



309-1, 309-2

Relapse Prevention Education

A Training Outline

**Developed by
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**For the
Pennsylvania Child Welfare
Competency-Based Training
And Certification Program**

**University of Pittsburgh
Pittsburgh, PA**



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309: Relapse Prevention Education

An Overview of the Curriculum

Rationale:

Drug and alcohol abuse and dependence is a critical problem that causes the breakdown of the family unit both historically and in today's society. Children, adolescents, and parents are greatly influenced and affected in a negative way by a family member's drug or alcohol use. In recovering from drug and alcohol use, the user can face many daily social, emotional, economic, physical and psychological struggles. Learning how to cope with these issues can be a trigger to use in itself, and most times an uphill battle. Both the chemical using family member and other family members need to know of effective resources, services and support groups that can assist them in helping the drug and alcohol user remain clean and sober.

Working with an adult family member with chemical use issues is a challenging task. Consequently, relapse remains a constant struggle not only for the user but family members who are with them. Thus assisting these families with relapse prevention becomes a long and labor intensive task.

Families with a family member working on recovery are very fragile and transition through many different emotions, along with learning to establish or re-establish a positive family relationship. Caseworkers need to be able to recognize ways to assist families in dealing with relapse prevention. Likewise, caseworkers need to be aware of relapse warning signs and triggers that could lead to further drug and alcohol use. Caseworkers must have background knowledge on drug and alcohol abuse and dependence to help identify signs of use to assist in determining whether a client has relapse, along with understanding the cycle of problems that drug and alcohol use can cause. Furthermore, caseworkers need to be aware of support services available to include drug and alcohol relapse prevention programs, self help groups such as AA/NA, County Drug and Alcohol Counseling Centers and information to provide the family or user on where and how to get help.

Competencies:

309-1: The Child Welfare Professional can recognize indicators of alcohol abuse in adults and in children, understands typical dynamics of alcoholic families, knows how an alcoholic parent can affect a child's development and behavior, knows the relationship between alcohol abuse and family violence, and can refer to appropriate treatment resources.

309-2: The Child Welfare Professional can recognize the indicators of drug abuse, including cocaine addiction, in adults and children; understands the potential effects of drug use on family functioning; and knows appropriate referral methods and treatment resources.

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An Overview of the Curriculum (continued)

Learning Objectives:

Participants will be able to:

- Define relapse and recovery.
- Identify key terms of drug and alcohol use.
- Recognize Relapse warning signs and behaviors.
- Define the purpose of relapse prevention planning.
- Recognize resources available for referring a relapsing client.
- Identify appropriate resources to meet the child's and the family's needs.

Length of Workshop:

6 hours

Materials Needed to Present Workshop:

- ⇒ Color markers
- ⇒ Name tents
- ⇒ Idea Catchers
- ⇒ Overhead projector and screen
- ⇒ Flip chart stands
- ⇒ Two blank flip chart pads
- ⇒ Curriculum with transparencies
- ⇒ Handouts for participants
- ⇒ Masking tape

Target Audience:

Child Welfare Professionals

Summary:

Caseworkers are serving more and more families who are involved in drug and alcohol use. As members of adult families attempt to stop their personal drug and alcohol use, caseworkers must be knowledgeable to assist those adult family members who are at risk for relapsing back into drug or alcohol use. This workshop offers information pertaining to what is relapse prevention, recognizing the potential for relapse, recognizing relapse warning signs and behaviors, along with identifying appropriate resources for referral in the case of a adult client who does indeed relapse. Prerequisites for this workshop include “309: An Introduction to Substance Abuse for Child Welfare Professionals” and “309: Assessment Case Planning and Service Provision for Substance Abusing Families.”

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An Overview of the Curriculum (continued)

Prerequisites for this Workshop:

309: An Introduction to Substance Abuse for Child Welfare Professionals

309: Assessment Case Planning and Service Provision for Substance Abusing Families

Expectations of the Trainer:

The trainer should be knowledgeable in the field of drug and alcohol abuse and dependence treatment, prevention, or education. Trainers should also be knowledgeable in specific relapse prevention planning, the Gorski/CENAPS model, to include relapse warning signs, triggers, slips, minor relapse, major relapse, and utilizing support services in setting up a solid relapse prevention plan. Trainers should also have a good understanding of the effects of drug and alcohol abuse and dependence on the family unit, along with the stages of recovery. The trainer should also have an understanding of 12 Step programs such as AA/NA.

PA Standards:

IA: Assessment – Assess Inquiries

IC: Assessment – Make Investigation Decisions

IE: Assessment – Produce Family-Focused Assessment

IF: Assessment – Assess Interrelationships of Critical Issues

IA: Assessment – Recognize Assessment as Basis for Planning

IJ: Assessment – Complete Full Reassessment

IIA: Service Planning – Establish a Planning Process

IIB: Service Planning – Select an Appropriate Goal

IIC: Service Planning – Write the Plan

IIF: Service Planning – Share the Plan

IIG: Service Planning – Include Formal and Informal Resources

IIH: Service Planning – Involve Extended Family as a Resource

III: Service Planning – Meet Concrete Needs

IJJ: Service Planning – Use the Plan

IIIA: Service Delivery – Connect Service Plan and Delivery

IIIB: Service Delivery – Establish Service Linkages

IIID: Service Delivery – Assure Service Needs

IIIE: Service Delivery – Implement Service Plan

IIIF: Service Delivery – Establish Consistent Contact

IIIH: Service Delivery – Combine Concrete and Therapeutic Services

IIII: Service Delivery – Plan In-Home Services

IIIN: Service Delivery – Contact Outreach to Parents

IIIP: Service Delivery – Monitor Services to Children

IIIQ: Service Delivery – Support Children

IIVA: Monitoring and Evaluation – Monitor Service Delivery

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An Overview of the Curriculum (continued)

PA Standards (continued):

IVB: Monitoring and Evaluation – Evaluate Service Delivery

IVC: Monitoring and Evaluation – Revise Plan

IVG: Monitoring and Evaluation – Conduct Case Reviews

CFSR Outcomes:

Safety 1: Children are, first and foremost, protected from abuse and neglect

Safety 2: Children are safely maintained in their homes whenever possible and appropriate

Well-Being 1: Families have enhanced capacity to provide for their children's needs

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Agenda for a Full-Day Curriculum on Relapse Prevention Education

| Estimated Time | Content | Page |
|-----------------------|--|-------------|
| 30 minutes | Section I: Introductions, Expectations, and Learning Objectives | 5-7 |
| 60 minutes | Section II: Key Terms in Relapse Prevention | 8-10 |
| 15 minutes | Morning Break | |
| 60 minutes | Section III: Relapse Warning Signs, Triggers and Red Flags | 11-13 |
| 15 minutes | Section IV: Morning in Review | 14-15 |
| 1 Hour | Lunch Break | |
| 30 minutes | Section V: Relapse Case Study and Evaluation | 16-18 |
| 20 minutes | Section VI: Community Resources with Relapse Prevention Planning | 19-20 |
| 90 minutes | Section VII: Client Interview Role Play and Relapse Planning (15 minute break within this section) | 21-23 |
| 30 minutes | Section VIII: Other Tools for Preventing Relapse | 24-25 |
| 25 minutes | Section IX: Learning Needs, Closure, and Evaluations | 26-27 |
| | Bibliography | 28 |

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Section I: Introductions, Expectations, and Learning Objectives

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Outline the workshop, including the rationale, learning objectives and agenda.
- ⇒ Meet other participants.
- ⇒ List their training needs.

Method of Presentation:

Lecture, individual and group activity

Materials Needed:

- ⇒ Name tents, markers and stickers
- ⇒ Idea catchers
- ⇒ **Overhead # 1 (Agenda)**
- ⇒ **Overhead # 2 (Learning Objectives)**
- ⇒ **Handout # 1 (Agenda)**
- ⇒ **Handout # 2 (Learning Objectives)**
- ⇒ **Handout # 3 (Child Welfare Competencies 309-1, 309-2)**
- ⇒ **Handout # 4 (Idea Catcher)**
- ⇒ Post it notes on table
- ⇒ Pens on tables
- ⇒ **Flip chart # 1** with “Learning Needs” written on it
- ⇒ **Flip chart # 2 (What about.....?)**

Resources Used:

None

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Section I: Introductions, Expectations, and Learning Objectives (continued)

Outline of Presentation:

Arrange seating around tables (preferably round), four to six participants at each table. Prepare the training room by placing name tents, markers, post it notes, pens and idea catchers on each table. Each table should have at least one resource book from the references on them for participants to browse through during breaks and use as an extra resource during activities.

Arrange two flip charts on flip chart stands on either side of overhead projector table at the front of the room. On one flip chart, trainer should print the training title on the first page. The second flip chart should be titled “Learning Needs” as this will be where participants will place their post it note with their individual learning need after they have completed their introduction. Trainer also needs to title one piece of flip chart paper with “What about,”, for participants to post questions on throughout the training for the trainer to review returning from breaks and prior to lunch.

- ⇒ Welcome participants to the training.
- ⇒ Introduce Trainer.
- ⇒ Review the rules of the training program.
- ⇒ State the rationale of the training.
- ⇒ Distribute **Handout # 1** and **Handout # 2 (Agenda and Learning Objectives)**.
- ⇒ Go over the agenda for the training using **Overhead # 1 (Agenda)**.
- ⇒ Go over the learning objectives using **Overhead # 2 (Learning Objectives)**.
- ⇒ Distribute **Handout # 3 (Child Welfare Competencies)**.
- ⇒ Review Child Welfare Competencies covered by reading over **Handout # 3 (Child Welfare Competencies)**.
- ⇒ Ask participants to construct name tents (if they have not already done so).
- ⇒ Review and explain the use of **Handout # 4 (Idea Catcher)** and **Flip Chart # 2 (What about.....?)**.
- ⇒ Ask participants to take five minutes to identify on one post it note a learning need they hope to have met by today’s training.
- ⇒ Have participants introduce themselves by stating who they are, what experience do they bring to the training and what is their learning need for today.
- ⇒ After each introduction have each participant post their learning need on **Flip Chart # 1 (Learning Needs)**.
- ⇒ Explain to participants that they should feel free to browse the resources on each table during breaks and during activities.

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Section I: Introductions, Expectations, and Learning Objectives (continued)

Welcome and Overview

Step 1:

Trainer welcomes participants to the training and introduces self. Review the rules of the training program, 15-minute rule, sign in sheet and evaluation.

Step 2:

Trainer distributes **Handout # 1 (Agenda)**, **Handout # 2 (Learning Objectives)**, and **Handout # 3 (Child Welfare Competencies)**. Trainer reviews the rationale, agenda and timetable using **Overhead # 1 (Agenda)**, goes over learning objectives using **Overhead # 2 (Learning Objectives)**, and reviews child welfare competencies using **Handout # 3 (Child Welfare Competencies)**. Trainer explains the purpose of **Handout # 4 (Idea Catcher)** as useful to write down any key ideas that impacted the participants, and **Flip Chart # 2 (What About.....?)**, which is for participants to post questions on that may come up during the training day for review after breaks, and prior to lunch and the end of the training.

Participant Introductions

Step 3:

Instruct participants to make name tents (if not already done) using the tents provided. Participants are encouraged to write their agency and county along with decorating them as they see fit. Ask participants to place their name tents in front of them so that they are visible to the trainer.

Step 4:

Instruct participants to take the next five minutes to think of a learning need that they would like to have met in today's training and then write it down on one of the post it notes located on their tables. After each participant is finished writing their learning need down the trainer then gives the directions for introductions, asking the participants to stand at their tables and state who they are, what experience they bring to today's training, and has them state their individual learning need. The trainer then has the participant place their post it note on **Flip Chart # 1 (Learning Needs)**. *The first volunteer should have the opportunity to pick a prize out of the prize bag or box, if applicable.*

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Section II: Key Terms in Relapse Prevention

Estimated Length of Time:

60 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Define drug and alcohol use terms (Abuse, Dependence, Progression, Tolerance, and Withdrawal).
- ⇒ Recognize factors that can lead to drug and alcohol abuse and dependence.
- ⇒ Define abstinence, what it is, and what it isn't.
- ⇒ Define recovery, what it is, and what it isn't.
- ⇒ Define relapse, what it is, and what it isn't.
- ⇒ Identify concepts of warning signs, risk factors, and red flags.

Method of Presentation:

Lecture and large group discussion

Materials Needed:

- ⇒ **Overhead # 3 (Drug and Alcohol Use Terms)**
- ⇒ **Overhead # 4 (Abstinence: What It Is and What It Isn't)**
- ⇒ **Overhead # 5 (Recovery Process)**
- ⇒ **Overhead # 6 (Relapse: What It Is and What It Isn't)**
- ⇒ **Handout # 5 (Drug and Alcohol Use Terms)**
- ⇒ **Handout # 6 (Abstinence: What It Is and What It Isn't)**
- ⇒ **Handout # 7 (Recovery Process)**
- ⇒ **Handout # 8 (Relapse: What It Is and What It Isn't)**

Resources Used:

Gorski, Terrance T., Kelley, John M. (1996). Counselor's Manual for Relapse Prevention with Chemically Dependent Criminal Offenders. Technical Assistance publication (TAP) Series 19, Criminal Justice Subseries, Volume II, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, U.S. Department of Health and Human Services.

Gorski, Terrence T., Miller, David K., Miller, Merlene. (1992). Learning to Live Again, A Guide for Recovery from Chemical Dependency. Herald House/Independence Press.

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Section II: Key Terms in Relapse Prevention (continued)

Outline of Presentation:

The trainer introduces the definitions of key terms associated with drug and alcohol use to include abuse, dependence, progression and withdrawal. Includes assisting the participants to think about the dynamics of drug and alcohol abuse and dependence and how it affects all aspects of the client's life. The trainer also begins to introduce participants to the idea of relapse and what is meant by recovery.

- ⇒ Define drug and alcohol use terms (Abuse, Dependence, Progression, and Withdrawal).
- ⇒ Recognize factors that can lead to drug abuse and dependence.
- ⇒ Define Abstinence.
- ⇒ Define Recovery.
- ⇒ Define Relapse.
- ⇒ Introduce concepts of warning signs, risk factors, and red flags.

Lecture and Group Discussion

Step 1:

Trainer identifies and defines key terms associated with drug and alcohol use by using **Overhead # 3 (Drug and Alcohol Use Terms)** and **Handout # 5 (Drug and Alcohol Use Terms)**. The trainer discusses the difference between Abuse, Dependence, and what is Progression and Withdrawal. The trainer also explains that drug and alcohol abuse and dependence can happen to anyone who is susceptible to drug and alcohol use regardless of race, socio-economic background, gender, sexual orientation, religion, age or mental or physical status. Trainer also discusses reasons why a person would begin to use chemicals to include self-medication, lack of support system for dealing with day to day life stresses, poor coping skills, association with a negative peer group, isolation, and pain management.

Trainer asks the following question to encourage a group discussion:

What reasons have you experienced for people using drugs or alcohol?

Step 2:

Trainer defines abstinence by reviewing **Overhead # 4 (Abstinence: What It Is and What It Isn't)** and **Handout # 6 (Abstinence: What It Is and What It Isn't)**. The trainer discusses how abstinence is not recovery but is a step towards recovery. Abstinence is the removal of the substance from the body, and maintained non-use. The trainer elicits from participant's struggles that they have seen their clients go through in attempting to remain abstinent.

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Section II: Key Terms in Relapse Prevention (continued)

Step 3:

Trainer defines what is meant by recovery using **Overhead # 5 (Recovery Process)** and **Handout # 7 (Recovery Process)**. The trainer explains how recovery is done in stages and may differ slightly for all clients, however some things stay constant, such as changing the people, places and things that the recovering client is involved in and learning new attitudes, beliefs and values about oneself. Trainer discusses what recovery isn't:

Recovery is not just abstinence.

Recovery is not something that is forced by outside stimulus, it is a change process that must be driven internally by the person.

Recovery is not forced sobriety, i.e. through incarceration, probation sanctions, family service plan, or employment contract.

Large Group Discussion

Step 4:

Trainer reviews the definition of Relapse using **Overhead # 6 (Relapse: What It Is and What It Isn't)** and **Handout # 8 (Relapse: What It Is and What It Isn't)**. The trainer explains that relapse not only relates to the beginning of using chemicals again but that relapse can also mean falling back into negative behaviors, attitudes, belief, friends and places that were associated with the former chemicals users use.

Step 5:

Trainer encourages participants to identify the following by asking these questions:

What differences have you seen in clients who use different chemicals?

What differences have you experienced with clients you have worked with that have began recovery and successfully kept from using chemical and those that have not kept from using chemicals?

What examples do you have of how your clients have dealt with relapsing and how they have or have not overcome an episode of relapse?

15 minute morning break

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Section III: Relapse Warning Signs, Triggers, and Red Flags

Estimated Length of Time:

60 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Define the 37 warning signs of relapse.
- ⇒ Identify different scenarios of triggers that may cause relapse.
- ⇒ Define red flag behaviors that may lead to relapse.
- ⇒ Design a basic relapse prevention plan.
- ⇒ Recognize signs of relapse in past client cases.
- ⇒ Discuss myths about relapse being a lack of willpower.

Method of Presentation:

Lecture, large group discussion, and individual activity

Materials Needed:

- ⇒ **Overhead # 7 (37 Relapse Warning Signs)**
- ⇒ **Overhead # 8 (Relapse Triggers Defined)**
- ⇒ **Overhead # 9 (Red Flag Behaviors Defined)**
- ⇒ **Overhead # 10 (Myth and Truth)**
- ⇒ **Handout # 9 (37 Relapse Warning Signs)**
- ⇒ **Handout # 10 (Worksheet for Relapse Triggers and Red Flags)**

Resources Used:

Gorski, Terrence T., Miller, David K., Miller, Merlene. (1992). Learning to Live Again, A Guide for Recovery from Chemical Dependency. Herald House/Independence Press.

Miller, Merlene, Gorski, Terrence T. (1982), Counseling for Relapse Prevention. Herald House/Independence Press.

Gorski, Terrance T., Kelley, John M. (1996). Counselor's Manual For Relapse Prevention with Chemically Dependent Criminal Offenders. Technical Assistance publication (TAP) Series 19, Criminal Justice Subseries, Volume II, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, U.S. Department of Health and Human Services.

Center for Substance Abuse Prevention. Substance Abuse and Mental Health Service Administration. (1995). Moving Forward With Your Life, Leaving Alcohol and Other Drugs Behind. U.S. Department of Health and Human Services.

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Section III: Relapse Warning Signs, Triggers, and Red Flags (continued)

Outline of Presentation:

The trainer introduces and discusses Relapse Warning Signs, Triggers, and Red Flags. The trainer assists the participants to look in retrospect at warning signs that past clients may have show along with what may have triggered the relapse event. The trainer also assists the participants in looking at red flag behaviors of past clients who have entered relapse.

- ⇒ Define the 37 Warning Signs of Relapse.
- ⇒ Conduct a large group discussion identify different scenarios of triggers that may cause relapse.
- ⇒ Define Red Flag behaviors that may lead to relapse.
- ⇒ Introduce a basic Relapse Prevention Plan.
- ⇒ Conduct an individual activity to recognize signs of relapse in past client cases.
- ⇒ Address myths about relapse being a lack of willpower.

Group Discussion and Lecture

Step 1:

The trainer asks the following question of the group:

What are the warning signs leading up to a relapse?

How have you seen these signs on your caseload?

Trainer then discusses the following points:

Warning signs indicate that a person is moving away from recovery and indicate that a person is entering relapse.

These warning signs signal internal things that are happening in a progression.

These are signs that the person is getting sicker. *Examples*, not dealing with stress, change in life, good or bad stress, problems at work, unnecessary conflicts in the home life, the person begins to pay less attention to their outward appearance, the person starts to show a defeatist attitude “I can’t do anything right.”

As caseworkers, being able to assess these signs can assist you in letting the client know that they are evident and can help you to prompt or refer the person to seek out services.

Let’s take a closer look at relapse warning signs, remember that these signs usually occur in a progress from least severe to most severe.

Trainer hands out **Handout # 9 (37 Relapse Warning Signs)** and uses **Overhead # 7 (37 Relapse Warning Signs)** to review and define the 37 Relapse Warning signs.

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Section III: Relapse Warning Signs, Triggers, and Red Flags (continued)

Step 1 (continued):

Trainer reviews relapse triggers and red flag behaviors by using **Overhead # 8 (Relapse Triggers Defined)** and **Overhead # 9 (Red Flag Behaviors Defined)**.

Individual Activity

Step 2:

Trainer hands out **Handout # 10 (Worksheet for Relapse Triggers and Red Flags)**, and asks participants for the next 15 minutes to think of a client that they have worked with and fill out the work sheet on their own. While the participants are working on their worksheet, the trainer should move throughout the room ensuring that the participants are not having any difficulty or assist when needed.

The trainer then processes the individual activity with the whole group reviewing the questions from the worksheet.

Large Group Discussion and Lecture

Step 3:

Following the group discussion, the trainer addresses the myth about relapse being believed to be a lack of will power using **Overhead # 9 (Myth and Truth)**. The trainer will state that relapse may be an eventual and necessary part of the recovery process. In surviving relapse and regaining sobriety a client can gain more insight into his or her own personal recovery. This may also lead to more awareness and better planning to avert another relapse episode in the future.

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Section IV: Morning in Review

Estimated Length of Time:

15 minutes

Learning Objectives:

Participants will be able to:

⇒ Identify their learning from the morning session.

Method of Presentation:

Lecture and large group discussion

Materials Needed:

⇒ **Flip Chart # 1 (Learning Needs)**

⇒ **Flip Chart # 2 (What about.....?)**

⇒ **Handout # 1 (Agenda)**

Resources Used:

None

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Section IV: Morning in Review (continued)

Outline of Presentation:

The trainer reviews the learning needs met in the morning session along with reviewing any questions on the “What About.....?” flip chart.

- ⇒ Review questions from the “What about.....?” Flip Chart.
- ⇒ Review participant learning needs that have been covered in the morning session.
- ⇒ Answer any new questions that may arise.
- ⇒ Review agenda for the afternoon session.
- ⇒ Set Expectation for Lunch Break and suggest dining places.

Lecture and Large Group Discussion

Step 1:

Trainer reviews the learning needs that were met **Flip Chart # 1 (Learning Needs)**. Trainer then leads a discussion based around questions from **Flip Chart # 2 (What about.....?)**. Trainer then asks the question “*What questions does anyone have right now?*” Trainer then Reviews the afternoon agenda using **Handout # 1 (Agenda)**.

Trainer then sets the expectation for lunch of 1 hour and makes any suggestions for dining (if able to).

1 hour lunch break.

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Section V: Relapse Case Study and Evaluation

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Review, in small groups, the case study on a relapsing client.
- ⇒ Identify indicators that the client in the case study is showing that could lead to relapse.
- ⇒ Identify changes in attitudes, beliefs, and values of a relapsing client.
- ⇒ Identify changes in day to day activities of a relapsing client.
- ⇒ Identify a course of action to assist the client in stopping the relapse episode.

Method of Presentation:

Lecture, small group discussion and activity

Materials Needed:

- ⇒ **Overhead # 11 (Relapsing Client)**
- ⇒ **Handout # 11 (Relapsing Client Case Study)**
- ⇒ **Handout #12 (Relapsing Client Case Study Evaluation)**

Resources Used:

Gorski, Terrence T. (1989). The Relapse/Recovery Grid. Hazelden.

Miller, Merlene, Gorski, Terrence T. (1982), Counseling for Relapse Prevention. Herald House/Independence Press.

Center for Substance Abuse Prevention. Substance Abuse and Mental Health Service Administration. (1995). Moving Forward With Your Life, Leaving Alcohol and Other Drugs Behind. U.S. Department of Health and Human Services.

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Section V: Relapse Case Study and Evaluation (continued)

Outline of Presentation:

The trainer explains to the group that they will now be working on a small group activity case study on a client beginning to enter relapse. The participants will identify the indicators that the client is showing for relapse along with what the participants would do to assist the client.

- ⇒ Review the case study on a relapsing client.
- ⇒ Identify indicators that the client in the case study is showing that could lead to relapse.
- ⇒ Look for changes in attitudes, beliefs, and values.
- ⇒ Look for change in day to day activities such as people, places, and things.
- ⇒ Identify a course of action to assist the client in stopping the relapse episode.
- ⇒ Review, as a large group, results from the case study.

Lecture

Step 1:

Trainer informs the participants that they will be working on a case study for about the next 25 minutes using **Overhead # 11 (Relapsing Client)**. Trainer tells the participants that they will be working on this case study in the small group discussion and that they need to pick someone to record their findings and to act as a spokesperson for the small group. Trainer hands out the Case study to each group member along with one Case Study Evaluation to each group, **Handout # 11 (Relapsing Client Case Study)** and **Handout #12 (Relapsing Client Case Study Evaluation)**. Trainer informs the small groups that they will record their answers to the questions on the case study evaluation. Trainer offers support by stating that they will be around to answer any questions that may arise.

Small Group Exercise

Step 2:

Trainer walks around to each small group and encourages them to look for specific factors that are involved in the clients relapse episode. Trainer reminds participants to look for specific changes in attitudes, beliefs, and values along with people, places, and things. Trainer offers assistance to any group that may seem to be having difficulty. Trainer brings group back together, after everyone is finished, and sets expectations for break.

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Section V: Relapse Case Study and Evaluation (continued)

Large Group Discussion

Step 3:

The trainer asks the groups to return to their small groups to make sure that they are ready for the larger group discussion. After all of the groups are ready, the trainer leads a review of the Case study by asking the larger group the questions from **Handout #12 (Relapse Client Case Study Evaluation)**. The trainer then asks the larger group for their opinions on what the client could have done to prevent the onset of relapse.

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Section VI: Community Resources with Relapse Prevention Planning

Estimated Length of Time:

20 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Define relapse prevention planning steps and the community resources involved in each one.
- ⇒ Define the process to refer a client.
- ⇒ Identify the steps to complete in order to get a client services.
- ⇒ Identify support groups for clients and families.
- ⇒ Identify what to look for in a program for a client.
- ⇒ Describe a framework of support groups and how they can assist clients.

Method of Presentation:

Lecture, large group discussion

Materials Needed:

- ⇒ **Overhead # 12 (Community Resources with Relapse Prevention Planning)**
- ⇒ **Overhead # 13 (Support Groups)**
- ⇒ **Handout # 13 (Community Resources with Relapse Prevention Planning)**
- ⇒ **Handout # 14 (Support Groups)**
- ⇒ **Handout # 15 (AA/NA 12 Steps)**
- ⇒ **Handout # 16 (First 3 Steps Defined for Relapse Prevention)**

Resources Used:

Gorski, Terrence T., Miller, David K., Miller, Merlene. (1992). Learning to Live Again, A Guide for Recovery from Chemical Dependency. Herald House/Independence Press.

Miller, Merlene, Gorski, Terrence T. (1982), Counseling for Relapse Prevention. Herald House/Independence Press.

Center for Substance Abuse Treatment. A Quick Guide to Finding Effective Alcohol and Drug Addiction Treatment. Substance Abuse and Mental Health Services Administration. U.S. Department of Health and Human Services.

Center for Substance Abuse Treatment. You can Help, A Guide for Caring Adults Working with Young People Experiencing Addiction in the Family. Substance Abuse and Mental Health Services Administration. U.S. Department of Health and Human Services.

National Institute on Drug Abuse. (1999). Principles of Drug Addiction Treatment, A Research-Based Guide. National Institute of Health.

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Section VI: Community Resources with Relapse Prevention Planning (continued)

Outline of Presentation:

The trainer discusses the use of community resources to assist clients and families who are experiencing relapse. The trainer discusses the steps involved in relapse prevention planning. The trainer also discusses self-help groups for the clients who relapsed and support groups for family and loved ones that are affected by the relapse.

- ⇒ Define Relapse Prevention Planning steps and the community resources involved in each one.
- ⇒ Define the process to refer a client.
- ⇒ Identify Support Groups for clients and families.
- ⇒ Review what to look for in a program for a client.
- ⇒ Review framework of support groups and how they can assist clients.

Lecture and Large Group Discussion

Step 1:

Trainer identifies and defines referral resources in the community by using **Overhead # 12 (Community Resources with Relapse Prevention Planning)**. Trainer discusses each step involved in relapse prevention planning and what community services are used in each service. Trainer then solicits from the participants how they access these services. Trainer passes out **Handout # 13 (Community Resources with Relapse Prevention Planning)**.

Step 2:

Trainer elicits from the participants what they know about Self-help support groups by asking, “*What are self help groups?*” and “*How do people become involved in self-help groups.*” Trainer passes out **Handout # 14 (Support Groups)** and reviews support groups using **Overhead # 13 (Support Groups)**. Trainer asks: *What is the basis of the self-help group philosophy? What specific outline do most self-help groups use?*

Step 3:

Trainer passes out **Handout # 15 (AA/NA 12 steps)** and reviews the twelve-step philosophy with the participants then solicits feedback on how this philosophy can promote a solid program of recovery.

Step4:

Trainer then reviews the Gorski/CENAPS model of the twelve steps by passing out and reviewing **Handout # 16 (First 3 Steps Defined for Relapse Prevention)**.

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Section VII: Client Interview Role Play and Relapse Planning

Estimated Length of Time:

90 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Identify interviewing techniques for talking with a client who may relapse.
- ⇒ Recognize warning signs with a client.
- ⇒ Utilize interviewing skills to assist client in preventing a relapse episode.
- ⇒ Demonstrate skills of intervening with a client.
- ⇒ Demonstrate the use of a basic relapse prevention plan.

Method of Presentation:

Lecture, role play activities, and large group presentation

Materials Needed:

- ⇒ **Overhead #14 (Practical Skills for Interviewing a Relapsing Client)**
- ⇒ **Overhead #15 (Important Components of a Relapse Prevention Plan)**
- ⇒ **Appendix A (Example Role Play)**
- ⇒ **Handout # 9 (37 Relapse Warning Signs)**
- ⇒ **Handout # 13 (Community Resources with Relapse Prevention Planning)**
- ⇒ **Handout #17 (Practical Skills for Interviewing a Relapsing Client)**
- ⇒ **Handout #18 (Important Components of a Relapse Prevention Plan)**
- ⇒ **Handout # 19 (Client Role Play)**

Resources Used:

Gorski, Terrence T., Miller, David K., Miller, Merlene. (1992). Learning to Live Again, A Guide for Recovery from Chemical Dependency. Herald House/Independence Press.

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Section VII: Client Interview Role Play and Relapse Planning (continued)

Outline of Presentation:

The trainer introduces the practical skills used in interviewing a client who is facing a relapse episode. The trainer reviews the components of a relapse plan and then demonstrates an example role-play with a volunteer from the participants, showing a practical interview of a relapsing client. Participants are then involved in role-plays and practice setting up a basic relapse prevention plan. The participants then review their role-plays in the large group setting.

- ⇒ Identify interviewing techniques for talking with a client who may relapse.
- ⇒ Review components of a basic relapse prevention plan.
- ⇒ Review how community resources with relapse prevention planning are used.
- ⇒ Trainer demonstrates an example role play utilizing interviewing skills in assisting a client through a relapse episode.
- ⇒ Participants demonstrate skills of intervening with a client through role plays.
- ⇒ Implement individual activity to introduce tools to serve a relapsing client.

Lecture and Example Role Play

Step 1:

Trainer passes out, **Handout #17 (Practical Skills for Interviewing a Relapsing Client)**, and **Handout #18 (Important Components of a Relapse Prevention Plan)** and reviews **Handout # 13 (Community Resources with Relapse Prevention Planning)** and **Handout # 9 (37 Relapse Warning Signs)**. Trainer identifies and defines interviewing techniques for talking with a client who is experiencing relapse or on the verge of relapse by using **Overhead #14 (Practical Skills for Interviewing a Relapsing Client)**. Trainer then reviews the components of a basic relapse prevention plan using **Overhead #15 (Important Components of a Relapse Prevention Plan)**. The trainer discusses that case workers assist in relapse prevention planning through educating the client, helping the client identify warning signs and reviewing what services the client is involved in. Trainer then picks one volunteer to demonstrate a role-play to the larger group using **Appendix A (Example Role-Play)**. Trainer interviews the participant and assists them in completing the relapse prevention plan using **Handout #17 (Practical Skills for Interviewing a Relapsing Client)**, **Handout #18 (Important Components of a Relapse Prevention Plan)**, **Handout # 13 (Community Resources with Relapse Prevention Planning)** and **Handout # 9 (37 Relapse Warning Signs)**. Trainer then reviews the role-play with the larger group specifically asking the following questions:
What practical skills did you notice in the interview?
What did the client struggle with?

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Section VII: Client Interview Role-Play and Relapse Planning (continued)

Step 2:

Trainer informs participants that they will now be doing role plays in pairs and they need to pick who will be the clients and who will be the interviewer. Trainer informs them that they will have the next 20 minutes to complete the interview and write out the basic relapse prevention plan using **Handout # 19 (Client Role Play)**. Trainer begins their time for the role play and then moves throughout the room observing the role plays and assisting as needed. Trainer informs participants when they have 5 minutes remaining in their time. After the five minutes is up, the trainer informs the participants that it is time for the afternoon break, sets expectations, and informs the participants that they will be going over their role plays once they come back from break.

(15 minutes afternoon break)

Step 3:

Trainer welcomes participants back from break. Trainer asks volunteers to review the results of their role-play. If no one volunteers then randomly pick. Trainer should have at least one group of participants review their results for each role play. After each volunteer group reviews their role play, the trainer has the participants move back to their tables and processes the exercise with the following questions:

What did you find to be most effective?

What was most difficult for you?

How can you use these skills with the clients you service?

What did you learn?

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Section VIII: Other Tools for Preventing Relapse

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ⇒ Define other tools that can assist clients with relapse prevention.
- ⇒ Recognize lifestyle changes that can assist clients in remaining chemical free.
- ⇒ Identify other ideas on helping a client remain chemical free.

Method of Presentation:

Lecture, individual activity, small group discussion, and large group discussion

Materials Needed:

- ⇒ **Overhead # 16 (Other Tools for Preventing Relapse)**
- ⇒ **Overhead # 17 (Eight Steps to Lowering Risks)**
- ⇒ **Handout # 20 (Daily Inventory Worksheet)**
- ⇒ **Handout # 21 (Self-Blackmail Letter Example)**
- ⇒ **Handout #22 (Eight Steps to Lowering Risks)**
- ⇒ **Handout # 23 (Brainstorm Worksheet)**

Resources Used:

Gorski, Terrance T., Kelley, John M. (1996). Counselor's Manual For Relapse Prevention with Chemically Dependent Criminal Offenders. Technical Assistance publication (TAP) Series 19, Criminal Justice Subseries, Volume II, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, U.S. Department of Health and Human Services.

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Section VIII: Other Tools for Preventing Relapse (continued)

Outline of Presentation:

The trainer introduces other tools that can be effective in assisting clients in remaining chemical free and lowering the risk of relapse. The trainer assists participants in brainstorm ideas of other skills that can assist in helping their clients remain free of drug and alcohol use.

- ⇒ Define other tools that can assist clients with relapse prevention.
- ⇒ Recognize lifestyle changes that can assist clients in remaining chemical free.
- ⇒ Conduct small group activity to identify other ideas on helping a client remain chemical free.
- ⇒ Discuss findings in small group activity.

Lecture, Individual Activity, and Large Group Discussion

Step 1:

Trainer identifies and defines other tools that can assist in helping a client remain free of drug and alcohol use using **Overhead # 16 (Other Tools for Preventing Relapse)** and **Overhead # 17 (Eight Steps to Lowering Risks)**. Trainer then hands out and explains **Handout # 20 (Daily Inventory Worksheet)**, **Handout # 21 (Self-Blackmail Letter Example)**, and **Handout #22 (Eight Steps to Lowering Risks)**. Trainer explains that the Daily Motivation Checklist can help clients to remain centered on staying motivated to keep from relapsing. Trainer explains that the Self-Blackmail Letter is a tool that a willing person in recovery can use to motivate themselves to remain drug free by writing a letter and giving it to a loved one to give to their caseworker, counselor or sponsor if they relapse into drug use. Trainer instructs participants to fill out the Daily Motivation Checklist. Trainer then asks the participants, in a large group discussion, the following questions:

What is the purpose of the checklist?

How can the checklist help clients to remain motivated?

What do clients learn about themselves by using the Daily Motivation Checklist?

Small Group Exercise and Large Group Discussion

Step 2:

Trainer directs participants to brainstorm ideas for the next 10 minutes in their small group to come up with other ideas that can assist clients in remaining free of drug and alcohol use, using **Handout # 23 (Brainstorm Worksheet)**. Trainer informs them that there are no wrong answers and that they can be as creative as they chose to be. Trainer moves around the room while the small group activity is going on monitoring the clients ideas and offering any assistance. Trainer then focuses the group back to the larger group and asks the small groups to share an idea that they have come up with.

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Section IX: Learning Needs, Closure, and Evaluation

Estimated Length of Time:

25 minutes

Learning Objectives:

Participants will be able to:

⇒ Identify one skill gained by the training.

Method of Presentation:

Lecture and Large Group Discussion

Materials Needed:

⇒ **Flip Chart # 1 (Learning Needs)**

⇒ **Flip Chart # 2 (What about.....?)**

Resources Used:

None

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Section IX: Learning Needs, Closure, and Evaluations

Outline of Presentation:

The trainer reviews the learning needs met along with reviewing any questions on the “What About.....?” flip chart.

- ⇒ Review questions from the “What about.....?” Flip Chart.
- ⇒ Review participant learning needs that have been covered.
- ⇒ Answer any new questions that may arise.
- ⇒ Ask participants to name one skill they learned that they can use on the job.
- ⇒ Complete Evaluations.

Lecture and Large Group Discussion

Step 1:

Trainer reviews the learning needs that were met using **Flip Chart # 1 (Learning Needs)**. Trainer then leads a discussion based around questions from **Flip Chart # 2 (What about.....?)**. Trainer then asks the question “*What questions does anyone have right now?*” Trainer then asks participants to close the training by asking the question, “*What is one thing that you learned throughout the day that can help you to be more effective in meeting your clients needs?*” Trainer then has each participant answer the question. Trainer closes the training by thanking participants and reminding them to fill out their evaluations and turn them into the trainer.

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