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Processing What Happened Facilitator Notes

Main Learning Points from last session: *Physical Safety Skills for Emergencies*

1. Keep an exit available.
2. Stand out of reach.
3. Keep hands free.
4. Angle body and balance weight.

Review Personal Practice Options from last session.

Potential Problem

A participant says that the person he or she has emergency experiences with is never ready for or receptive to closure.

Possible Responses

1. Use empathy/reflection. For example, *“It sounds like you have had some negative responses to your attempts to achieve closure in the past. That can be quite discouraging.”*
2. Encourage initiation of closure regardless of anticipated response. For example, *“I can’t control how the other person responds to me. I can only do my part. My job is to initiate closure, making sure it is well-timed, skillful, and sincere. If the other person responds negatively, so be it. That is up to him, and I can’t control what he says or does. I can only live up to my responsibilities to the best of my ability.”*
3. Consider role-play. For example, *“Let’s role-play the response you anticipate, so we can see what you are dealing with. I will initiate closure, and you role-play the person who is not receptive.”*

Suggestion for Topic Introduction and Relevance to Participants

“What would happen if, at the end of surgery, the surgical team forgot to sew up the cut? It would be a huge problem, wouldn’t it? Do you think we might have a huge problem at home if we do not talk about what happened after an emergency? How do you think people might feel?”

(Encourage participants to think about and share examples of times when talking about what happened might have been helpful.)

“Can you briefly describe a conflict you had with someone where you talked about it afterward? If so, who contacted whom? What might have happened to that relationship if you had never processed what happened?”

T – topic introduction
R – relevance to participant
I – identify objectives
M – materials for session
M – motivate to use

Review of Session 8: Physical Safety Skills for Emergencies



Main Learning Points of Session 8

What were the main learning points of Session 8? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Keep an e_____t available.
2. Stand out of r_____h.
3. Keep hands f_____e.
4. Angle body and b_____e weight.

Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

1. Yes. How did it go? _____

2. No. What got in the way of completing your practice?

If you still plan to complete your practice, when will you do it?

3. I didn't choose a personal practice option.

Topic Assessment



Mark one: Pre Post

Directions:

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: _____

Date: _____

1. I am confident we are able to process events and get closure after they have happened.

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree Unsure

2. This information is important for me to know.

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree

At the end of the session, answer these questions before turning in this paper:

3. This session helped me.

Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree

4. What I liked about this session: _____

5. How this session could have been better for me: _____

Processing What Happened

Objectives for this Session

1. Recognize 4 skills for processing what happened.
2. Identify 2 behaviors that are likely to reduce your chance of reaching closure.
3. Increase confidence in your ability to use closure skills.

Processing. Processing, or debriefing, after an emergency means talking about what happened. This means taking time to listen and talk about the experience. You can do your part to ensure that family, friends, and other members of the treatment team take the time to close the emotional wound and encourage healing.

The timing of this stage is very important. People will not be ready if you attempt to talk about what happened too soon after the emergency is over. On the other hand, relationships will suffer if you never discuss it. Processing what happened helps relieve stress and strain in relationships and brings people back together again. By initiating closure, we set the healing process in motion.

Choose a quiet, relaxed time and place to process the incident. If possible, include family members, friends, caregivers, and members of the treatment team who were involved in the emergency. This helps everyone get a better understanding of what happened.

Effective skills	Ineffective skills
1. Discussing feelings.	1. Placing blame.
2. Giving unconditional caring and support.	2. Setting conditions for caring and support.
3. Setting realistic expectations and limits.	3. Setting unrealistic expectations and limits.
4. Discussing lessons learned by everyone.	4. Putting the person on the hot seat.

Processing What Happened (continued)

Ineffective skill: Placing blame.

“You put us through a horrible experience! I hope you never do that again!”

Effective skill: Discussing feelings.

“We have all been through an upsetting experience. How are you feeling about it now?”



Practice discussing feelings.

What you could say after an emergency: _____

Main Learning Point #1

Discuss feelings.

Ineffective skill: Setting conditions for caring and support.

“If you ever do that again, you will no longer be a member of this family (or treatment program, household, group, or agency). I will not tolerate that behavior ever again!”

Effective skill: Giving unconditional caring and support.

“I care about you and support you. No matter how severe your symptoms become, or what mistakes either of us make, we can stick together and work things out.”



Practice giving unconditional caring and support.

What you could say after an emergency: _____

Main Learning Point #2

Give unconditional caring and support.

Processing What Happened

(continued)

Ineffective skill: Setting unrealistic expectations and limits.

“From now on you must keep every single appointment, take every dose of medicine without fail, never drink any alcohol, [the list goes on] or else!”

Effective skill: Setting realistic expectations and limits.

“I expect you to take your medicine, keep appointments, and be involved in substance abuse treatment. Do you agree?”



Practice setting realistic expectations and limits.

What you could say after an emergency: _____

Main Learning Point #3

**Set realistic expectations
and limits.**

Ineffective skill: Putting the person on the hot seat.

“Well, you certainly got yourself into a real mess this time! I sure hope you are going to do something different from now on so it does not happen again! I hope you learned your lesson!”

Effective skill: Discussing lessons learned by everyone.

“I learned some important lessons last week. I am not going to threaten to throw you in the hospital anymore. That is no way to treat you when you do something I do not agree with. It was a mistake on my part. I am sorry I did that. What did you learn about yourself? What do you think we could have done better?”



Practice discussing lessons learned by everyone.

What you could say after an emergency: _____

Main Learning Point #4

**Discuss lessons learned by
everyone.**

Processing What Happened

(continued)

Be purposeful. It may be tempting to skip, put off, or forget to have a meeting after an emergency. It might seem like an uncomfortable thing to do, and no one likes to make themselves be uncomfortable. You may think that someone else should set up a meeting. However, we all need to take responsibility for our own actions. In the long run, we feel better when we do the right thing.



List and talk about the reasons that initiating closure is important for you.

Initiating closure is important to me, because:

1. _____

2. _____

3. _____

Review & Moving Forward



The *main learning points* of this session are:

1. _____
2. _____
3. _____

Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. What will you do between now and the next session? Please choose one option from the list below:

- 1. STUDY.** I am going to reread my handout at least once.
- 2. SHARE.** I will share my handout with someone in my support system. I will ask _____ to read it and talk with me about it.
- 3. DISCUSS.** We will talk about the effective conversational skills together before the next session.
- 4. OTHER:** _____