

Module 1: Introduction to the Therapeutic Community Curriculum

Preparation Checklist

- Review Getting Started (page 9) for preparation information.
- Review Module 1, including Resource Sheets, Summary of Module 1, and Review of Module 1.
- Prepare an appropriate icebreaker (see appendix A for suggestions).
- Decide on the jobs participants will perform during the training. Prepare newsprint of a structure board for Therapeutic Community Curriculum (TCC) training. (See the Sample Structure Board at the end of Module 1.) Depending on the number of participants, some participants may have more than one job, or a participant may share a job with another person. Participant jobs may be changed daily. **Job assignments are optional but may enhance the development and cohesiveness of the training community.**
- Write on newsprint the following ground rules for the training (modify as needed), and post them on the wall:
 - Arrive on time, and return on time from breaks.
 - Participate in all assigned activities.
 - Consider one another equal members of the training community.
 - Do not smoke in the building.
 - Do not bring food to the tables; beverages are permitted.
 - Turn off cell phones, and set pagers to vibrate during training.
- In addition to the materials listed in Getting Started, assemble the following for Module 1:
 - A packet of 11- by 17-inch colored construction paper OR poster board for small groups
 - Crayons or magic markers for small groups.

Module 1 Goals and Objectives

Goals: To develop a training community; to provide participants with an overview of the TCC's goals and objectives, structure, and learning approach; to introduce participants to the Therapeutic Communities of America (TCA) Staff Competencies; and to introduce participants to one TCA Staff Competency: "acting as if."

Objectives: Participants who complete Module 1 will be able to

- \$ Explain the overall goal and the objectives of the TCC
- \$ State at least five TCA Staff Competencies
- \$ Define the concept "acting as if" and describe at least one way staff members can demonstrate this concept in their work with TC residents.

Content and Timeline

Introduction	30 minutes
Presentation: Overview of the TCC	30 minutes
Exercise: Small-Group Formation	45 minutes
Break	15 minutes
Presentation: TCA Staff Competencies	20 minutes
Presentation: TCA Staff Competency—Understanding and Practicing the Concept of "Acting as If"	10 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	3 hours, 10 minutes

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30 minutes



OH #1-1

Introduction

Welcome

Welcome participants, introduce yourself, and summarize your experience in TCs.

Distribute and review the agenda.

Conduct an icebreaker, and process as needed.

Ask participants to introduce themselves by their names and their work affiliations (if the icebreaker did not accomplish this).

Review the list of posted ground rules.

Invite participants to add rules to the list.

Explain that

- Affirmations are oral encouragements offered spontaneously by peers to acknowledge one another and their efforts to change.
- Affirmations are expressed with affection, friendship, and caring.

Encourage participants to affirm one another throughout the training.

Participant Job Assignments

Introduce participant job assignments posted on the TCC Structure Board.

Explain that it is important for participants to have jobs during the training because

- Community members are expected to perform jobs to keep the community going.
- Contributing to community work develops a sense of belonging.
- Each participant is responsible for enhancing the learning environment, which in turn enhances the learning experience for participants.
- Having a job during the training simulates the TC learning environment.

Explain that the role of work in the TC is discussed thoroughly in Module 9.

Assign each participant a job to do today or throughout the training.

TCC MODULE 1



30 minutes

Presentation: Overview of the TCC

Overview

Explain that the TCC provides

- A thorough introduction to general TC principles and practices for new TC staff members
- A solid review for more experienced staff members.

Emphasize that

- The TCC is part of a comprehensive training program for TC staff members.
- Additional skills-based training and ongoing clinical supervision are essential to staff member competence.

Explain that

- The TCC training environment incorporates elements of the TC experience, but not to the same extent as most immersion training.
- The TCC involves simulations and role plays to help participants understand the TC method.
- Trainers provide basic support and guidance appropriate to a training situation if issues arise for a participant during the training but do not provide individual counseling to participants.

Encourage participants needing more than minimal support to

- Talk to a coworker, friend, or family member
- Talk to a sponsor or therapist
- Seek out or request referral to the program's employee assistance program.

TCC Goals and Objectives



Distribute the Participant's Manual, and refer participants to page PM 1-6 to review TCC goals and objectives.

Review the overall goals and objectives of the TCC.

Overall goals: To provide a common knowledge base for all staff members working in TCs and to encourage training participants to work on their professional growth and development.

TCC MODULE 1

Overall objectives: Participants who complete the TCC will

1. Understand and be able to explain
 - The history, basic concepts, and components of the TC
 - The TC views of the disorder, the person, recovery, and right living
 - The social structure and physical environment of the TC
 - The TC treatment methods
 - The ways in which staff members help residents change their behavior, attitudes, and self-identity through the community-as-method and the self-help and mutual self-help learning processes
 - The expectations, roles, and competencies of all staff members
2. Experience increased self-awareness
3. Be able to identify concerns about their roles and ways to obtain additional information, support, or training
4. Experience and understand the TC process through participation in simulations and role plays of TC methods
5. Experience an enhanced sense of belonging to a TC.

The TCC Learning Approach

Explain that the TCC learning approach includes

- A mixture of presentations, discussions, and exercises
- Small-group work to create a sense of community and to promote self-help and mutual self-help
- Time to reflect and write thoughts and feelings in a personal journal
- Review and feedback.

Emphasize that

- The TCC learning approach includes exercises and processes to simulate the community-as-method approach and the self-help and mutual self-help learning processes used in the TC.
- Each session begins with a review of the previous session, so participants can provide feedback to the trainer and ask questions about the information presented.
- The TCC training may be more didactic than most participants have experienced in previous TC trainings.

TCC MODULE 1

Tell participants that they can get the most from this training by

- Speaking to their supervisors before each session to determine their supervisors' expectations
- Giving copies of the Module Goals and Objectives and Summary of Module sheets to their supervisors after the training and discussing how the information relates to their jobs
- Thinking about what they want to learn from each session
- Actively participating in the training and offering their experiences to illustrate the information being presented
- Asking questions to be sure that they understand how the information applies to their jobs.

Module Organization

Review the organization of each module.



Refer participants to page PM 1-1.

Explain that each module in the Participant's Manual has the following components:

- Goals and Objectives
- Overheads printed three to a page with space to write notes
- A summary of the main points of each session
- Resource Sheets.

Refer participants to page PM 1-1 Goals and Objectives.

Emphasize that participants who complete Module 1 will be able to

- Explain the overall goals and objectives of the TCC
- State at least five TCA Staff Competencies
- Define the concept "acting as if" and describe at least one way staff members can demonstrate this concept in their work with TC residents.

Refer participants to page PM 1-6, Summary of Module 1.

Explain that each module's summary

- Highlights the main points of the session
- Provides the information participants need to meet the objectives.

TCC MODULE 1

Inform participants that, at the end of each session, they will work in small groups to review the objectives and the information presented.

Explain the three types of Resource Sheets:

- Background reading
- Instructions for exercises conducted during the training
- Case studies.



45 minutes

Exercise: Small-Group Formation

Explain that

- Forming small groups builds a sense of community among participants.
- These groups will be *static*; participants will remain in the same group throughout the training.

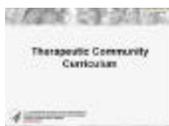


Divide participants into groups of five people or fewer, ensuring that each group is balanced with respect to gender, ethnicity, age, and length of time a person has worked in a TC. Name or number each group.

Ask participants to take their Participant's Manual with them when they move to their small group.

Instruct each group to select one person to fill the following roles:

- **Facilitator:** Keeps track of time and encourages each participant to contribute to the discussion.
- **Reporter:** Takes notes, writes the group consensus on each question on a piece of construction paper, and reports a summary of the group's discussion.



OH #1-2

Distribute construction paper or poster board and crayons or markers to each group.

Instruct each small group to discuss the following questions and create a poster with the group's common quality and slogan:

- What quality does each person in the group have in common with others?
- What do you expect to get out of this training?
- Which TC slogan would you like to adopt as your group slogan for the training?

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Refer participants to page PM 1-4, Resource Sheet #1-1: TC Recovery Maxims, for help with slogans.

Allow 15 minutes for group activity.

Ask the reporters to summarize their groups' discussions. Post the summaries on the wall.

Emphasize the importance of working in groups during the TCC by stating that

- In a TC most learning and healing take place in small groups.
- Learning occurs through interaction with peers.
- Senior staff members are included in the TCC training to serve as positive role models.

Because the next section is short and participants will return to their small groups, suggest that participants remain where they are.



20 minutes

Presentation: TCA Staff Competencies

Explain that Therapeutic Communities of America, a professional association of TCs, established basic competencies that are expected of all TC staff members and that

- The TCC training provides important general knowledge about each competency.
- Trainers will demonstrate each competency throughout the TCC training.
- Participants will have an opportunity to practice each competency.

Emphasize that participants will need clinical training skills, both inservice and external to the agency, in addition to the TCC to become fully competent staff members.



Refer participants to Resource Sheet #1-2: TCA Staff Competencies, page PM 1-5.

Ask each participant to read aloud one TCA Staff Competency.

TCC MODULE 1



10 minutes



OH #1-3

Presentation: TCA Staff Competency—Understanding and Practicing the Concept of “Acting as If”

Define the concept of and rationale for “acting as if” as follows:

- “Acting as if” means residents and staff members must behave as the persons they aspire to be rather than the persons they have been. All TC members are expected to behave in ways that demonstrate the values of the community.
- The psychological principle that underlies acting as if is that, when individuals act in a certain way long enough, eventually the thoughts and feelings that support the behavior also will strengthen. Feelings, insights, and altered self-perceptions often follow behavior change rather than precede it.
- Acting as if teaches residents impulse control and encourages socially appropriate behavior.

Explain that staff members can encourage residents to practice acting as if in many ways, such as

- \$ Expecting residents to behave in prosocial ways
- \$ Instructing residents to use the TC groups to discuss the resistance they feel when acting in ways that do not feel normal and comfortable
- \$ Asking a resident to perform a job function he or she does not like and asking the person to do it with a positive attitude.



20 minutes



Summary and Review

Review the topics presented in this module.

Ask participants to gather in their small groups.

Refer participants to page PM 1-6, Summary of Module 1.

Instruct participants to read the summary either individually or in their small groups.

Refer participants to page PM 1-8, Review of Module 1.

Instruct participants to work with their small groups to answer the questions on Review of Module 1. Explain that this review is a way for participants to assess and consolidate their learning.

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Allow 10 minutes for the small-group review.
 Ask participants what they learned in this session, and facilitate discussion.



20 minutes

Journal Writing and Wrapup

Journals

Distribute the spiral-bound notebooks.

Explain that the notebooks are to be used as participants' personal journals, and explain that journal writing is

- A method of reflecting on what participants have learned
- A way of increasing their awareness of feelings
- A way of keeping track of their thoughts, insights, and possible action steps.

Emphasize that the journals will not be collected.

Instruct participants to take 5 minutes to write in their journals. Possible subjects are

- What are your expectations about the TCC training?
- What thoughts or concerns do you have about your role as a TC staff member?
- What would you most like to know more about?

Emphasize that identifying and sharing feelings are critical aspects of the TC approach to treatment and recovery because

- Sharing feelings increases self-awareness.
- Increased self-awareness is critical to changing one's behavior and self-identity.

Sharing thoughts and feelings is a way for people to learn from one another and create a sense of community.

Wrapup

Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 1 or the training in general. Note that participants may say anything on their minds.



OH #1-4



TCC MODULE 1

Allow time for participants to respond.

Conduct one of the following completion activities:

- Ask each participant to say something positive about the person sitting to his or her right.
- Ask each participant what he or she would like to be acknowledged for, and acknowledge the person.



OH #1-5

Prework for Module 2: The History and Evolution of the Therapeutic Community

Ask participants to do the following before the next session:

- Read Resource Sheet #2-1: Basic Components of a TC
- Research the history of their TC.

Resource Sheet #1-1: TC Recovery Maxims

The following recovery maxims, also called slogans or unwritten philosophies, are used in the TC to give residents a motto to live by and reflect on during each day.

Love.

Honesty.

Act as if.

Guilt kills.

Blind faith.

Hang tough.

Step by step.

No free lunch.

Keep it simple.

One day at a time.

Responsible concern.

No gain without pain.

Clean bed, clean head.

Compensation is valid.

Remember who you are.

To be aware is to be alive.

Trust in your environment.

You get back what you put in.

Nothing is constant but change.

What goes around, comes around.

You are your brother's/sister's keeper.

You can't keep it without giving it away.

Do your thing and everything will follow.

You alone must do it, but you can't do it alone.

It is better to understand than to be understood.

Be careful what you ask for—you might just get it.

If you think you are looking good, you are looking bad.

If you think you are looking bad, you are looking good.

Remember where you came from to know where you are going.

Resource Sheet #1-2: TCA Staff Competencies

The following competencies are from the TCA Web site (www.therapeuticcommunitiesofamerica.org). The first competency is outside the scope of the TCC and will not be discussed.

1. Coordinator has knowledge of data-gathering tools as well as assessment instruments that facilitate the evaluation of a member's strengths as well as areas needing improvement.
2. Understanding and promoting upward mobility and the privilege system (Module 10).
3. Understanding and promoting self-help and mutual help (Module 4).
4. Understanding and practicing the concept of "acting as if" (Module 1).
5. Understanding and discouraging the concept of the "we-they dichotomy" (Module 7).
6. Understanding the relationship between belonging and individuality (Module 6).
7. Understanding and facilitating the group process (Module 8).
8. Maintaining accurate records (Module 10).
9. Understanding social learning versus didactic learning (Module 4).
10. Understanding the need for a belief system within the community (Module 3).
11. Understanding and practicing positive role modeling (Module 7).

The TCC provides important general knowledge about competencies 2 through 11. Trainers demonstrate each competency throughout the training and provide opportunities for participants to practice each competency.

Please note that participants will need training in addition to the TCC to develop completely the skills needed to become a fully competent TC staff member.

Summary of Module 1

TCC Goals and Objectives

Overall Goals

- To provide a common knowledge base for all staff members working in TCs
- To encourage training participants to work on their professional growth and development

Overall Objectives

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1. Understand and be able to explain
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5. Experience an enhanced sense of belonging to a TC.

TCA Staff Competencies

Competencies are skills, knowledge, abilities, personal qualities, and behaviors that are critical to completing work. TCA Staff Competencies are listed on Resource Sheet #1-2.

TCA Staff Competency—Understanding and Practicing the Concept of “Acting as If”

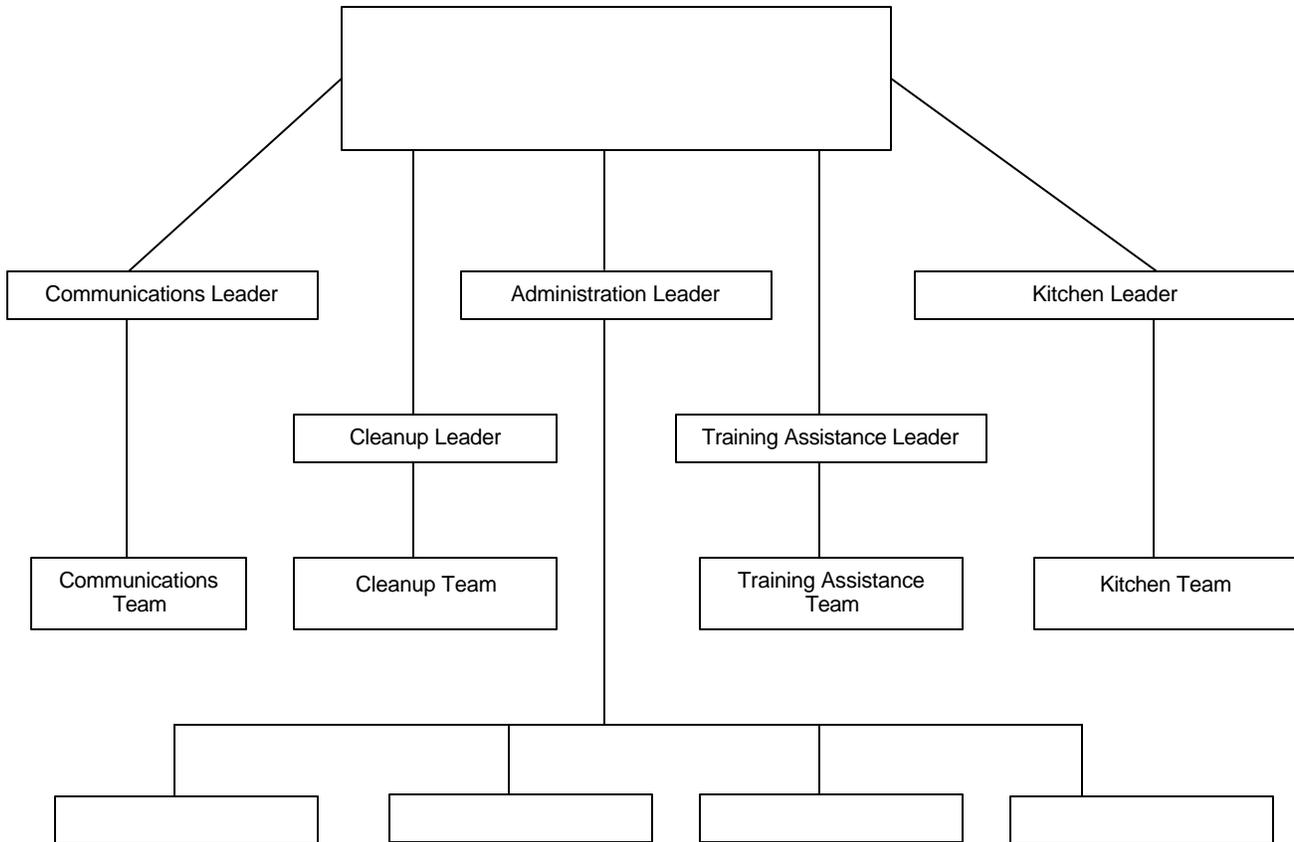
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The psychological principle that underlies acting as if is that, when individuals act in a certain way long enough, eventually the thoughts and feelings that support the behavior also will strengthen. Feelings, insights, and altered self-perceptions often follow behavior change rather than precede it.

Staff members can encourage residents to practice acting as if by

- Expecting residents to behave in prosocial ways
- Instructing residents to use their groups to discuss the resistance they feel when acting in ways that do not feel normal and comfortable
- Asking a resident to perform a job function he or she does not like and asking the person to do it with a positive attitude.

Sample Structure Board



TCC Participant Jobs	
<p style="text-align: center;">Communications</p> <ul style="list-style-type: none"> Relay messages to the trainer from participants (e.g., if a participant is late or has to leave early) Relay messages from the trainer to others Pass out handouts <p style="text-align: center;">Administration</p> <ul style="list-style-type: none"> Make copies <p style="text-align: center;">Kitchen</p> <ul style="list-style-type: none"> Help set up meals or refreshments if provided during the training 	<p style="text-align: center;">Cleanup</p> <ul style="list-style-type: none"> Clean up after meals or refreshments Tidy up the training room at the end of the day Rearrange chairs and tables at the end of each day <p style="text-align: center;">Training Assistance</p> <ul style="list-style-type: none"> Keep time Demonstrate role plays with the trainer (for experienced TC staff members only)