is vital to an individual with addiction to be educated on safe, healthy, and appropriate coping mechanisms. Part of this session should be incorporating examples of coping skills to overcome losses, burned bridges, and even for those stresses experienced in everyday life. It is common for individuals to use drugs as a coping mechanism, and therefore, changing how one copes could play a large part in personal sobriety. In the appendix, there is a worksheet with a list of alternative coping skills. It is highly suggested to provide participants with a copy and going through the concepts with them.

Inability to regulate emotions may be a large factor that goes along with difficulty coping with daily demands. Use of drugs, especially for an extended period of time, can really create an emotional imbalance. This can impair one's wellness and impact their social relationships, confidence, professionalism, and ability to be motivated and productive. Emotional regulation can be summarized as learning skills to maintain emotions that are often easily displaced or altered. The skills required for emotional regulation include:

- learning to identify, label, and describe emotions
- using mindfulness on emotion experience
- reducing vulnerability to negative emotions
- increasing the occurrence of positive emotions
- acting in an opposite manner to motivational tendency associated with negative emotions" (Azizi, Borjali, & Golzari, 2010)

One study published by the US National Library of Medicine found emotion regulation training combined with cognitive therapy to be more effective at treating opiate addiction than naltrexone, a leading medicinal treatment. Some of the core questions that can often lead to addiction as a result of trying to avoid challenging or terrifying life circumstances:

- What's the purpose of life?
- Do I even matter?
- Who am I?

In the beginning, emotional regulation helps highlight problems that are being caused by active addiction. Later on, the skills learned through emotional regulation can help one avoid a relapse by empowering him/her to be aware of their emotions felt and how to appropriately regulate those emotions related to the problems they are facing (Azizi, Borjali, & Golzari, 2010). Being aware and utilizing healthy coping skills can play a huge part in having improved emotional regulation. After the use of drugs for an extended amount of time, the hormones in one's body takes one year, at minimum, to normalize or regulate before a person feels true pleasure without the assistance of medication (Broadbear, Winger, Rivier, Rice, and Woods, 2004). Individuals in recovery or entering recovery need to be aware of this fact, for they will not experience emotions (such as joy from success) as they may expect initially. Learning how to regulate emotions through coping skills and mindfulness is beneficial for that first year specifically to help compensate for one's hormones normalizing.

#### Activity:

Facilitate discussion over the following:

- Emotional regulation/coping skills handout for visual (refer to appendix)
- Importance of healthy and supportive relationships
  - What it means to be a good friend
  - Reestablishing relationships
- Creating positive social experiences
  - Joining new groups like a book club, exercise classes, or volunteer at the humane society.
- Understanding one's sense of purpose

#### Questions to Facilitate Discussion:

- What goals would you set for the week to increase your social and spiritual areas of your own life?
- Who can help you achieve these goals?
- What makes this type of wellness difficult?
- What are possible barriers or threats to your social and spiritual wellness?
- How will you prevent threats to your social and spiritual wellness?
- What did you learn about yourself or other members?

#### Session 5 Rediscovering Life: Life in Balance

Format of the Session:

- 1. Greet then provide the purpose and goals of session
- 2. Activities:
  - a. Re-evaluate Kawa river of life flow from session 1
  - b. Discuss Stages of Change then complete URICA assessment
  - c. Activity Questionnaire
  - d. Goal-setting
- 3. Tension Relief Stretch

#### Purpose and Goals of Session:

- Reflection of previous sessions
- Look back at river and determine what steps have been taken to remove barriers to increase flow
- Determine stage of change
- Celebrate in fellowship completion of workshop

#### Supplies and Equipment Needed:

- URICA (found in appendix)
- Writing utensils

#### Description:

#### **Educational concept:**

Continuous self-analysis is important for growth as an individual, to identify if one is on track to meeting, needs to revise, or set new goals. Part of this session includes reflection of past sessions, allowing time for participants to share thoughts or ask questions which may have developed upon further discussions. Encourage and enable the reflection of the material and education provided to promote self-analysis.

The Stages of Change model focuses on and assesses an "individual's motivation and readiness to change a problem behavior" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 48). The model identifies six different stages: precontemplation, contemplation, preparation, action, maintenance, and termination. The University of Rhode Island Change Assessment (URICA), found in appendix, is a questionnaire that provides a score to determine which stage of change an individual is experiencing. Knowing which stage one is in can help them create appropriate and realistic goals and as a leader can help select beneficial ways to help and support.

#### 1. Precontemplation

"Individual is unable to identify that they have a problem and as a result, they have no intention of changing behavior" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 62). An individual in this stage is likely not going to participate or may demonstrate defiance and discontentment.

- As a leader: During this stage, work on building rapport and trust. Provide education on risks, pros, and cons of use. Promote and encourage evaluation of lifestyle and environment. Recognize their feelings and concerns and try to understand their views. They have to want to change before

assistance will be accepted. Don't push them to change if the individual is in this stage. You may end up pushing this individual further away from the support they are seeking from others.

#### 2. Contemplation

"Individual can identify and acknowledge that they have a problem. They try to understand the problem and are motivated to do something to remedy the problem" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 62). This is a common stage for those attending meetings. Individuals in this stage will be seeking information and education to help them obtain sobriety.

- As a leader: Discuss the pros and cons of recovery. Promote and highlight the benefits of replacing addiction with healthier occupations. Emphasize that they have free choice and will (use motivational statements to implement confidence). Attempt to help them identify their life goals and the impact recovery could have on the goals. Attempt to reduce the fear of recovery through sharing examples of testimonies.

#### 3. Preparation

"This stage includes planning for change, acquiring resources to facilitate behavior change, and making public statements about one's intention to change" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 62). Preparation is a continuation of contemplation where the individual will still be seeking information, but are now ready to begin implementing concepts and striving for sobriety.

- As a leader: Provide support and encouragement for their efforts to change. Provide information of supportive strategies such as routine, time management, coping skills (the benefits of changing your person, place, and things). Encourage them to make an action plan then commit to their plan.

#### 4. Action

"Action involves overtly changing one's behavior and modifying the environment in such a way as to facilitate and maintain the change. This stage requires a great deal of time, energy, and commitment" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 62-63). During the action stage, an individual is dedicated and determined to change their lifestyle.

- As a leader: Be mindful of the difficulties occurring. Support and complement any progress made. Identify risky situations and triggers and educate on coping strategies to help overcome those situations. Help the individual discover new healthy occupations to replace their addiction.

#### 5. Maintenance

"The maintenance stage is a long, ongoing process of recommitment to sustaining the behavior change. It is frequently the most challenging stage in the change process" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 63). Maintenance occurs when one has obtained sobriety and becomes comfortable with their new lifestyle. This stage is where they put to use the learned tools (coping skills), overcome triggers, and continue to take the next right step to maintaining their sobriety. One has to be careful in this stage to not become overly comfortable to where they give into temptation or place themselves in risky environments. It needs to be reminded that addiction is a disease and requires continuous work to overcome.

- As a leader: Support and affirm the change. Rehearse coping strategies to prepare when triggers or obstacles occur. Assist in personal goal setting to improve and increase their occupational performance and decrease likelihood of relapse.

#### 6. Termination

"The ultimate goal of the change cycle. This stage occurs when the behavior change is so well integrated that there is minimal change of relapse" (Reitz, Scaffa, Campbell, and Rhynders, 2010, pg. 63). This stage

is hard to reach and not a realistic goal for many within this population, because addiction is a disease and requires forever being mindful and maintaining the work required to stay in recovery.

It is also important to celebrate accomplishments. Therefore, being the final week, take the time to congratulate participants on completion of the workshop and celebrate through fellowship.

#### Activity:

- Start with a reflection on previous sessions. Reiterate the concept of the Kawa river and life flow. Encourage members to take a moment to analyze their life flow. Have participants share the steps they have taken during this time to improve their river flow or utilize the material and education provided. If they have not taking any steps, question what is holding them back from working towards a goal.
- Discuss the stages of change and have members complete the URICA (refer to appendix) to determine the stage they are experiencing.
- Have each participant create a goal and share it with the group. This is to promote continuation and carryover of workshop material.

#### Questions to Facilitate Discussion:

- Do you feel this workshop benefited you?
- What are some aspects you liked of the sessions?
- What would you want change about it?
- Does the stage you are placed in make sense? Why does it or does it not make sense for your life right now?
- What, if anything, is holding you back?

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#### Appendix

The following handouts are included in the appendix:

- Purpose in life chart
- SWOT analysis
- Kawa river example
- Sample resume
- Dos and don'ts of interviewing
- Financial handouts (5 pages)
- Roles checklist (4 pages)
- Activities wheel (2 pages)
- Emotional regulation and coping skills
- URICA questionnaire (2 pages)

# Client-Centered Activity Example 3-10 Purpose in Life Chart

Things I love:	Things I hate:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Things I am proud of:	Things I am ashamed of:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Things I want to strive for:	Things I never want to become:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Things I can do today to feel better about myself:	
1.	
2.	

3.

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## SWOT ANALYSIS

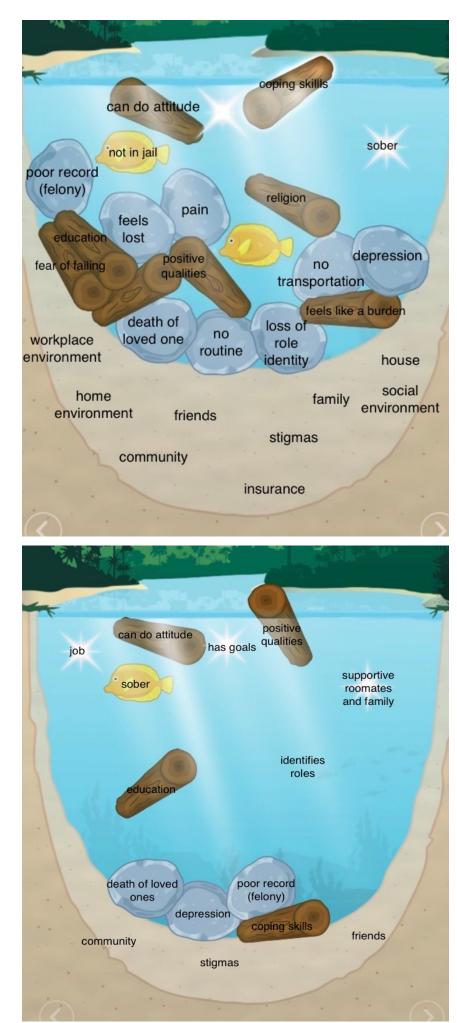
INTERNAL FACTORS							
STRENGTHS	WEAKNESSES						
EXTERNAL	FACTORS						
OPPORTUNITIES	THREATS						

# **KAWA River of Life Example**

Top picture can be used as an example of a starting point.

Bottom can be used of an example of one who has overcome some negative/challenging aspects blocking their water flow and accomplished some life goals.

Allow it to be motivation to push forward and create yourself a happy and healthy life!



# John Doe

XXX Water Street, Portland, IN 47371 Phone: (XXX) 123-45678 E-Mail: johndoe@yahoo.com

Energetic and hard worker seeking to obtain full time work position within a company that will benefit from my positive qualities and strengths. Pursuing opportunity to grow personally and professionally.

#### POSITIVE QUALITIES AND STRENGTHS Time management Professional • Self-directed Good communication skills ٠ Able to work alone or as group Honest, loyal, and respectful Flexible Dedicated **EDUCATION** Ivy Tech Community College 2012 - 2013 Muncie, IN Focus: Business Management **HSE High School Equivalency Diploma** 2012 John Jay Center, Portland IN **EXPERIENCE** Secretary Local Company Name May 2017 - Present Managed Receptionist area, including greeting visitors and responding to telephone, emails, and in-person request for information Maintained electronic and paper files Wrote correspondence from dictation and handwritten notes

#### **Maintence** Porter

State of Indiana

Responsible for cleaning of common areas

#### **Food Preparer**

**McDonalds** 

- Communicated clearly and positively with coworkers and management
- Followed procedures for safe food preparation, assembly, and presentation
- Resolved complaints promptly and professionally

#### TRAINING

- Licenses
- Certifications
- Special training, job-related seminars, and workshops
- Training completed at your current or previous jobs and career development training

#### **REFERENCES:** Available upon request

August 2013 - July 2016

June 2012 – August 2013

## Dos and Don'ts of Interviews

Dos:

- Dress appropriately and professionally
- Arrive ahead of time
- Come prepared
  - learn about the company prior to the interview
  - practice answering common questions
- Ask questions regarding
  - o benefits (dental, medical, vision, 401k)
  - job duties/expectations
  - o determine if the environment is a good fit for you and vice versa
- Mute your phone, etc. Be there and give your undivided attention
- Give detailed answers to show your worth and abilities
- Talk correctly no use of slang
- Be kind to everyone you come across at the facility
- Demonstrate good posture
- Make good eye contact
- Bring a notepad and writing utensil it's okay to write down details so you do not forget
- End with good, firm handshake and thank them for their time
- Send them follow up thank you email/card
- Be yourself

Don'ts:

- Fudge the truth never lie
- Be negative
- Appear messy or unprepared
- Be late or excessively early
- Eat, drink, or chew gum during
- Fidget, bite nails, mess with hair, etc
- Bring up personal or family issues
- Speak poorly or negatively of past boss or co-worker
- Forget to thank them for their time
- Bring others with you to the interview (or at least inside)

# 

GOGT:	
TIME Frame:	
ACTION STEPS:	

GOGL:

TIME Frame:

**ACTION STEPS:** 

GOGL:

TIME Frame:

**ACTION STEPS:** 

GOAL: TIME FRAME: ACTION STEPS:

Monthly Check-9n

HOW DID WE DO LAST MONTH?						
MONTH:						
THINGS WE DID WELL:		THINGS WE COULD IMPROVE UPON:				

SPECIFIC GOALS FOR THIS MONTH						
MONTH:						
GOAL:	GOal:					
-	-					
-	-					
-	-					
-	-					
GOaL:	GOaL:					
-	-					
-	-					
-	-					
-	-					

NOTES:			

## · · Category:\_

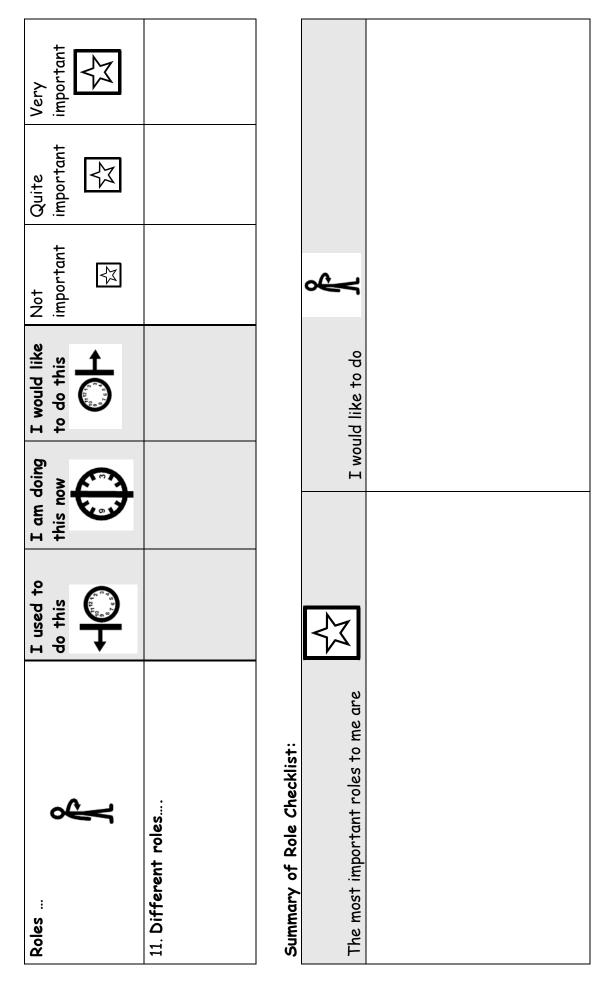
BUDGETED AMOUNT:

рате	рауее	Amount	Balance	NOTES

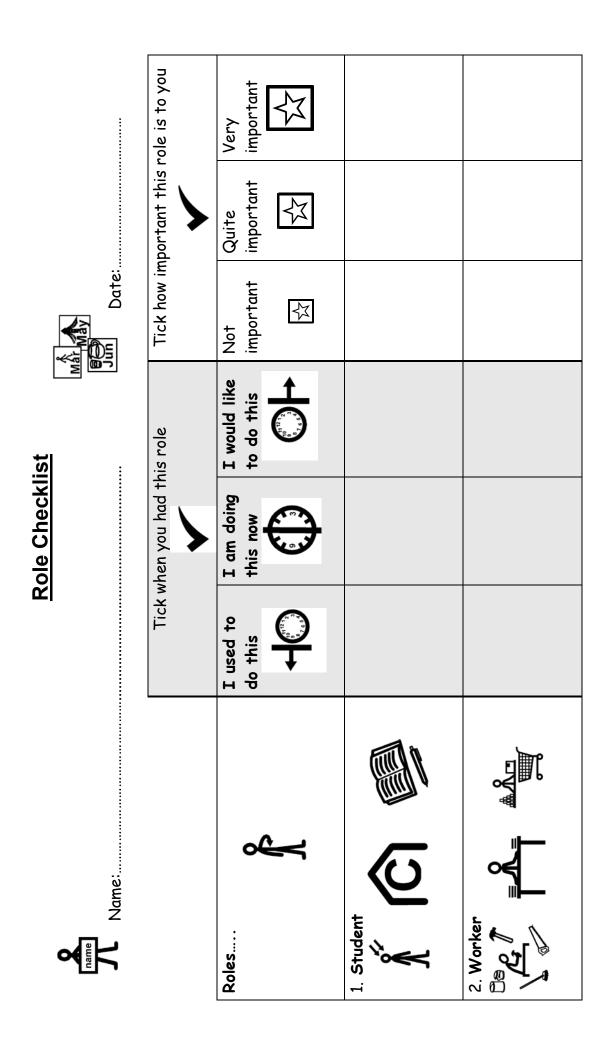
Recurring Expenses

EXPENSES	AMOUNT	рау рие	J	F	Μ	A	Μ	J	J	A	S	0	N	D
Yearly														
QUATTERLY														
моптніу														

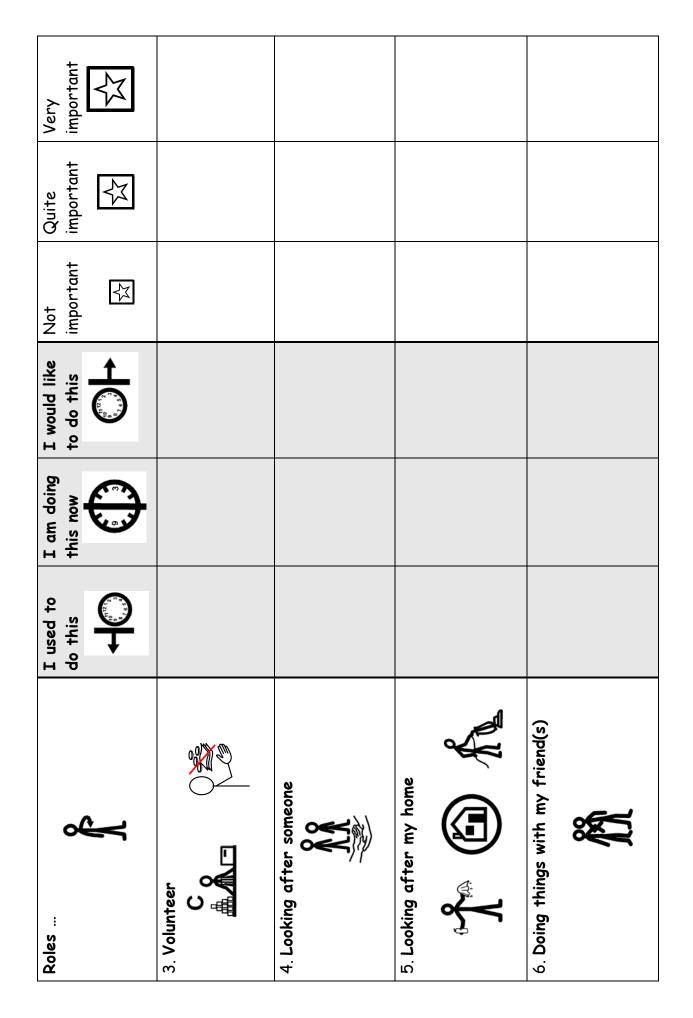
EXPENSES	AMOUNT	рау рие	J	F	Μ	A	Μ	J	J	A	S	0	N	D
							<u> </u>	<u> </u>			<u> </u>			

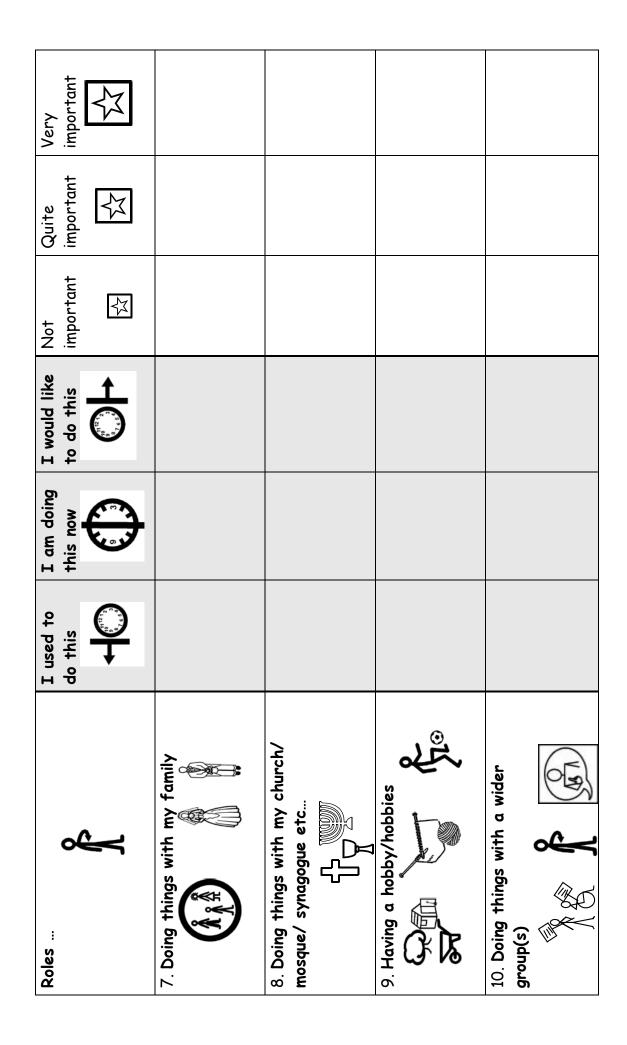


Based on the Role Checklist© Copyright 1981 and revised 1984, 2006 by Frances Oakley, MS, OTR/L, FAOTA. Adapted by Kim Bogues OT (UK) and Rebecca Wilson OT (UK), with permission.

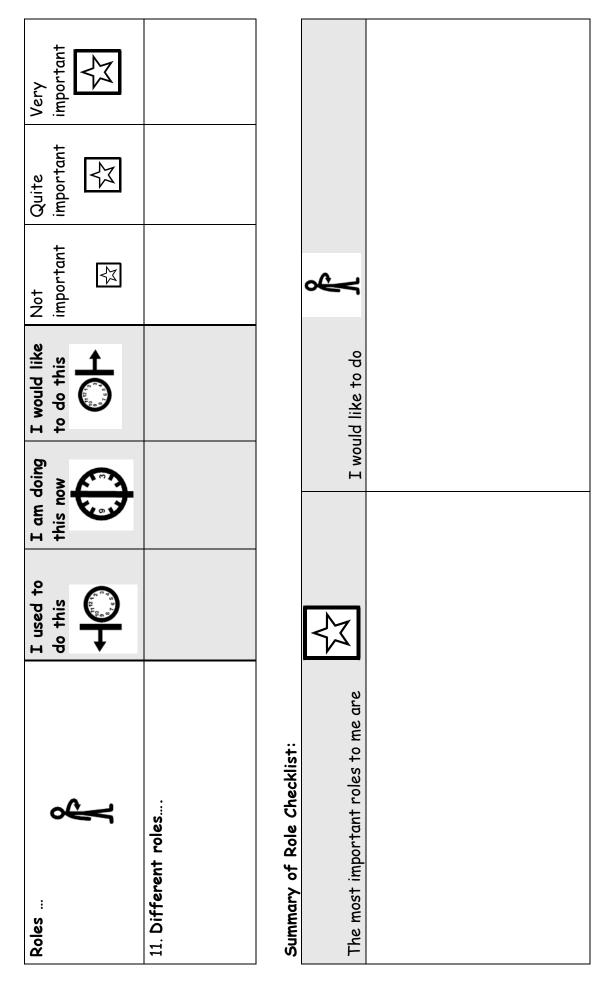


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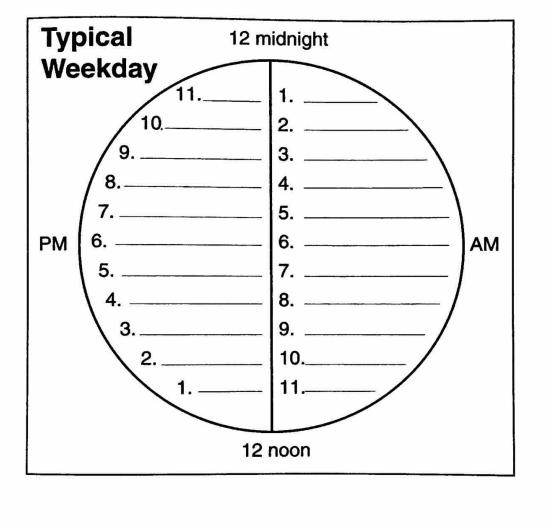
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## Client-Centered Activity Example 3-9 Activities Wheel

Materials: Worksheet with two circles representing 24-hour days. A calculator on hand would be helpful.

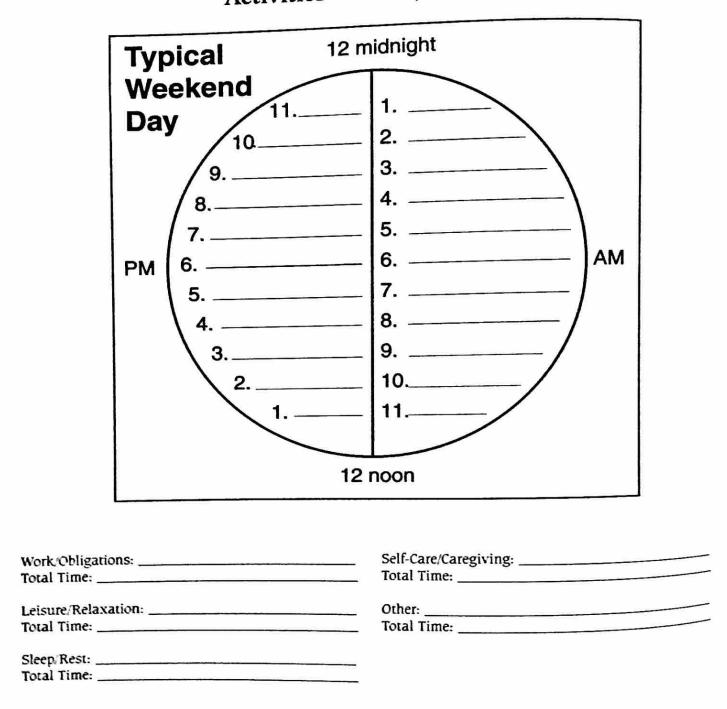
COLUMN TO A

*Directions:* For each hour, fill in the name of the activity you are typically doing at that time of day. Then, total the hours for each general category at the bottom of the circle. Finally, approximate the percentage of the total for each category.



Work/Obligations: Total Time:	Self-Care/Caregiving: Total Time:				
Leisure/Relaxation: Total Time:	Other: Total Time:				
Sleep/Rest: Total Time:					

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Client-Centered Activity Example 3-9 Activities Wheel (Continued)

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## **Emotional Regulation**

#### You can either control your emotions or allow your emotions to control you!

- 1. Strengthen feeling awareness skills become aware of your triggers and your feelings in different situations
- 2. Learn and use self-soothing skills
- 3. Practice a daily emotional fitness exercise program practice accepted and healthy emotions and reactions
- 4. Develop a support system
- 5. Develop a philosophy of acceptance- control what you can and let go of what you cannot control
- 6. Live a meaningful life

CORE SKILLS	DISTRACTION	SELF-SOOTHE
Deep breathing	Count numbers	Take a long bath
Observe and describe	Watch TV	Drink decaf tea
Radical acceptance	Color/paint/draw	Light candles
Mindfulness/awareness	Work on a puzzle	Listen to soothing music
Help someone else	Exercise	Positive self-affirmations
Pros and cons list	Call a friend	Use comfort box
Push away thoughts	Call your sponsor	Take a "vacation"

## **Skills Used to Regulate Emotions**

## **Additional Coping Skills**

- Pray or meditate
- Cooking
- Reflect on happy memories
- Read a book
- Play with a pet
- Volunteer
- Dance
- Take a walk
- Journal

- Arts and crafts
- Utilize a stress ball
- Play cards
- Start a project or hobby
- Deep breathing
- Muscle relaxation
- Punching bag
- Let yourself cry

\*\*It is important to note and realize that not all coping skills and emotional regulation strategies will work for each and every individual. You have to explore and identify what helps you!\*\*

### University of Rhode Island Change Assessment Scale - URICA

#### Key: SD = No Strongly Disagree D = No Disagree U = Undecided or Unsure A = Yes Agree SA = Yes Strongly Agree

Pro	blem:	SD	D	U	Α	SA
1.	As far as I'm concerned, I don't have any problems that need changing.	1	2	3	4	5
2.	I think I might be ready for some self-improvement.	1	2	3	4	5 🗌
3.	I am doing something about the problems that had been bothering me.	1	2	3	4	5
4.	It might be worthwhile to work on my problem.	1	2	3	4	5
5.	I'm not the problem one. It doesn't make much sense for me to be here.	1	2	3	4	5
6.	It worries me that I might slip back on a problem I have already changed, so I am here	1	2	3	4	5
	to seek help.					
7.	I am finally doing some work on my problem.	1	2	3	4	5
8.	I've been thinking that I might want to change something about myself.	1	2	3	4	5
9.	I have been successful in working on my problem but I'm not sure I can keep up the	1	2	3	4	5
	effort on my own.					
10.	At times my problem is difficult, but I'm working on it.	1	2	3	4	5
11.	Being here is pretty much a waste of time for me because the problem doesn't have to	1	2	3	4	5
	do with me.					
12.	I'm hoping this place will help me to better understand myself.	1	2	3	4	5 🗌
13.	I guess I have faults, but there's nothing that I really need to change.	1	2	3	4	5
14.	I am really working hard to change.	1	2	3	4	5
15.	I have a problem and I really think I should work at it.	1	2	3	4	5
16.	I'm not following through with what I had already changed as well as I had hoped, and	1	2	3	4	5
	I'm here to prevent a relapse of the problem.					
17.	Even though I'm not always successful in changing, I am at least working on my	1	2	3	4	5
	problem.					
18.	I thought once I had resolved my problem I would be free of it, but sometimes I still	1	2	3	4	5
	find myself struggling with it.					
	I wish I had more ideas on how to solve the problem.	1	2	3	4	5
	I have started working on my problems but I would like help.	1	2	3	4	5 🗌
	Maybe this place will be able to help me.	1	2	3	4	5
	I may need a boost right now to help me maintain the changes I've already made.	1	2	3	4	5
	I may be part of the problem, but I don't really think I am.	1	2	3	4	5
24.	I hope that someone here will have some good advice for me.	1	2	3	4	5 🗌
25.	Anyone can talk about changing; I'm actually doing something about it.	1	2	3	4	5 🗌
26.	All this talk about psychology is boring. Why can't people just forget about their	1	2	3	4	5 🗌
	problems?					
	I'm here to prevent myself from having a relapse of my problem.	1	2	3	4	5 🗌
28.	It is frustrating, but I feel I might be having a recurrence of a problem I thought I had	1	2	3	4	5 🗌
	resolved.					
	I have worries but so does the next guy. Why spend time thinking about them?	1	2	3	4	5
	I am actively working on my problem.	1	2	3	4	5
	I would rather cope with my faults than try to change them.	1	2	3	4	5
32.	After all I had done to try to change my problem, every now and again it comes back to	1	2	3	4	5 🗌
	haunt me.					

	Precontemplation (PC)	Contemplation (C)		Action (A)		Maintenance (M)
1	2		3		6	
5	4	OMIT	7		9	OMIT
11	8		10		16	
13	12		14		18	
23	15		17		22	
26	19		20	OMIT	27	
29	21		25		28	
31	OMIT 24		30		32	
то	TAL TOTAL	1	TOTAL		TOTAL	
÷ 7	(avg) ÷ 7 =	(avg)	÷ 7 =	(avg)	÷ 7 =	(2

To obtain the Readiness to Change score, first add items from each subscale and divide total by 7 to get the mean for each subscale. Then add the means from the Contemplation, Action, and Maintenance subscales and subtract the Precontemplation mean (C + A + M - PC = Readiness).

Compare the Readiness for change score to the following group means. Choose the stage whose group average is closest to the computed Readiness Score:

Stage	Group Average		
Pre contemplation	8 or lower		
Contemplation	8 - 11		
Preparation (Action)	11 - 14		
Maintenance	14 and above		

Source: University of Maryland, Health and Addictive Behaviors lab, http://www.umbc.edu/psyc/habits/content/ttm\_measures/urica/readiness.html