

Module 6: Peer Interpersonal Relationships

Preparation Checklist

- Review Getting Started (page 9) for preparation information.
- Review Module 6, including the Summary of Module 6 and Review of Module 6.
- Review the following recommended references:
 - De Leon, George. *The Therapeutic Community: Theory, Model, and Method*. NY: Springer Publishing Company, Inc., 2000. Chapters 11 and 12.
 - De Leon, G.; Melnick, G.; Schoket, D.; and Jainchill, N. Is the therapeutic community culturally relevant? Findings on race/ethnic differences in retention in treatment. *Journal of Psychoactive Drugs* 25(1):77–86, 1993.
- In addition to the materials listed in Getting Started, assemble the following for Module 6:
 - Poster board
 - Crayons or markers
 - Old magazines (optional)
 - Scissors (optional)
 - Glue sticks (optional).

Module 6 Goal and Objectives

Goal: To understand how to promote positive interpersonal relationships within the TC.

Objectives: Participants who complete Module 6 will be able to

- Identify three goals for changes in residents' relationships with peers, family, and authority figures
- Define at least three ways staff members can help residents learn and experience healthy relationships
- Define the concept of "role model" and identify at least three behaviors role models are expected to display
- Explain at least three ways residents benefit from being role models
- Explain what residents learn by living in a diverse community
- Identify at least two issues that apply primarily to women and at least two that apply primarily to men and explain how TC staff members can address these issues
- Define "belonging" and "individuality" and describe one way staff members can demonstrate understanding of these concepts.

Content and Timeline

Introduction	20 minutes
Exercise: Healthy Relationships	30 minutes
Presentation: Promoting Healthy Relationships	45 minutes
Break	15 minutes
Presentation: Being a Role Model	30 minutes
Exercise: What Does Being a Role Model Look Like?	35 minutes
Presentation: Diversity	40 minutes
Presentation: Gender Competency	20 minutes
Break	15 minutes
Presentation: TCA Staff Competency—Understanding the Relationship Between Belonging and Individuality in the Community	10 minutes
Exercise: What Does It Mean To Belong?	20 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	5 hours, 20 minutes

TCC MODULE 6



20 minutes



OH #6-1

Introduction

Distribute and review the Module 6 agenda.

If you are conducting Module 6 as a stand-alone session or if you have just completed presenting Module 5, skip the following Module 5 review.

Review

Ask participants what they remember from Module 5. Ensure that the following topics are reviewed:

- Why rules are important in TCs
- Four aspects of the TC social organization: structure, systems, communications, and daily schedule
- Resident meetings
- How the physical environment of the TC benefits residents
- Rules related to security and access into the TC.

Ask participants whether they have any questions or have had any thoughts about Module 5.

Module 6 Goal and Objectives

Ask participants to turn to page PM 6-1 of their Participant's Manuals.

Present the goal and objectives of Module 6.

Goal: To understand how to promote positive interpersonal relationships within the TC.

Objectives: Participants who complete this Module 6 will be able to

- Identify three goals for changes in residents' relationships with peers, family, and authority figures
- Define at least three ways staff members can help residents learn and experience healthy relationships
- Define the concept of "role model" and identify at least three behaviors role models are expected to display
- Explain at least three ways residents benefit from being role models
- Explain what residents learn by living in a diverse community



TCC MODULE 6

- Identify at least two issues that apply primarily to women and at least two that apply primarily to men and explain how TC staff members can address these issues
- Define “belonging” and “individuality” and describe one way staff members can demonstrate the understanding of these concepts.



30 minutes



OH #6-2



Exercise: Healthy Relationships

Allow 10 minutes for participants to write in their journals about the following:

- Positive, healthy relationships they have with family, friends, coworkers, and authority figures
- Benefits of having healthy relationships
- Ways to initiate and maintain healthy relationships.

Allow 10 minutes for participants to share their thoughts with the group.

Write on newsprint benefits identified by the participants.

Summarize the ideas participants have identified.

Transition to the topics of Module 6, identifying the following issues:

- Residents typically have had poor relationships with family, peers, members of the opposite sex, romantic partners, and people of different ethnic or cultural backgrounds.
- Residents typically have not had positive role models to teach and guide them toward prosocial behavior.

Explain that the TC provides a supportive familylike atmosphere in which residents can learn to develop healthy relationships and be guided by positive peer and staff role models.



45 minutes



OH #6-3

Presentation: Promoting Healthy Relationships

Emphasize that it is important that staff members gain skill in promoting healthy relationships among TC residents. Staff members should understand

- Residents’ relationship-related issues
- How the TC recovery process addresses relationship issues
- Treatment goals related to developing healthy relationships.

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Describe the following relationship problems residents typically have had before entering the TC:

- Fear and mistrust of others because of repeated disappointment, exploitation, or abuse
- Poor relationship skills because of
 - Lack of positive role models for healthy friendships, family relationships, and authority figures
 - History of irresponsibility, manipulation, exploitation, and abuse of friends, family, and romantic partners
 - Sexual acting out
- Excessive dependence on family, peers, romantic partners, and authority figures
- Increased involvement in drug culture and decreased social activities with peers who are not involved in a drug-taking culture
- Prejudice and buying into stereotypes leading to conflicts with people who were perceived as different.

Explain that the TC recovery process addresses relationship issues by

- Facilitating self-examination and increased self-awareness by using treatment methods that
 - Stimulate and encourage self-examination to reveal underlying problems and relationship issues
 - Teach residents to talk about and label their feelings
- Facilitating social and interpersonal skill development by
 - Encouraging residents to seek out others as a means of coping with difficult emotions
 - Encouraging and teaching residents how to be authentic participants in their relationships with others
 - Teaching residents how to develop positive, mutually supportive relationships with peers
 - Providing a variety of roles in the TC and teaching residents how to act in those differing roles
- Providing group therapy that
 - Teaches members to communicate and resolve differences with others

TCC MODULE 6

- Develops their capacity for empathy and compassion
- Providing seminars to give residents specific information and general education about relationship issues
- Creating a milieu in which residents must interact with a variety of people from different backgrounds and with various personalities
- Providing residents with experience in having successful prosocial relationships. As residents become fully immersed in therapeutic and educational activities, they will
 - Develop healthy relationships with peers and authority figures, including with those with differing ethnic or cultural backgrounds
 - Learn from positive peer role models
 - Serve as positive peer role models for new and junior residents.

Expectations of TC Staff

Stress that staff members are expected to use the community-as-method approach and the self-help and mutual self-help learning process to help residents experience healthy relationships by



OH #6-4

- Promoting familylike relationships among peers
- Promoting healthy peer friendships
- Encouraging residents to be role models and leaders
- Helping residents use the community to develop relationship skills in six general relationship areas:
 - Communication
 - Honesty
 - Assertiveness
 - Interpersonal sensitivity
 - Compassion
 - Empathy.



Dyad Exercise

Ask participants to select a partner. Give each dyad a piece of newsprint and a marker.



Assign to each dyad one or more of the six relationship areas above, and ask the dyad to list specific ways it thinks staff members can promote and encourage residents to develop in its assigned area.

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Allow 10 minutes for this activity; then ask each dyad to tape its newsprint to the wall and present its list to the group.

Elicit from the group additional ideas for each relationship area and add the ideas to newsprint. Ensure that the following ways staff members can promote change in each relationship area have been addressed.

Encouraging mutual self-help

- Encourage conversations between and among residents that focus on the changes they are experiencing.
- Encourage residents to seek advice from and give advice to one another.
- Encourage residents to share knowledge about topics they know more about than their peers and to assist others.
- Ask residents to conduct concept seminars or workshops in their specialties.
- Organize structured tutoring, and ask residents to help others individually or in small groups in language, mathematics, reading, and writing.
- Assign to senior residents the task of “pulling in” and orienting new members.

Promoting familylike relationships among peers

- Teach and encourage responsible concern and caring as well as compassionate and mutually supportive relationships.
- Observe residents as they re-create the roles they played in their families, and provide opportunities for residents to increase their self-awareness of the behaviors and attitudes associated with those roles.

Promoting healthy peer friendships

- Discourage and separate residents who develop negative friendships that sustain drug-related thinking, condone poor participation and noncompliance, or encourage dropping out.
- Promote attachments to positive peers who reinforce recovery and right living teachings and affirm progress and prosocial change.
- Conduct conflict resolution sessions within 24 hours of an incident.
- Use encounter groups (or other formats) to address interpersonal and intrapersonal issues.

Encouraging residents to be role models and leaders

- Encourage residents who have learned TC rules, norms, and behaviors to teach and guide new residents.

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- Encourage residents who have experienced a shift in their self-identity to tell other residents about the benefits, growth, and challenges they are experiencing.
- Help senior residents be aware of their status in the TC and the influence they have on new and junior residents.
- Encourage senior residents to be role models and consistently to demonstrate desired behaviors and attitudes.



OH #6-5



Summarize the discussion on developing healthy relationships.

Journals

Ask participants to think about a specific resident in their TC and write in their journal

- Three goals related to changes in that person's relationships
- Three ways the participant can help the resident meet these goals.

Allow 10 minutes for this activity.



30 minutes



OH #6-6

Presentation: Being a Role Model

Define "role model" as a person who

- Behaves according to TC expectations of recovery and right living
- Sets a positive example for other residents to follow.

Emphasize that role models are at the heart of the TC change process because

- As residents help one another, they help themselves. They practice what they teach and teach what they practice.
- Residents perceive as possible within themselves what they see in their peers.
- All members of the community, both staff members and residents, serve as role models to maintain the integrity of the TC program and to enable social learning to occur.
- Having residents serve as role models guarantees that social learning takes place 24 hours a day.
- Through consistent role modeling, senior residents can teach new residents to show respect for authority and to accept constructive criticism, feedback, and guidance.
- Senior residents are influential because they model self-growth attained in treatment.



OH #6-7

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OH #6-8

Explain that a positive peer role model is expected to

- Model change and show others how to change
- Talk about benefits he or she has gained from right living and the positive influences the TC has had on his or her life
- Provide feedback to others
- Model all the TC concepts and philosophy, including
 - Acting as if
 - Responsible concern
 - Seeking and assuming.

Explain that residents *act as if* when they behave as the person they aspire to be and according to TC rules and expectations, despite initial inner resistance or feelings to the contrary. Residents act as if by

- Displaying prosocial behaviors, attitudes, and values
- Showing respect for TC staff members
- Committing to accomplishing goals
- Displaying self-motivation and a positive work ethic
- Adopting an optimistic outlook about the future
- Encouraging other residents to act as if.

Explain that residents show *responsible concern* when they assume responsibility for one another's recovery and become their brother's and sister's keeper. Residents show responsible concern when they

- Encourage others to follow TC rules and expectations for right living
- Challenge and correct others who do not follow the rules of the TC, using appropriate communication channels and group processes
- Report rule violations to the coordinator or expeditor.

Explain that residents demonstrate *seek and assume* when they volunteer for work instead of waiting to be recruited. Residents demonstrate seek and assume when they

- Are proactive and initiate activities
- Extend their efforts beyond the minimum that is required, requested, or suggested.

Note that at times residents take too much initiative and behave in a way that does not further their recovery. Role models are expected to demonstrate balance and continue to accept staff guidance to further their recovery.

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OH #6-9

Explain the benefits residents experience by serving as role models:

- Personal growth and self-learning
- Increased status in the peer community
- Leadership skills
- Identity change
- Increased self-esteem.

Explain that residents learn how to address the self-defeating behavior of others by

- “Pulling up” others by reminding them of lapses in appropriate behavior or attitude
- “Pushing up” others by offering positive feedback and reinforcement at every opportunity
- “Pulling in” others to help them become members of the community.



35 minutes



Exercise: What Does Being a Role Model Look Like?

Explain that the purpose of the exercise is to encourage participants to think more about what it means to be a role model by creating a “picture” of what a positive peer role model looks like.

Ask participants to gather in their small groups.

Give each group poster board and crayons or markers.

Instruct participants to work together to create a “picture” of a positive role model.

Explain that the picture can be anything that illustrates behaviors that role models are expected to display and how role models can benefit from being role models.

Allow 25 minutes for the groups to finish their pictures.

If you have some extra time, provide a variety of old magazines, scissors, and glue sticks, and instruct participants to create a collage rather than a drawing. This can enhance the creativity of participants and make the exercise more fun.

Allow 10 minutes for groups to share their drawings or collages.

Post the drawings or collages on the walls of the training room.

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40 minutes



OH #6-10

Presentation: Diversity

Discuss how living in a TC with people of all backgrounds promotes recovery and right living because

- Living in a TC requires that all residents eat, work, and learn together; this makes perceived differences seem insignificant and leads to focusing on common issues.
- Living together in a TC provides opportunities for conflict. The TC promotes conflict resolution as an opportunity for self-learning.
- Public disclosures of personal pains and challenges help residents recognize common problems and feelings. Recognizing things in common fosters acceptance of individuals despite their differences.

Emphasize that TC staff members must discourage exclusive peer relationships and cliques because such relationships may undermine the influence of the TC as a whole.

Explain that informal groups of residents or cliques (also known as “tips”) are not allowed if they engage in self-defeating behaviors or attitudes such as

- Having side conversations or excluding others from a conversation
- Condoning self-defeating behavior, such as breaking rules or not sharing in groups
- Elitism or a sense of superiority that fosters a we–they separation.

Explain that staff members can discourage exclusive relationships or cliques by

- Rotating residents through several work crews and giving them an opportunity to work with many different people
- Rotating residents through different therapy and educational groups
- Changing sleeping arrangements and room assignments occasionally
- Discouraging fixed seating arrangements during meals, meetings, and seminars.

Emphasize that racial and ethnic cliques are *never* allowed in the TC.

Explain that TC group processes are used to address bias, stereotyping, and prejudice by allowing residents to

- Express feelings

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- Expressing feelings within the boundaries of rules and guidelines prohibits stereotypical references related to race, ethnicity, culture, disabilities, sexual orientation, age, and gender.
- Talking about feelings that underlie behavior helps members learn about the universality of human experience.
- Address issues
 - Attitudes and behaviors that can potentially divide the community are discussed during special theme groups formed to address issues related to ethnicity, culture, or characteristics such as age, disability, or sexual orientation.
 - Individuals' problems and prejudices can be explored in regular group therapy sessions.
- Expose prejudice and stereotypes
 - Group facilitators help expose prejudice and stereotyping and help residents explore feelings and personal issues about living and interacting with people who are different from themselves.
- Confront fears
 - Positive peer role models teach residents how to confront fears about people who are different.
 - Role models are expected to challenge residents to take responsibility for their beliefs.
- Learn about differences and similarities
 - TCs use educational seminars and outside speakers or community role models to encourage residents to examine their beliefs and attitudes toward others.
 - Special events (such as dinners or holiday celebrations) provide cultural experiences. They help residents learn about the differences, similarities, and practices of various cultures.

Ask an experienced staff member to describe a recent situation that involved a diversity-related issue and how the situation was handled.

Ask participants to share other ways they think the situation could have been handled effectively.

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Emphasize that TC staff members enhance residents' comfort level with diversity and encourage growth by

- Focusing on similarities among residents, such as common perceptions, feelings, and issues related to substance use disorders and recovery
- Playing down differences such as age, gender, and race
- Providing opportunities for equal mobility for residents of all backgrounds (which may contrast with their experience in mainstream society)
- Discouraging negative peer groups by
 - Expecting residents to report clique behavior to an expeditor or senior resident
 - Breaking up cliques by changing seat, job, or room assignments or imposing speaking bans on residents exhibiting clique behavior
- Encouraging friendship, working relationships, and social connections among heterogeneous groups
- Serving as role models and examples of people who are working on self-awareness of prejudice and stereotyping
- Participating openly in discussions that raise awareness of how staff members may be showing favoritism
- Participating in inservice training to increase sensitivity to diversity issues.

Explain that by living in a diverse community residents gain

- Increased self-knowledge, as residents uncover their prejudices and stereotypical perceptions of others
- Decreased fear, as residents overcome their personal fears and insecurities and learn to become their brother's and sister's keeper
- Increased self-acceptance, as accepting those who are different often helps one learn to accept oneself
- Increased knowledge of how common issues can outweigh differences in the cultural, demographic, or social background of residents
- Mutual self-help, as residents learn to work together to maintain the community and support their mutual recovery.



OH #6-11



Journals

Ask participants to write in their journals about their experiences, thoughts, and feelings about the TC and diversity.

Remind them that their journals are for their use only.

Allow 10 minutes for this activity.

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20 minutes

Presentation: Gender Competency

Identify the following as issues that are common to women living in a TC, with the caveat that these are common but *not* universally true for *all* women:

- In general, fewer women than men live in a TC. The issues women face in the TC often mirror those they face in the larger society.
- Society often judges women with substance use disorders more harshly than it judges men. Therefore, women in a TC may have more complicated issues related to their self-image and stronger feelings of shame and guilt about using drugs and alcohol.
- Women who were abused by men verbally, physically, or sexually, as either children or adults, may not feel physically or psychologically safe around men.
- Compared with men who use drugs and alcohol, women with substance use disorders typically have
 - Lower self-esteem
 - More anxiety and depression
 - Fewer marketable job skills.

Identify the following as issues that are common to men living in a TC, with the caveat that these are common but *not* universally true for *all* men:

- Lack of positive male role models to prepare them for fatherhood or healthy relationships with peers and women
- A tendency to conceal insecurity, ignorance, and fear about sexuality
- More reluctance than women to admit or talk about sexual abuse
- Rigid machismo and aggressive behavior
- Difficulty with emotional expression and exposing personal vulnerabilities.

Explain that staff members must

- *Be sensitive to gender-related issues:* Although the treatment approach for men and women is the same, staff members must be sensitive to women's issues such as poor self-image, helping women feel safe, and helping them establish trusting relationships with partners.
- *Not discriminate or show favoritism:* Staff members must provide opportunities for equal mobility to both men and women in the TC social structure (which may contrast with a woman's experience in the larger society) and must apply learning experiences and other consequences for negative behavior equally to men and women.
- *Offer special group sessions:*



OH#6-12

TCC MODULE 6

- Men’s groups to share common concerns and experiences in a safe environment
- Women’s groups to share common concerns and experiences in a safe environment
- Mixed-gender groups to explore and seek to correct negative patterns of male–female interactions, attitudes, and perceptions
- Groups that focus on specific male–female relationship issues to learn new interpersonal skills, express fears and distrust, and clarify perceptions and misperceptions of each other.

- *Serve as role models:* Staff members are examples of people who are working on self-awareness and sensitivity to gender-related issues.
- Seek out and participate in inservice training on gender-related issues.

Ask an experienced participant to describe a recent situation that involved a gender-related issue and how the issue was handled.

Ask participants to share other ways they think the situation could have been handled effectively.

Emphasize that working with diversity- and gender-related issues helps residents bond with one another and feel a part of the TC.



10 minutes



OH #6-13

Presentation: TCA Staff Competency—Understanding the Relationship Between Belonging and Individuality in the Community

Define “belonging” as a feeling and sense of identification with other residents of the TC that

- Fosters participation with and responsibility for other residents of the community
- Enhances the community-as-method approach to treatment and the self-help and mutual self-help learning processes.

Define “individuality” as a sense of self and the expression of traits and talents that are unique to an individual.

Emphasize that TC staff members demonstrate their understanding of the relationship between belonging and individuality by

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- Assisting new residents when they struggle with being part of the community and helping them understand the importance of the community-as-method approach to treatment
- Helping members who have difficulty connecting with others assimilate into the community
- Assisting residents in the reentry phase of treatment as they struggle with separation from the community
- Encouraging expression of each member's unique talents and skills (e.g., artistic, musical, athletic, theatrical, writing) throughout treatment.



20 minutes

Exercise: What Does It Mean To Belong?

Introduce the exercise, explaining that

- The intent of the exercise is to provide an opportunity to reflect on the concepts of individuality and belonging and express thoughts in an honest, respectful, and authentic manner.
- There are no right or wrong answers when a person reflects on his or her thoughts and feelings.

Ask each participant each of the three questions below. Allow a participant to pass if he or she so chooses.

- What is belonging?
- How do you feel when you have a sense of belonging?
- What are your unique traits and talents?

Thank participants for sharing.



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 6-7, Summary of Module 6.

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

Refer participants to page PM 6-10, Review of Module 6.

TCC MODULE 6

Instruct participants to work with their small groups to answer the questions on Review of Module 6. Explain that this review is a way for participants to assess and consolidate their learning.

Allow 10 minutes for the small-group review.

Ask participants what they learned in this session, and facilitate discussion.



20 minutes



OH #6-14



Journal Writing and Wrapup

Journals

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

- What new information or insight regarding diversity did you get from this module?
- How do you think you can use this information in your TC role?
- How are you feeling about the training community process at this point?

Wrapup

Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 6 or the training in general. Note that participants may say anything on their minds.

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 #6-15

Pework for Module 7: Staff Roles and Rational Authority

Ask participants to read

- \$ Resource Sheet #7-3: Case Study of Veronica
- \$ Resource Sheet #7-4: Guide to Rational Decisionmaking
- \$ Resource Sheet #7-7: Taking Good Care of Yourself.

Summary of Module 6

Residents typically have had poor relationships with family, peers, members of the opposite sex, romantic partners, and people of different ethnic and cultural backgrounds. Residents typically have not had positive role models to teach and guide them toward prosocial behavior. The TC provides a supportive familylike atmosphere in which residents can learn to develop healthy relationships and be guided by positive peer and staff role models.

Staff members are expected to help residents learn and experience healthy relationships by

- Encouraging mutual self-help
- Encouraging conversations between and among residents that focus on the changes they are experiencing
- Encouraging residents to seek advice from and give advice to one another
- Encouraging residents to share knowledge about topics they know more about than their peers and to assist others
- Asking residents to conduct concept seminars or workshops in their specialties
- Organizing structured tutoring and asking residents to help others on a one-on-one basis or in small groups in language, mathematics, reading, and writing
- Assigning senior residents the task of “pulling in” and orienting new members
- Promoting familylike relationships and healthy peer friendships
- Teaching and encouraging responsible concern and caring as well as compassionate and mutually supportive relationships
- Observing residents as they re-create the roles they played in their families and providing opportunities for residents to increase their self-awareness of the behaviors and attitudes associated with those roles
- Encouraging residents to be role models and leaders.

Role Models

A role model behaves according to TC expectations of recovery and right living and sets a positive example for residents to follow. Positive peer role models are expected to

- Show others how to change
- Talk about benefits gained from right living and the positive influences of the TC
- Provide feedback to others
- Demonstrate the concepts of “act as if,” “responsible concern,” and “seek and assume.”

Role models are at the heart of the TC change process; what residents see in their peers they perceive as possible within themselves. Having residents as role models guarantees that 24-hour social learning takes place. Through consistent role modeling senior residents teach new residents to show respect for authority and to accept constructive criticism, feedback, and guidance. As role models, residents experience personal growth and increased status in the peer

community. All members of the community, both staff members and residents, serve as role models to maintain the integrity of the TC program and to encourage social learning.

Diversity

Living in a TC with people of all backgrounds promotes recovery and right living. Living in a TC requires that all residents eat, work, and learn together, which makes perceived differences seem insignificant and leads to focusing on common issues.

Living together in a TC provides opportunities for conflict. The TC promotes conflict resolution as an opportunity for self-learning. Through public disclosures of personal pains and challenges, residents recognize common problems and feelings. This recognition fosters acceptance of individuals despite their differences.

TC staff members are expected to

- Focus on similarities among residents, such as common perceptions, feelings, and issues related to substance use disorders and efforts at recovery, shifting the focus from differences such as age, gender, and race
- Provide opportunities for equal mobility for residents of all backgrounds (which may contrast with their experience in mainstream society)
- Discourage negative peer groups
- Serve as role models and examples of people who are working on self-awareness of prejudice and stereotypes.

Gender Issues

Issues that are common to women living in a TC include

- In general, fewer women than men live in a TC. The issues women face in the TC often mirror those they face in the larger society.
- Society often judges women with substance use disorders more harshly than it judges men. Therefore, women in a TC may have more complicated issues related to their self-image and stronger feelings of shame and guilt about using drugs and alcohol.
- Women who were abused by men verbally, physically, or sexually, either as children or as adults, may not feel physically or psychologically safe around men.
- When compared with men who use drugs or alcohol, women with substance use disorders typically have
 - Lower self-esteem
 - More anxiety and depression
 - Fewer marketable job skills.

Issues that are common to men living in a TC include

- Lack of positive male role models to prepare them for fatherhood or healthy relationships with peers and women
- A tendency to conceal insecurities, ignorance, and fears about sexuality
- More reluctance than among women to admit or talk about sexual abuse
- Rigid machismo and aggressive behavior
- Difficulty with emotional expression and exposing personal vulnerabilities.

TC staff members are expected to

- Be sensitive to gender-related issues
- Not discriminate or show favoritism
- Offer special group sessions
- Serve as role models and examples of people who are working on self-awareness and sensitivity to gender-related issues
- Participate in inservice training.

TCA Staff Competency—Understanding the Relationship Between Belonging and Individuality in the Community

Belonging is a feeling and sense of identification with other residents of the TC. A feeling of belonging fosters participation with and responsibility for other residents of the community.

Individuality is a sense of self and the expression of traits and talents that are unique to an individual.

Review of Module 6

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- State three goals for changes in residents' relationships with peers, family, and authority figures?
- Describe at least three ways staff members can help residents learn and experience healthy relationships?
- Define the concept of "role model" and at least three behaviors role models are expected to display?
- Explain at least three benefits residents experience when serving as a role model?
- Explain what residents learn by living in a diverse community?
- Identify at least two issues that pertain primarily to female residents and two that pertain primarily to male residents and how TC staff members can address these issues?
- Define "belonging" and "individuality" and one way staff members can demonstrate the understanding of these concepts?