



NADA
network of alcohol and
other drugs agencies

Engaging with families and significant others in the AOD sector workshop: Facilitator Guide 2019

The Network of Alcohol and other Drugs Agencies (NADA) is the peak organisation for the non government alcohol and other drugs sector in NSW.

NADA's goal is to lead as a member driven peak body, building sustainable non government alcohol and other drug organisations to reduce alcohol and drug related harms to individuals, families and communities in NSW.

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GUIDELINES FOR FACILITATORS

Key Principles

Workshop material and presentation style should:

- reflect the NSW Ministry of Health's [CORE](https://www.health.nsw.gov.au/careers/ministry/pages/core-values.aspx) values
<https://www.health.nsw.gov.au/careers/ministry/pages/core-values.aspx>
- reflect the [Values](#) held by NADA
- reflect the course outline and learning outcomes
- reflect up-to-date knowledge of the subject matter
- wherever possible, incorporate case studies and practice issues for "real world" application
- be proactively inclusive of diversity
- cater to a variety of learning styles by using different mediums and types of activities (e.g. video, role plays, PowerPoint slides, small group work)
- promote a flexible, mutual and respectful learning environment
- ensure training takes into account the learning needs of participants with particular needs (e.g. disability, language, numeracy and literacy)
- provide ample opportunity for participants to ask questions and give feedback on the progress of their learning
- provide regular breaks

Acknowledgement of Country

It is an expectation of all presenters to provide an acknowledgement of country at the commencement of any training workshop, and that steps are taken to find out which land the event is being held on. For example:

"I would like to acknowledge the Gadigal people of the Eora Nation, as the traditional custodians of the land on which we meet and pay my respects to Elders past, present and future."

For advice on the traditional custodians of specific lands, contact the Local Aboriginal Lands Council in the area the workshop is being held. For a list of contacts, go to the NSW Aboriginal Lands Council Website: <http://www.alc.org.au/>.

Timing and Pacing

- Be time conscious. Decide how much time you need for each session.
- Remember that small group work takes more time than you expect. You will also need to allocate time for report backs.
- Do not go too fast. Let the group help you set an appropriate pace.
- Give groups enough time to do their work. Do not rush them.
- Do small group work in the afternoon when the energy level drops.
- Do not forget to take breaks to relax, get tea, and talk informally.
- End on time!

Attendance Sheets

All participants attending the workshop need to complete an attendance sheet and be provided with a name tag.

Workshop Evaluation

Workshop participants should be provided with a post-workshop evaluation form to help evaluate and improve training delivery.

A copy of NADA's post workshop evaluation is available in the appendix section.

NADA would be interested to hear from facilitators that are planning to deliver or have delivered the workshops. Support with the workshop requirements and outcomes can be provided. Contact NADA on 02 9698 8669 or admin@nada.org.au.

Confidentiality and Complaints

Presenters are required to be committed to protecting privacy and confidentiality. The *Privacy Act 1988* (Privacy Act), Australian Privacy Principles and registered privacy codes govern the way in which personal information should be managed. For more information refer to your local Privacy and Confidentiality Policy.

WORKSHOP DELIVERY GUIDELINES

Overview

The purpose of the workshop is to increase capacity of NSW Health services to support families and significant others affected by the alcohol and other drugs (AOD) use of another. Co-existing mental health and AOD problems are associated with a range of social and health problems affecting not only the individual but the family and social network of the individual as well. Yet despite the well-documented negative impact that these problems have on the family unit, treatments tend to be client focused, with families receiving little attention (Copello, Templeton & Velleman 2006).

It's important to consider families affected by independent and co-existing mental health and AOD problems for two important and related reasons: first, family members in these circumstances show symptoms of stress that warrant help; and second, involvement of family members in the treatment of their significant other with mental health and/or AOD problems can enhance positive outcomes (Orford 1994).

The workshop shows AOD professionals how to improve working with family and significant others as an essential part of a comprehensive response to working with people with mental health and AOD problems and entrenched family difficulties. The workshop is designed to enhance working in an open, respectful and collaborative fashion with families, carers and clients, which is likely to promote and enhance traditional clinical goals.

The workshop content is based on best practice principles and approaches to working with families/significant others. The workshop encourages practitioners to build their awareness and capacity with working with families and significant others to compliment/enhance the work they are already doing.

Workshop development

The NSW Ministry of Health partnered with the Network of Alcohol and other Drugs Agencies (NADA), Family Drug Support and Local Health Districts (LHDs) to deliver a Family Workforce Development project to increase workforce capacity of health services to support families and significant others.

The Engaging with Families and Significant Others in the AOD sector workshop was a component of the project to equip practitioners with knowledge, practical skills and best practice approaches to better engage and/or support families and significant others of people with problematic substance use.

Learning outcomes

Participants will be able to:

- enhance clinical practice in relation to working with families and significant others of those experiencing issues with their substance use. Including establishing a non-stigmatising shared language across sectors when exploring substance use issues with families and significant others
- gain a practical understanding of family inclusive practice and how to implement it as part of the therapeutic interventions conducted at your organisation
- identify resources, networks and linkages that sustain the outcomes beyond the training workshop.

Target group

This workshop is designed for a maximum of 15-20 participants from specialist AOD services from LHD and non-government organisations (NGO), as well as generalist services that provide support to families and significant others impacted by substance use.

The workshop should be delivered by an experienced facilitator with management experience in an AOD or related service setting, and good knowledge of family inclusive practice material.

Facilitator preparation and background reading

Facilitators need to be familiar with the training material and have rehearsed the exercises.

Facilitators need to have a sound understanding of AOD programs and family work. They also need to be confident regarding evidence-based clinical practice and family inclusive practice approaches.

NB: Where it states **facilitator note and discuss** it is expected that the facilitator will review this information and have a sound understanding of the content, to then explain and discuss with participants using their own words. It is not recommended that facilitators to read this information verbatim to participants but to give an overview using their own words.

Facilitators need to:

- establish a safe and respectful learning environment
- understand adult education and action learning principles
- have group facilitation and presentation skills
- have an understanding of local privacy, safety and confidentiality policies
- be familiar with local services (LHD/NGO) that provide supports to families

Workshop outline

The workshop has been structured to reflect topics that facilitators may deliver to staff within their organisation. The outline below is for a three hour workshop. However, where possible, it is preferable to deliver the content across a one-day training workshop.

CONTENT	Approximate duration
Welcome to the workshop	15 minutes
Topic 1: Experiences of families, carers and significant others impacted by someone else's substance use	40 minutes
Break	10 minutes
Topic 2: Applying Family Inclusive Practice	60 minutes
Break	10 minutes
Topic 3: Supports available for families, carers and significant others	45 minutes
Total	3 hours

Symbols

The following symbols are used throughout the facilitator manual.

	Activity
	Brainstorm
	Explain and discuss
	Key Points
	Ask Questions
	Play video, online clip
	The numbers emphasis the preferred order for the activity. It is recommended to undertake the first suggestion of the activity to get the most out of the workshop.

WORKSHOP PREPARATION GUIDELINES

Engage local services

For the workshop to be successful, it is important to involve local services and seek their support. It is suggested to call and email local networks in the community to engage local experts to participate in the workshop or provide local resources for the workshop.

These might include:

- Family Drug Support
- local Aboriginal community-controlled services
- local health district AOD and mental health services
- NSW Department of Family and Community Services (FACS)

If speakers from local services are presenting at your workshop, brief them well in advance of the workshop to clarify the content of their presentation and ensure it is in line with the key outcomes of the workshop.

Engaging Family Drug Support

To maximise the learning outcomes for the workshop, it is strongly suggested to contact Family Drug Support for assistance with:

- inviting a family member with lived experience speak at your workshop,
- inviting Family Drug Support worker to present about the supports available,
- acquiring knowledge of the availability of local family support groups, and;
- resources to provide participants.

Family Drug Support can be contacted on 02 4782 9222 and <http://www.fds.org.au/>.

Resources

- PC/ laptop and data projector with internet access and audio
- microphone
- PowerPoint slides
- butcher paper, pens, blu-tac
- whiteboard, marker pens
- name tags
- attendance sheet
- evaluation forms

Additional session resources

Participant's materials:

- language matters
- workplace audit tool
- best practice approaches for working with CALD communities'
- family workshop take home tips

Your Room resources

Visit the Your Room resource page to order additional resources to provide participants. It is optimal to order resources 2-3 weeks before the workshop. Resources can be ordered online at <https://yourroom.health.nsw.gov.au/resources/publications/pages/publications.aspx>.

WELCOME TO THE WORKSHOP



Engaging with Families and Significant Others in the AOD sector.

Welcome

Facilitators are to welcome participants to the workshop and introduce yourself, providing a brief background of your role and explaining that you are qualified to deliver this training.

Acknowledgement of Country

An acknowledgement of the traditional custodians of the land upon which the training is held is respectful practice, or if possible, a Welcome to Country may be able to be provided by someone who is willing and able to do this.

Acknowledgement of Country is where an Aboriginal or non-Aboriginal person acknowledges and shows respect for the traditional custodians of the land on which the event is taking place. To do this is a sign of respect.

The following is considered appropriate wording for this acknowledgement:

'I would like to acknowledge the (insert clan name) of the (insert nation), the traditional custodians of this land. I would like to pay respect to the elders both past and present. I would like to extend that respect to everyone here today.'

For advice on the traditional custodians of specific lands, contact your Local Aboriginal Lands Council for advice and guidance: <http://www.alc.org.au/>.

Housekeeping

Facilitators inform participants of 'housekeeping' issues, including – location of toilets, fire exits and assembly area. Respectfully ask that mobile phones are switched off or turned to silent.

Workshop details

Facilitator note and discuss:

- This training was developed by NADA as part of a 2018 Family Workforce Development project funded by the NSW Ministry of Health.

- Acknowledge the workshop is a collaborative partnership with other services and acknowledge the services invited to present to the workshop (*if applicable*).
- Outline how the workshop is structured and advise of the length of the workshop.

Workshop Objectives

- To hear family/significant other experiences
- Gain knowledge of Family Inclusive best practice principles and approaches to working with families of all kinds
- Become familiar with AOD terminology and information that can be useful for families
- Hear about local referral pathways



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Workshop objectives



Draw participants attention to the learning outcomes of this workshop and the overarching learning objective – to provide them with an opportunity to build awareness/capacity in working with families and significant others to compliment/enhance the work participants are already doing.

It is also an opportunity to network and find out about specialist services that have a focus on families and significant others.

Before we proceed...

- Safety
- Respect
- Confidentiality
- Mindful disclosure
- Need to step out?
- Having fun
- Network



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Before we proceed



Acknowledge that each participant brings a wealth of knowledge and experience to the room. Highlight that it is important that we learn from this experience, in an adult learning style.

Explain that you are here to facilitate the session, but a lot of the ideas will come from participants, and there will be a lot of two-way interaction.

Facilitator note and discuss:

Safety and respect

- This is a safe space.
- There are no right or wrong opinions.
- Share the 'talk' time. Don't talk over others.
- Speak up if you need support.

Confidentiality and mindful disclosure

- We want everyone to feel comfortable sharing their views and experiences.

Staying focused

- Please turn your phones on silent.
- If you need to take a call or a break, please step outside.
- Please return from breaks on time and let us know if you need to leave early.

Having fun

- This is an interactive workshop. We want everyone to participate. Participation is voluntary.
- Remember, there are no right or wrong opinions, or 'dumb' questions.

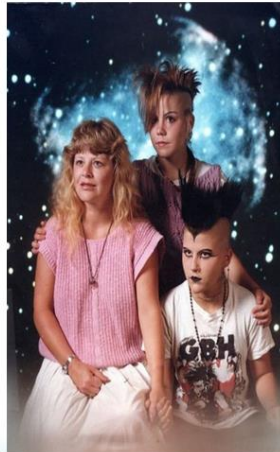
Anything else?

- Is there anything else anyone would like to add so everyone feels safe and comfortable contributing?

Introductions

What are your experiences of working with families and significant others?

What would you like to learn today?



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Introduction activity to warm up the room



Inform participants that we will get to know who is in the room.

Invite participants to break up into pairs (or groups of three) and spend 5 minutes introducing themselves and exploring these questions:

- *What are your experiences of working with families and significant others?*
- *What would you like to learn today?*

Facilitator note:

Bring participants back into the whole group and facilitate feedback from each pair/group, and

- capture the *experiences* on a white board
- capture on butcher paper the *things people would like to learn*

Acknowledge that there is a wealth of experience in the room and encourage participants to contribute as the workshop progresses.

TOPIC 1

What is Family?

The meaning of family is broad and can include:

- Immediate Family
- Extended family
- Partners
- Friends
- Carers
- Anyone who plays a significant roles in someone's life
- Significant other and Chosen family



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Explore the concept of 'family'



Inform participants of the concept of "family" and how it will be used in the context of this training.

Ensure clarity that when we talk about family we mean in broad terms and that we need to be mindful about being inclusive.



Explain that the slide shows the diversity of what family can include:

- Immediate family
- Extended family
- Partners
- Friends
- Carers
- Anyone who plays a significant role in someone's life
- Significant other and chosen family

Facilitator note and discuss:

Remind participants to be mindful of the terminology used when discussing family and support networks with clients and with family/significant other.

For example, use non-identified/inclusive terms when asking clients:

"is there someone in your life that supports you? Or that might be supportive of this step you are taking?"

Similarly, use non-identified/inclusive terms when asking family/significant other:

"How might you describe the connection you have with the person you have concerns about?"

"Are there things that support you now that help with staying connected to the person you are concerned about?"

"Are there other things that might further assist with maintaining your connection/ support of XX?"

Diversity in Families

- Aboriginal families
- Culturally and Linguistically Diverse Families
- Chosen Family – LGBTI communities

“There is so much diversity within our own communities - there is no one ‘cookie-cutter’ relationship type”

Kai Noonan ACON



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Diversity in families



Inform participants that there is diversity in families as ‘culture and community can shape our families and networks’.

Explain the diversity we see in families.

Facilitator note and discuss:

Aboriginal families

- Show respect for the experiences and culture of Aboriginal and Torres Strait Islander families
- Aboriginal and Torres Strait Islander families have many strengths to address these challenges, including through organisations which deliver community initiated and controlled solutions

Culturally and Linguistically Diverse (CALD) families

- People from CALD backgrounds are not homogenous and it is important to value and respect diversity
- Undertaking cultural competence training will allow you to develop a working knowledge of the experiences of CALD families
- Utilise interpreters wherever possible. Interpreters should be engaged in any situation where a client or family member has difficulty communicating in English or may not fully understand the language used by professionals

Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) communities – chosen family

- LGBTI families take many different shapes and it is essential to listen to the client’s story, particularly listen to how clients describe their relationships and the types of terms they use
- Understand the importance of chosen family – a group of individuals who deliberately choose one another to play significant roles in each other’s lives
- Allow for self-determination – the client is the expert of their own experience

Linking with external services*

Inform participants that a continuous collaborate approach is best practice, as we cannot be subject matter experts for everything. Connecting with other services that work with diverse groups helps with understanding how to better engage with diverse families and communities.



Ask participants to *reflect on the diversity of families that they have encountered and share their practice tips.*

Share this practice tip

Consult with local Aboriginal community-controlled services regarding what is useful when working with Aboriginal and Torres Strait Islander families and to share their family inclusive practices.

Similarly, invite local Culturally and Linguistically Diverse and LGBTI services to share some good practice tips with your service.

Facilitator note:

Draw participants attention to the following resources:

- Respect: Best practice approaches for working with culturally diverse clients in AOD treatment settings handout. This resource was developed by the Drug and Alcohol Multicultural Education Centre (DAMEC)
- Australian Indigenous HealthInfoNet Alcohol and Other Drugs Knowledge Centre – <https://aodknowledgecentre.ecu.edu.au/>
- ACON – <http://www.acon.org.au/>

Instructions:

Open the above webpages and highlight the range of information available for services and consumers.

Optional:



If participants that work for services that support diverse groups are in the room, ask them to share with the whole group practice tips to engaging better with specific groups.

*If short on time do not ask participants questions – just briefly discuss the resources.

The consumer experience: family member to share their story

Facilitator note:

Prior to the workshop, contact Family Drug Support to enquire about inviting a family member to attend/present to the group. If this is not possible, discuss with Family Drug Support other consumer options.

On the day, ensure support is available for the family member e.g. Family Drug Support is present. This is important and appropriate given the sensitivity of the topic.



Invite family member to present to the group.

The invited family member may wish to share their story and also present to the group:

- on their experience of engaging with treatment services and what they found particularly helpful or not helpful
- share some key things they felt were important in supporting them when concerned about the substance use of someone else



If the family member grants permission, facilitate a Q&A with the group.

Facilitator note:

If you are unable to secure a family member to speak at the workshop, do the following alternate activity. Ensure you have watched the videos prior to the workshop.

Alternate activity:



Inform participants that we will watch two videos that look at the experience of families of individuals with substance use issues.



Show video: Debbie Warner's story
Click on Debbie Warner's video image at:
<https://adf.org.au/programs/breaking-the-ice/>



Show video: Family Drug Support Family member video
Click on the video image.

Facilitator note:

After each video, explore with the group their reactions/responses to the video and the messages they convey. Ask participants to consider what insights they give us into the experience of families.

Remind participants to take care of themselves as they do an important and often difficult job.

FAMILY DRUG SUPPORT CORE PRINCIPLES

- ✓ Harm minimisation / reduction – keep people safe & alive
- ✓ Family focused – acknowledge, validate, support
- ✓ No advice giving – we don't tell people what to do
- ✓ Empowering families - Harnessing collective wisdom and experience
- ✓ Non-judgmental - no right or wrong
- ✓ Reality based - Being real and congruent, reality vs fantasy
- ✓ Recognizing differences – stages and substances. Meeting people where they are
- ✓ The past – acknowledging strengths and move focus
- ✓ Creating safety – Express emotion and try new approaches
- ✓ Self care – nourishing self physically, emotionally and spiritually



Opportunities for support: Family Drug Support

Facilitator note:

Prior to the workshop, contact Family Drug Support to invite a representative to attend/present to the group about the support and programs offered by Family Drug Support.

On the day, if a Family Drug Support representative is available, invite them to present in this section. The representative may choose to expand on the information on the slide and provide information to the group on the support programs that Family Drug Support provide.



Inform participants that it is important to recognise opportunities for support for families and significant others. One organisation that is available to families and significant others across Australia is Family Drug Support.



Invite Family Drug Support to provide a brief presentation

Facilitator note:

If you are unable to secure a Family Drug Support representative to speak at the workshop, do the following alternate activity.



Alternate activity:

Facilitator to show the slide and discuss briefly the support Family Drug Support provide. Inform participants that:

- Family Drug Support is an organisation which provides non-judgmental, non-directive support and information for families and friends of people that use drug and/or alcohol across Australia.
- The Family Drug Support website: <http://www.fds.org.au/>, has information on the support programs that are available to families and significant others.



Online support



Inform participants that for people that may not be able to access a support group in person, they could access the Family Drug Support online support. The Family Drug Support website: <https://www.fds.org.au/> has further information.



Show video: Family Drug Support online for families

Instructions:

Explain that we will view a demonstration of Family Drug Support running a group.

Click on the Family Drug Support online image.

Facilitator note:

Emphasise that for some people, attending a support group in person may make them feel anxious and this video can dispel any myths of what group participation is like. Online support can be a suitable alternative to suggest to families and significant others.

Tips for families self care...

- Talk about it - you are not alone
- Get support
- You can't 'fix' your loved one
- Set boundaries
- Keep communicating
- There are no short cuts, but even little steps your loved one takes are positive
- Be realistic about treatment
- There is hope



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Families self-care and resilience



Inform participants that we have heard today about the importance of self-care for families and significant others.

Ask participants to reflect on their own experiences of working with families, carers and significant others impacted by someone else's substance use and consider this question –



'how do we think of the needs and wellbeing of families/significant others?'

Encourage participants to consider how they could support families' self-care. Discuss briefly the points on the slide.

Facilitator note and discuss:

Messages to convey to families to support self-care include:

- Talk about it: Many families are affected by drug problems. You are not alone.
- Get expert help: There are lots of services to support people in your situation. Getting professional advice can help you cope and can also benefit the person affected.
- Don't think you can 'fix' your loved one: Only the person using substances can decide to give up or cut back on their drug use.
- Set boundaries: It's important that your loved one understands your limitations. Keep communicating, and if you need help with these skills, you may be able to join a support group if there is one in your area.
- Accept that change might take a long time: There are no short cuts, but even little steps your loved one takes are positive.
- Be realistic about treatment: If your loved one lapses they won't be the first. It often takes several rounds.

Resilience

- The ability to thrive in situations of high demand and ongoing pressure.
- Involves being able to cope with and adapt to significant challenges, difficulties and setbacks,
- And then use these experiences for learning and growth
- **How might you support this process?**



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Families self-care and resilience continued



Inform participants that we have also heard today about the resilience of families and significant others.

Inform participants that resilience is:



- The ability to thrive in situations of high demand and ongoing pressure
- Involves being able to cope with and adapt to significant challenges, difficulties and setbacks
- And then use these experiences for learning and growth

Explain that resilience, like anything else, is not endless. Like a rubber band, if it is stretched to its limit too many times it will eventually break. Resilience is also not about 'pushing through' – it's important not to confuse survival with resilience.

Ask participants to again reflect on their own experiences of working with families, carers and significant others impacted by someone else's substance use and consider this question –



'how might you support this process?'

Inform participants that we will explore strategies and interventions that they can use to better engage with families and significant others.

TOPIC 2

Brainstorm with a partner....

What does Family Inclusive Practice mean to you?



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What does Family Inclusive Practice mean to you?



Inform participants that we will look at what family inclusive practice means to you.

Invite participants to break up into small groups/tables/pairs.

Instructions for participants:



In your groups/pairs, spend 15 minutes brainstorming answers to these questions –

- *what does family inclusive practice mean to you?*

Each group/pair should use the butchers paper and markers provided.

Activity: Family Inclusive Practice

What did you come up with?

What might
You add?



What might it mean for your
practice?



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What does Family Inclusive Practice mean to you continued

Facilitator note:

Bring participants back into the whole group and facilitate feedback from each small group/table/pair.

- Ask each small group/table/pair to feedback to the whole group
- Facilitate discussion as each group provides their feedback and ask:
 - What did you come up with?
 - What might you add?
 - What might it mean for your practice?
- At the end of all the feedback, ask participants if there is anything that is missing and should be mentioned.

Principles of Family Inclusive Practice

- All types of families have needs and rights that should be respected
- Family members can be an important resource
- The connection extends beyond treatment
- Families can change and often want to learn how
- Involving families in treatment services can lead to better outcomes for individual clients and their families.



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Principles of family inclusive practice



Explain to participants that family inclusive practice acknowledges the significance of family and significant others and actively promotes and facilitates their involvement in the treatment process.

Facilitator note and discuss:

Inform participants that key principles of family inclusive practice include:

- **Staff are encouraged and supported to engage and involve families** in the service.
- **Systems are in place** (i.e. through assessment and other stages of treatment) to identify key family member/s that can support the client during treatment and after the client leaves the service.
- **Staff have the appropriate skills and knowledge to refer families to appropriate providers**, if the service is unable to assist.
- **Staff have an obligation for the safety of clients and their families.**
The service has systems in place (i.e. through assessment) to ensure staff can identify when it is not appropriate to have family members involved in the treatment process and refer them to an appropriate provider. An example of safety concern could be the existence of physical abuse.
- **Clients and families are aware of the services obligations in regard to confidentiality and consent.** However, staff are encouraged to discuss with clients the benefits of having family actively involved in their treatment.
- **Staff are aware of and responsible for the provision of collaborative care**, and work collectively with other health professionals involved in the continuum of care for the client and their family.
- **The service actively encourages staff, clients and families to be involved in service planning.**

Optional:

To enhance discussion with the group, show the following video.



Show video: Sector worker discussing family inclusive practices

Instructions:

Inform participants that we will view a video of a worker from the sector talking about family inclusive practices.

Click on the video image.

Facilitator note:

After the video, emphasise that the extent to which family and significant others are involved with a service and how this takes place will differ from person to person as it is dependent on a range of factors.

How do I include families and significant others in my practice?

- Validate
- Educate
- Facilitate



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Including families and significant others in your practice



Inform participants that we will look at strategies and interventions they could implement as part of their practice.



A quick rule of thumb to walk away from today is:

- **Validate** – listen to the concerned family member, hear their distress and validate the way they are feeling. Display empathy, understanding, non-judgement.
- **Educate** – provide factual information that fits with where they are at. Consider what information/education may be appropriate/helpful to provide.
- **Facilitate** – link them in with further supports, facilitate these introductions where you can. Inform them of the local community supports that are available and do warm and supported referrals.

Facilitator note:

Inform participants that it is important to assist people with accessing services as it can be intimidating and create anxiety for people not familiar with the sector.

Optional:

To enhance discussion with the group, show the following video.



Show video: Sector worker discussing this intervention.

Instructions:

Inform participants that we will view a video of a worker from the sector talking about this intervention in practice.

Click on the video image.

Facilitator note:

After the video, emphasise that this intervention can be used during any interaction with a family member or significant other.

Providing basic AOD knowledge

- Depressants, Stimulants and Hallucinogens
- Intoxication and Overdose
- Tolerance and Dependence
- Treatment options



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Providing basic AOD knowledge



Explain to participants that providing information to families/significant others can be very useful – particularly when people are living together or socialising together. Highlight that this needs to be balanced with providing too much information, that may increase concerns.

Discuss the basic AOD information that could be helpful to provide families/significant others.

Facilitator note and discuss:

Depressants

- These include alcohol, benzodiazepines (minor tranquillisers), cannabis, GHB, heroin, morphine, codeine, methadone, and some inhalants.
- Depressants do not necessarily make a person feel depressed. They affect the central nervous system, slowing down the messages between the brain and the body.
- They can affect concentration and coordination. They slow down the person's ability to respond to unexpected situations. In small doses they can cause a person to feel more relaxed and less inhibited. In larger doses they can cause drowsiness, vomiting, unconsciousness and death.

Stimulants

- These include caffeine, ephedrine, nicotine, amphetamines, cocaine and ecstasy (MDMA).
- Stimulant drugs speed up the messages between the brain and the body. They can make a person feel more awake, alert, confident or energetic.
- Large doses of stimulants can cause over-stimulation, causing anxiety, panic, seizures, headaches, stomach cramps, aggression and paranoia. Long-term use of strong stimulants can also cause these effects.

Hallucinogens

- These include ketamine, LSD, datura, magic mushrooms (psilocybin) and mescaline (peyote cactus). Cannabis and ecstasy can also have hallucinogenic qualities.

- Hallucinogens distort a person's perception of reality. People who have taken them may imagine they see or hear things, or what they see may be distorted. The effects of different hallucinogens vary.

Intoxication and overdose

- Get extra support – call 000
- Calm, non-judgemental and respectful approach
- Ensure the safety of yourself and others in your care or supervision
- Listen and respond with reassurance
- Clear communication – ask open-ended questions
- Be prepared for psychotic symptoms
- Loosen restrictive clothing, use ice packs
- Recovery position

Treatment options

- Variety of treatment options exist and a continuum of services are available
- Rehabilitation programs usually take place in community-based treatment centres or residential rehabilitation services.
- Detoxification (detox)/withdrawal facilities is a relatively short-term process lasting several days to several weeks that helps people safely stop taking substances while avoiding dangerous withdrawal symptoms.
- Residential rehabilitation facilities are places where a person can stay and receive treatment and support to recover from substance use.

Recommended resources:

- Your Room resources –
Provides a range of information and resources, including different drug types, support and treatment.
<https://yourroom.health.nsw.gov.au/getting-help/Pages/support-and-treatment.aspx>
- The Alcohol and Drug Foundation (ADF) –
Provides facts, resources and program information.
<https://adf.org.au/>
- Headspace –
Provides information and resources covering a wide range of issues and topics.
<https://headspace.org.au/>

Providing basic AOD treatment information

- What happens in AOD treatment?
- What is an assessment?
- What is a care plan?
- Completing treatment and continuing care



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Providing basic AOD knowledge continued



Explain to participants that it is valuable to inform families/significant others on what treatment looks like. Participants would all be familiar with how treatment looks like, however families/significant others would not.

Ask participants to reflect on how they could take a family member through what occurs and help them to navigate their involvement.

Highlight to participants that it would be families/significant others to have some AOD information, including:



- What happens in AOD treatment
- What is an assessment
- What is a care plan
- What does completing treatment and continuing care look like

Facilitator note:

Inform participants of the following resources to refer families and significant others to:

- Your Room resources –
Provides a range of information and resources, including different drug types, support and treatment.
<https://yourroom.health.nsw.gov.au/getting-help/Pages/support-and-treatment.aspx>
- NSW Health Alcohol and other drugs –
Provides a wide range of resources on alcohol and other drugs for the public and health professionals.
<https://www.health.nsw.gov.au/aod/Pages/default.aspx>

Specific Interventions

- **Single-session therapy**
 - *enlists the support of “family” while attending to their needs*
 - *finds common ground*
- **Open Dialogue**
 - *support networks as partners in the treatment process*



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Specific interventions



Inform participants that there are specific interventions that they can do to enhance their services for families.

Discuss specific interventions.

Facilitator note and discuss:

Single session therapy

- A method of counselling in which workers to make the most of the first, and what may be the only, session for clients and families to show up, talk, listen, learn and leave.
- The service delivered is characterised by treating each contact as if it may be the last, while laying the foundation for ongoing work, if required.
- This is appealing to clients because it targets their key concerns.
- Further information can be found at the Bouverie centre: <http://www.bouverie.org.au/>

Open dialogue

- This is structured around 'network meetings'—bringing together whoever might have a useful perspective on what is happening,
- There are lots of different perspectives and it can be extremely helpful to talk together, to listen to all of these different perspectives.
- All decisions are made in the network meetings.

Optional:



Show video: Sector worker discussing open dialogue in practice

Instructions:

Inform participants that we will view a video of a worker from the sector talking about open dialogue in practice.

Click on the video image.

Facilitator note:

After the video, emphasise that open dialogue is a way of structuring services to be more responsive to people's needs.

Specific Interventions

- Family/significant other sessions
- Referral to specialist services
- Resources and information
- Telephone support



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Specific interventions continued



Inform participants that in addition to the two interventions we looked at, there are other forms of interventions that they could also do.

Explain that the slide shows other forms of interventions, including:

- Family/significant other sessions
- Supported referral to specialist services
- Provide resources and information
- Provide telephone support



Ask participants *if there are any examples of interventions they have used in their practice that they would like to share.*

Considerations for clients



- Asking the question
- Children as a catalyst for change
- Working with FaCS



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Considerations for clients

Facilitator note:

The topic of child protection can be quite an emotive topic and may raise past experiences. Be mindful of the sensitivity of this topic and that it may raise emotions in some participants.



Inform participants of the importance of exploring considerations for young people and children of people who use substances. Inform participants that asking clients about children in their care can be a catalyst for change.

Facilitator note and discuss:

Family and Community services

It is the responsibility of everyone to look after children and work collaboratively to achieve this. Working in collaboration with Family and Community Services is useful for any family working with child protection to enhance advocacy, information exchange, promote working relationships which best support better outcomes.

Inform participants that resources available to support collaborative practice, include:

- NADA factsheets on navigating child protection and Family and Community Services – <http://www.nada.org.au/resources/factsheets>
- Legal Aid NSW Kids in care factsheets – <http://www.legalaid.nsw.gov.au/publications/factsheets-and-resources/kids-in-care>



Discuss practice tips with participants.

Share this practice tip

Invite Family and Community Services staff to:

- morning tea
- network meeting
- attend your team meeting

Family and Domestic Violence

- Ask the question – open the door
- **Remember that domestic and family violence is not just physical — it can also be emotional, financial, spiritual, social, legal, reproductive, and can include stalking and neglect**

- **1800RESPECT**



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Considerations for clients continued

Facilitator note:

The topic of Domestic Family Violence can be quite an emotive topic and may raise past experiences and trauma. Be mindful of the sensitivity of this topic and that it may raise emotions in some participants.



Inform participants about the importance of asking clients about family and domestic violence. Explain that family and domestic violence may be viewed as a sensitive topic, however the community setting offers a critical and unique opportunity for early identification and often prevention of abuse.

Discuss the resources available.

Facilitator note and discuss:

There are a number of resources available to assist you in asking the question and discussing family and domestic violence, including:

- The power and control wheel explores the pattern of actions that an individual uses to intentionally control or dominate his intimate partner – <https://www.dvac.org.au/home/resources/>
- The Domestic Violence Line is a NSW statewide telephone crisis counselling and referral service for women and persons who identify as female – 1800 65 64 63 – <http://www.facs.nsw.gov.au/domestic-violence/helpline>
- Mens Referral Service is a telephone and online counselling service for men with family and relationship concerns – 1300 766 491– <https://www.ntv.org.au/>
- National sexual assault, domestic family violence counselling service – 1800 Respect <http://www.1800respect.org.au/>

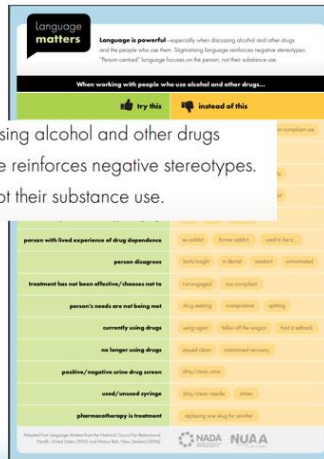
Instructions:

Open the above webpages and highlight the key features of the websites.

Facilitator note:

Emphasise to participants that these services are funded to provide help but are underutilised. Encourage participants to refer to these services.

Language Matters



Language is powerful—especially when discussing alcohol and other drugs and the people who use them. Stigmatising language reinforces negative stereotypes. “Person-centred” language focuses on the person, not their substance use.



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Language matters



Inform participants that the language we use is important.



Ask participants to *reflect on the language they use when speaking to families/significant others. Are they using inclusive language?*

Instructions:

Refer participants to handout ‘Language Matters’ –

<http://www.nada.org.au/resources/language-matters> or print out copies of the resources for participants.

Inform participants that if they would like further training on the Language Matters topic, to contact NADA on 02 9698 8669 or admin@nada.org.au.

And refer participants to resources funded by NSW Health:

- Handout ‘Take home messages’ developed by Family Drug Support and NADA.
- Online resource ‘Tools for change: A new way of working with families and carers’ – <https://www.nada.org.au/resources/tools-for-change/> developed by NADA

Confidentiality and Privacy

- NSW Health Privacy Principles
 - What concerns you in relation to Confidentiality and Privacy?**
- Finding the balance



Confidentiality and privacy



Inform participants that it is not uncommon for family members, partners or friends to contact services regarding the progress of a client. It is important that client confidentiality is respected, however this should not be used as a barrier to engage with families and significant others.

Explore with participants how our policies guide us and how we can balance both confidentiality and privacy whilst engaging with families and significant others.

Facilitator note and discuss:

Confidentiality is the protection of personal information. Confidentiality means keeping a client's information between you and the client within the duty of care limitations.

Policies, for example the NSW Health Privacy Principles, guide what we do but this does not mean we cannot engage meaningfully with families and significant others.

The context in which a family member or significant person has contact with us is important as it will have an impact on the types of information provided.

Engaging with families and significant others



Ask participants to *reflect on how they would engage with families/significant others whilst adhering to confidentiality and privacy.*

Share these practice tips

- It is important to discuss confidentiality and privacy with the client as early as possible.
- Discuss role of family in treatment, the important people in their lives and recovery and under what circumstances information may be provided.
- Seek clarifications about who they feel comfortable with having information provided to.
- Spend time discussing the type of information they would feel comfortable being disclosed.
- As treatment progresses check back to see if this needs to be modified/ updated.



Invite participants to put forward a case study to discuss.

Facilitator note:

Facilitate discussion of the case study put forward, highlighting possible interventions and strategies to employ. Encourage the group to contribute with interventions and strategies.

TOPIC 3

Why be inclusive of families?

- Can assist in a client entering, or staying, in treatment
- Can improve outcomes and family functioning for the client
- Family members can show symptoms of stress that warrant help in their own right
- Support can lead to a reduction in harm and distress experienced by significant others, including children.



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Recap learnings so far



Explain to participants that working with families, carers and significant others is an essential part of a comprehensive response to working with people with mental health and drug and alcohol problems and entrenched family difficulties.



Recap the key points outlined so far in the workshop by informing participants of the slide points:

- can assist in a client entering or staying in treatment
- can improve outcomes and family functioning for the client
- family members can show symptoms of stress that warrant help in their own right
- support can lead to a reduction in harm and distress experience by significant others, including children

Specific Interventions

- Ask about families and support networks at intake and assessment
- Revisit and review support networks
- Establishing Family support groups



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Recap learnings so far continued



Inform participants that we have looked at specific interventions that can be applied to support families and significant others.



Recap the key points outlined in the slide:

- ask about families and support networks at intake and assessment
- revisit and review support networks
- establish family support groups

Activity: Organisation Audit

- what is happening currently in your organisation in relation to Family Inclusive Practice?
- Identify organisational service delivery and skill changes necessary for achieving Family Inclusive Practice.
- Develop practice standards and strategies for Family Inclusive Practice.



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Organisational change audit



Inform participants that we will look at what changes they can implement within their organisations.

Invite participants to break up into small groups/tables/pairs.

Instructions for participants:



In your groups/pairs use the audit tool handout and spend 15 minutes completing page 4-5 and consider the questions on the slide.

Facilitator note:

Bring participants back into the whole group and facilitate feedback from the whole group:

Ask participants:

- *After completing the audit tool page, what is their organisation doing well?*
- *What could be improved?*

Encourage participants to complete the full audit on their return to their service.

Local Services



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Local services



Inform participants that we will hear from local services about the supports that are available for families and significant others.



Invite a panel of local services to present to the group

Each panel member will:

- Provide a brief overview of the services they provide
- Explain how to access their services



Facilitate a Q&A with the group.

Facilitator note:

Have questions prepared prior to the Q&A.

Alternate activity:



Invite participants to break into small groups/tables and discuss the services they could connect with.

REFERENCES AND RESOURCES

FOR FAMILIES AND CARERS

Telephone support lines

Alcohol and Drug Information Service (ADIS)

Information, advice and counselling service for people with problems related to drugs and alcohol

Telephone: 1800 422 599 / 9361 8000

<https://yourroom.health.nsw.gov.au/getting-help/Pages/adis.aspx>

Family Drug Support

Telephone support for families affected by alcohol and other drugs

Telephone: 1300 368 186

<https://www.fds.org.au/>

Transcultural Mental Health Centre

Assisting people from culturally and linguistically diverse communities and their families affected by co-existing mental health and drug and alcohol problems

Telephone: 1800 648 911

<http://www.dhi.health.nsw.gov.au/transcultural-mental-health-centre>

Lifeline

Counselling and information service for anyone needing support

Telephone: 13 11 14

<https://www.lifeline.org.au/>

Parent Line NSW

Counselling and support for parents and care-givers

Telephone: 1300 1300 52

<http://www.parentline.org.au/>

Carers Australia

Information and referral, emotional support and counselling for carers

Telephone: 1800 242 636

<http://www.carersaustralia.com.au/>

Support services

Family Drug Support

Support groups and programs for families and carers

Telephone: 1300 368 186

<https://www.fds.org.au/>

Holyoake

Programs and referral information for parents, children, young people and partners affected by drug use in the family

Telephone: 02 9904 2700

<https://www.holyoake.org.au/>

Al-Anon Family Groups

A fellowship for family and friends affected by the problematic alcohol use of someone close

Telephone: 02 9570 3400

<https://www.al-anon.org.au/>

Nar-Anon Family Group

A fellowship for family and friends affected by the problematic drug use of someone close

Telephone: 02 9418 8728

<http://www.naranon.com.au/>

Mental Health Carers NSW

Support, education and advocacy for families and friends of people with mental illness or disorders

Telephone: 1300 554 660

<https://www.mentalhealthcarersnsw.org/>

Carers NSW Australia

The peak body for carers, including young carers. It provides a range of support and information services, and lobbies on behalf of carers in NSW

Telephone: 1800 242 636

<http://www.carersnsw.org.au/>

Relationships Australia

Provides a range of services aimed at building stronger relationships

Telephone: 1300 364 277

<https://www.relationships.org.au/>

Counselling Online

This service is free for anyone seeking help with their own drug use or the drug use of a family member, relative or friend

www.counsellingonline.org.au

Family Relationships Online

Provides all families (whether together or separated) with access to information about family relationship issues, ranging from building better relationships to dispute resolution

<https://www.familyrelationships.gov.au/>

Your Room

Provides access to information and resources on alcohol and other drugs

<https://yourroom.health.nsw.gov.au>

Support services for children and young people

Holyoake

Programs and referral information for parents, children, young people and partners affected by drug use in the family

Telephone: 02 9904 2700

<https://www.holyoake.org.au/>

Kids Helpline

24 telephone counselling service and web counselling for children and young people

Telephone: 1800 551 800

<https://kidshelpline.com.au/>

Children of Parents with a Mental Illness (COPMI)

Provides information for family members across Australia where a parent has a mental illness and for people who care for and work with them

<http://www.copmi.net.au/>

Headspace

Australia's National Youth Mental Health Foundation providing services to young Australians aged 12–25

<https://headspace.org.au/>

Young Carers Network

Providing information and support for young people caring for a family member, friend or relative

Telephone: 1800 242 636

<https://youngcarersnetwork.com.au/>

Reach Out!

A web-based service that helps young people get through tough times

<https://au.reachout.com/>

Useful reading for families and carers

A Guide to Coping

Available from Family Drug Support – <https://www.fds.org.au/>

Support for Carers

Available from Carers NSW – <http://www.carersnsw.org.au/>

The Families Handbook: A Guide for the Families of Prisoners

Available from Community Restorative Centre – <https://www.crcnsw.org.au/>

Not My Family, Never My Child: What to Do if Someone You Love is a Drug User

By Tony Trimmingham

Available from Family Drug Support – www.fds.org.au

APPENDIX

Event Evaluation

Engaging with Families and Significant Others in the AOD sector

Thank you for participating in this survey. It should only take 5-10 minutes to complete. Feedback will be used to inform future NADA Family Workforce Development events and activities.

When answering multiple choice questions, please tick the box of the one response that best reflects your opinion.

1. Where are you from?

- NADA member organisation
- Non- Government Organisation (non-NADA member)
- LHD
- Other (please specify)

2. Where is your organisation located?

- Rural or remote area
- Major regional centre
- Sydney Metropolitan

3. a) What is your primary work role?

b) Which category best describes this role?

- Direct client services/client support Management
- Administration
- Other (please specify)

4. Please indicate your level of agreement with the following statements (please tick the relevant box):

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The event improved my awareness and knowledge of the topic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The event improved my confidence in the topic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The event improved my capacity / ability in the topic area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I found the event useful and believe it will lead to improvement in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I believe the event will lead to improvement in the work practice of my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The event improved my awareness and knowledge of referral services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I will use the information and resources provided in the event and know where to access further information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The presenter / trainer / facilitator was knowledgeable and engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The event met my needs and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The event was a valuable and worthwhile event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would recommend the event to my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. List the TWO most useful things you got from participating in this event

1.

2.

6. How well do you think this event has brought together workers from across the sector?

(please tick the relevant box)

Poor	Fair	Good	Very Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Are there any additional resources, information needs or activities you would like to see happen as a follow-up to this event?

8. Do you have any further comments?

Thank you for your feedback.

Follow up survey

Engaging with Families and Significant Others in the AOD sector

Thank you for attending the Engaging with families and significant others in the AOD sector workshop. We hope you enjoyed it.

We are eager to know the extent to which training-related learning, processes, and materials have been useful to your work.

Please click next to start the quick follow-up survey. It will take 3-5 minutes.

We appreciate you taking the time to share with us about your experience post-training. Thank you.

1. Since attending the workshop, have you made any changes/improvements to be more inclusive/support families or significant others, in the way YOU work?

Yes No

If yes, what are these changes/improvements?

You answered NO to making changes/improvements to be more inclusive/support families or significant others, in the way you work.

Can you briefly explain why?

2. Since attending the workshop, has there been any changes/improvements in the work practice of YOUR ORGANISATION to be more inclusive/support families or significant others?

Yes No

If yes, what are these changes/improvements?

You answered NO to your organisation making any changes/improvements to be more inclusive/support families or significant others.

Do you know why this is?

3. Since attending the workshop, have you made any new contacts or built new relationships with local services to support/provide referral for families/significant others?

Yes No

If yes, what services have you been in contact with?

You answered NO to building new contacts or relationships with local services to support/provide referral for families/significant others.

Can you briefly explain why?

4. Since attending the workshop, have you accessed or used any family inclusive/ support resources/information?

Yes No

If yes, what resources/ information sources have you accessed?

You answered NO to accessing or using any family inclusive/ support resources/ information.

Can you briefly explain why?

5. If there are any additional comments/feedback you would like to share, please do so here?