

Module 9: Work as Therapy and Education

Module 9 Goal and Objectives

Goal: To understand that the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Objectives: Participants who complete Module 9 will be able to

- State the primary purpose of work in a TC
- State at least two ways work in a TC benefits residents
- Describe at least three ways staff members can promote healing and learning for residents through work
- Explain the way residents progress through the peer work hierarchy
- Explain the purpose of the structure board
- Explain the rationale for work-related decisions in terms of the TC views of the disorder, the person, recovery, and right living.

Content and Timeline

Introduction	20 minutes
Presentation: The Value of Work in the TC	30 minutes
Presentation: How Staff Members Can Promote Healing and Learning Through Work	15 minutes
Presentation: Peer Work Structure and Hierarchy	20 minutes
Break	15 minutes
Exercise: Case Study of Ray at Work	45 minutes
Presentation: The Structure Board	10 minutes
Exercise: The Structure Board	45 minutes
Presentation: Work-Related Decisionmaking	30 minutes
Summary and Review	20 minutes
Journal Writing and Wrapup	20 minutes
Total Time	4 hours, 30 minutes

Slides	Notes
 <p data-bbox="435 415 613 453">Module 9</p> <p data-bbox="342 512 716 541">Work as Therapy and Education</p>  <p data-bbox="282 695 581 751">U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment www.samhsa.gov</p> <p data-bbox="805 772 846 789">OH #9 -1</p>	
 <p data-bbox="347 905 708 972">Primary Purpose of Work in a TC</p> <p data-bbox="315 1010 735 1129">The primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.</p> <p data-bbox="805 1293 846 1310">OH #9 -2</p>	
 <p data-bbox="342 1423 711 1457">Work in the TC Is Used To</p> <ul data-bbox="233 1528 760 1745" style="list-style-type: none">• Shape personal behavior• Promote positive interpersonal relationships• Create a sense of community• Instill attitudes that promote right living• Teach job skills <p data-bbox="805 1812 846 1829">OH #9 -3</p>	

Slides	Notes
 <p style="text-align: center;">Role of Staff Member</p> <ul style="list-style-type: none"> • Make thoughtful work assignments • Encourage self-help • Act as a role model • Educate and explain • Promote community-as-method and mutual self-help • Help residents be role models <p style="text-align: right; font-size: small;">OH #9 -4</p>	
 <p style="text-align: center;">Peer Work Structure and Hierarchy</p> <ul style="list-style-type: none"> • Crewmember • Crew leader • Advanced peer leadership <ul style="list-style-type: none"> – Expediter – Department head – Coordinator • Junior staff trainee candidate <p style="text-align: right; font-size: small;">OH #9 -5</p>	
 <p style="text-align: center;">Exercise: Case Study of Ray at Work</p> <p>How would you</p> <ul style="list-style-type: none"> • Encourage self-help? • Be a role model? • Educate and explain? • Promote community-as-method and mutual self-help? <p style="text-align: right; font-size: small;">OH #9 -6</p>	

Slides	Notes
 <p data-bbox="412 390 639 422">Decisionmaking</p> <ul data-bbox="233 495 818 663" style="list-style-type: none">• Job assignments/promotions carefully consider a resident's needs for growth and learning.• Progression or regression in the work hierarchy depends on a resident's work behavior and attitude. <p data-bbox="802 772 846 789">OH #9 -7</p>	
 <p data-bbox="331 907 727 938">Journal Writing and Wrapup</p> <ul data-bbox="233 1012 818 1180" style="list-style-type: none">• How has your TCC work assignment contributed to or enhanced your experience as part of the training community?• How are you feeling about the training community at this point? <p data-bbox="802 1289 846 1306">OH #9 -8</p>	
 <p data-bbox="363 1423 688 1455">Pework for Module 10</p> <ul data-bbox="233 1528 786 1591" style="list-style-type: none">• Resource Sheet #10-1: Case Study of Marcus Advancing Through the TC Program Stages <p data-bbox="802 1806 846 1822">OH #9 -9</p>	

Resource Sheet #9-1: Case Study of Ray at Work

Review page PM 3-5, Resource Sheet #3-1: Case Study of Ray—Disorder of the Whole Person.

Ray's Work-Related Behaviors When He First Entered the TC

Personal habits: Ray was notorious for being late to work and often had an unkempt appearance.

Work habits: Ray's work performance was inconsistent and unpredictable. He frequently had to be reminded of scheduled meetings and deadlines.

Interpersonal relationships: Ray was rebellious and quick to start arguments with his coworkers. He complained about his boss to his coworkers but would not talk at staff meetings.

Self-management: Ray was frustrated when customers did not order immediately after his sales presentation. He wanted instant success and would not accept suggestions about how to develop a long-term sales strategy.

Work values: Ray's attitude toward work was erratic. At times he appeared motivated and performed fairly well; at other times he cut corners and did not follow up according to company procedures. His primary motivation to work was to make money so he could buy drugs.

Part I

Which of the following characteristics of new TC residents do you think apply to Ray?

- Mistrust and lack of respect for authority
- Lack of interpersonal skills
- Poor work habits and a poor work ethic
- Poor self-esteem
- A pessimistic outlook on life and the future ("Life is terrible, and everyone is against me.")
- A rebellious attitude ("No one tells me what to do.")
- Lack of emotional self-management (e.g., easily irritated, passive, aggressive)
- Use of drugs or alcohol to cope with stress at work.

Part II

Read the scenarios assigned to your group and decide as a group how you could

- \$ Encourage self-help
- \$ Be a role model
- \$ Educate and explain
- \$ Promote community-as-method and mutual self-help.

Scenarios

Scenario 1: Crewmember

During Ray's first weeks in the TC he received extensive instruction from staff about the essential elements of the TC approach.

Ray worked as a kitchen crewmember for 5 weeks and was inconsistent in his work performance. He was unable to control his emotions on several occasions and was unable to communicate well with others.

Ray received considerable attention from staff members and was made aware of his unreliable performance and the consequences this behavior had on others. He was held accountable in his encounter groups.

Scenario 2: Crew Leader

Ray advanced to crew leader when he demonstrated more responsible and consistent behavior as a crewmember.

As crew leader, Ray was presented with many opportunities to learn how to be responsible and accountable and to manage others. Staff members presented situations to him that furthered his self-knowledge and revealed underlying problems.

In his encounter group sessions, Ray became more aware of how his behavior affected others.

Scenario 3: Expediter

After 1 month of serving as a crew leader, Ray was becoming committed to the community and showing concern for the welfare of others. He was promoted to expediter, which provided the opportunity to reinforce TC rules and principles.

In the role of expediter, Ray was trained to observe others and to report problems, such as when rules were broken or when someone had a problem relating to authority or to staff members. Ray became familiar with all aspects of the TC. He learned how to cope with disapproval and criticism from his peers and how to hold others accountable.

He observed how staff members and senior residents spoke to new residents and started imitating their behavior and repeating their words. In his encounter groups, Ray became aware of the effect on others when he failed to report misbehavior or did not complete his reports accurately and on time.

Ray gradually learned to be responsible for himself and others.

Scenario 4: Department Head

After 1 month as an expediter, Ray demonstrated readiness to accept direct responsibility for an area of work and staff supervision to strengthen his management skills for the outside world.

The role of department head provided opportunities for Ray to be tested in all areas, including his relationship with others, self-management, and work values. It allowed him to be tested on underlying personal issues that had surfaced over the past several months.

In the TC, residents keep meticulous records of all events. Each activity that occurs is reported in writing. In his role as department head, Ray reviewed the logs every day to ensure that incidents were handled appropriately.

As department head, Ray was faced with a turning point decision: “Am I part of this community, or will I continue to seek instant gratification and to evade responsibility?”

Ray began to feel responsible for maintaining the TC as a healthy and safe community. He realized that he did not need staff members to watch him constantly to make sure he was acting responsibly.

Scenario 5: Coordinator

After 2 months of serving as department head and successfully resolving an intense conflict with a new resident, Ray was promoted to coordinator. He demonstrated that he could walk the walk and talk the talk.

In his role as coordinator, Ray directly supervised expediters, led meetings, reviewed resident schedules, and was involved in disciplinary actions.

Ray served as a successful resident role model, which enhanced his self-identity and helped new residents.

Although Ray achieved the highest ranking resident management position, he still performed a wide range of tasks, such as mopping floors, conducting room runs, and serving food. He demonstrated proper procedures and was learning to be a consistent role model for others.

Ray learned to handle his newly acquired status, power, and independence while continuing his personal growth through self-reflection and guidance from peers and staff.

Ray became eligible for junior staff training.

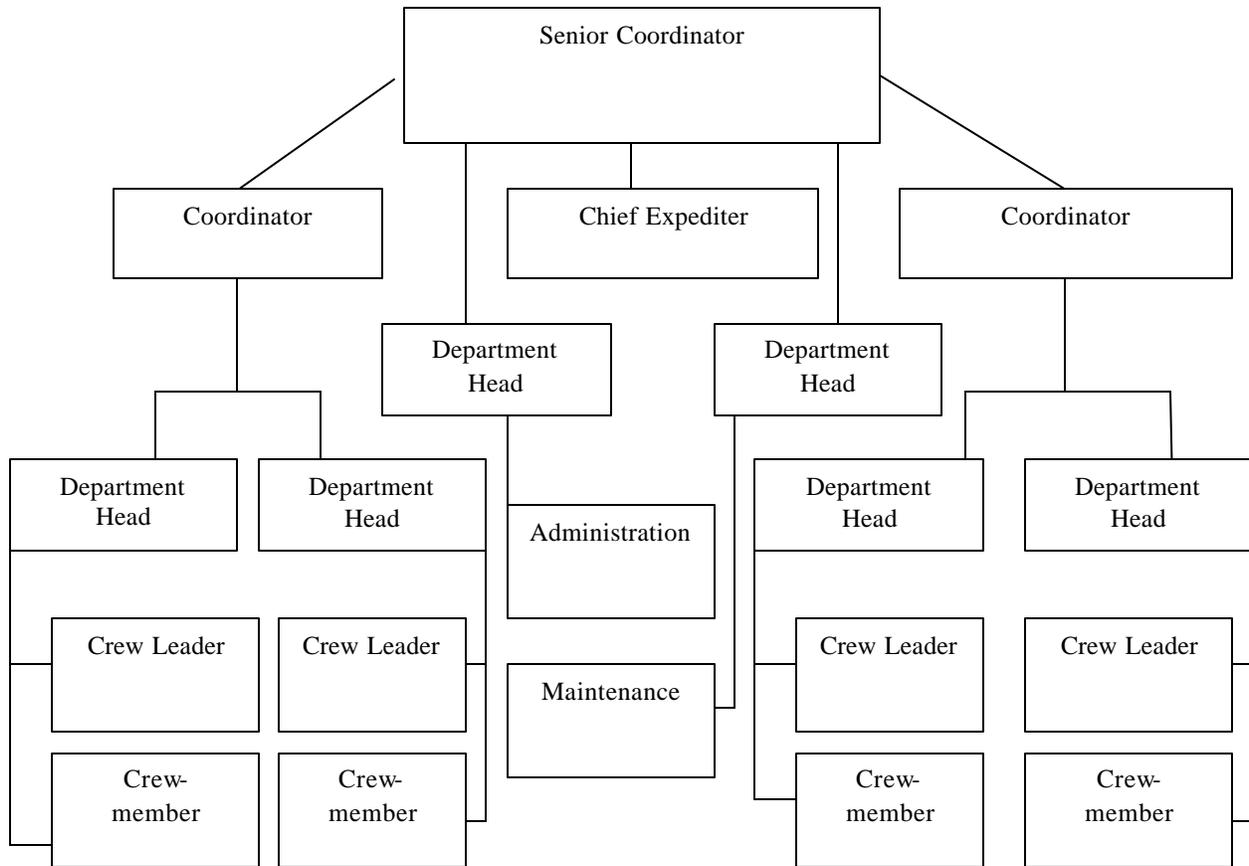
Resource Sheet #9-2: The Structure Board

Instructions

Using this Resource Sheet as a guide, construct a structure board for your facility, including:

- The titles used in your facility
- The first names of the people currently serving in those positions.

Add positions, departments, and crews that exist in your facility.



Summary of Module 9

Work as therapy and education is a hallmark of the TC approach. In non-TC approaches, clients receive treatment before going back to work, and work is considered separate from treatment. In the TC perspective, work is an essential element of treatment; observing how a resident behaves at work reveals underlying issues. A resident's ability to work successfully in mainstream society is critical to the TC's "whole person" concept of recovery.

The Value of Work in the TC

Although residents perform tasks necessary to the TC, the primary purpose of work in a TC is to reveal and address residents' attitudes, values, and emotional growth issues.

Work in the TC is used to

- Shape personal behavior
- Promote positive interpersonal relationships
- Create a sense of community
- Instill attitudes that promote right living
- Teach job skills as residents prepare to leave the TC.

Work in a TC benefits residents in many ways:

- Residents can practice work skills in a controlled and structured setting.
- Residents are in an environment where it is safe to act out, discuss their feelings, and increase their self-awareness.
- The work hierarchy and the fact that residents are responsible for the functioning of the TC increase a resident's sense of affiliation with the community.
- Residents are challenged continually to change by being put in job situations with increasing performance demands and expectations.
- The TC work hierarchy approximates the real world of work; moving up in the TC work hierarchy requires skills similar to those needed to advance in a job or career in the outside world.

How Staff Members Promote Healing and Learning Through Work

Staff members are expected to

- *Encourage self-help:* Staff members must not do the work for residents even when the staff members feel rushed or have a need to be needed.
- *Be a role model:* Residents observe staff members' work habits, work ethic, and how they
 - Dress at work

- Relate to other staff members
- Manage their emotions.
- *Educate and explain:* Staff members must take the time to explain what is expected of residents and the peer work hierarchy.
- *Promote the community-as-method approach and mutual self-help.*
- *Encourage residents to be responsible and productive workers.*
- *Change job assignments of residents regularly:* Residents need to explore different roles, new experiences, and increasing levels of responsibility.
- *Help residents be role models:* Staff members encourage
 - Motivation
 - Achieving one's personal best
 - Cooperating and working with others as a team
 - Friendly and healthy competition
 - Respect toward subordinates and superiors
 - Adhering to a work ethic
 - Conflict resolution.

Peer Work Structure and Hierarchy

The TC provides an orderly and rational process for residents to progress through the peer work structure and hierarchy, as follows:

- *Crewmember:* When TC residents first enter the community, they are assigned to a specific crew. They are asked to perform simple tasks and are assessed to determine their attitudes, personal and work habits, and basic self-management skills, such as following directions and accepting supervisor's authority.
- *Crew leader:* When residents have shown initiative and the willingness to take on more responsibility, they may be assigned to be crew leaders and given responsibility for supervising other residents. Crew leaders focus on improving work relations and self-management, while promoting a strong work ethic.
- *Advanced peer leadership:* Residents who have performed well in crews or as crew leaders may advance to more responsible positions such as expeditor, department head, and coordinator. In these positions, residents are responsible for maintaining the safety and healing environment of the TC by making sure rules are followed and systems are maintained. They are considered peer leaders who are role models for right living.
- *Junior staff trainee candidate:* Many TCs allow eligible residents to become candidates for training as junior staff members in the final treatment phase.

The Structure Board

The structure board is a visual representation of the TC structure and is placed in a highly visible location, such as outside the coordinator's office or in the lounge. The board includes residents'

names, their work positions, and their program stage and phase of treatment. Being included on the structure board enhances residents' sense of belonging to the TC.

Work-Related Decisionmaking

The work structure and hierarchy represent levels of responsibility (and leadership) that

- Facilitate incremental behavior change
- Reward positive behavior
- Maintain community activities on a daily basis.

Assignments and promotions are considered carefully for each resident. Progression (or regression) in the hierarchy depends on the behavior and attitudes exhibited by the resident while working, as well as his or her participation in other aspects of community life.

Staff members' decisions must be made on the basis of what is the best learning experience for the resident, not what benefits the community.

