TRAINER NOTES

SUMMARY – Module 3 answers, *"What do we do, and how can we be more effective by collaborating?"* Module 3 continues to explore the differences and commonalities between the criminal justice and treatment systems as these relate to the participants' work. The purpose is to facilitate collaboration by 1) helping members of each system understand the other system and 2) establishing the participants as "experts" and valuable resources for each other. In the central "system mapping" activity, participants teach each other how the reentering offender moves through their system. To demonstrate what they have learned, participants of each system will then explain the other system's "map" to the larger group. In the concluding activity, participants will use what they have learned from each other and their personal experiences to discuss specific areas where collaboration would improve outcomes and positively affect their work.

Total time: *2 hours (120 minutes)*

- **Supplies needed:**
  - Overhead or multimedia projector
  - Slides 3.1 – 3.6
  - Flipchart easel, paper, and markers
  - Masking tape
  - Timer

- **Seating arrangement**
  Have as even a mix of disciplines at each table as possible.

DESIGN
System Mapping Activity and report out.
- Learn procedures and jargon of other system/discipline
- Practice cross-discipline collaboration and peer-teaching
- Promote perspective shift by having to "become" other discipline.

Identifying areas for improved collaboration
- Sharing of good collaborative practices
- Advantages of collaboration made personal and concrete.

- **System Mapping Activity**

Purpose

This activity has two purposes: 1) for members of each system to understand the other system in relation to the substance abusing offender and 2) to establish the participants as "experts" and valuable resources for each other. This is accomplished through cross-discipline interaction, collaboration, and peer teaching. Trainers need to establish a tone of mutual respect between disciplines and encourage creativity and a sense of fun.

Culture

The concept of cultural differences and the problems that result is used to help explain some of the difficulties of working across systems. The trainer should make it clear that this training addresses the idea of "cultural competence" from a systems level, in other words, becoming adept at understanding and working productively with other systems. This training is NOT meant to address culture or cultural competence in the more traditional context of race and ethnicity.

During the report out, criminal justice professionals at the table will have to explain how the offender moves through the substance abuse treatment system *as though they were treatment professionals*. Treatment professionals will have to explain the offender's progress through the criminal justice system *as though they were criminal justice professionals*. The actual "product" map is not as important as what participants get from the process of 1) creating it together and 2) establishing themselves as valuable resources for each other.

Method

Criminal justice professionals at each table will explain to the treatment professionals at their table how the substance-abusing offender moves through their system. The treatment professionals at the table will be responsible for creating a visual representation (i.e., mapping, diagramming, flow chart) of this movement under the guidance of their criminal justice tablemates. Treatment will need to understand these criminal justice steps enough to explain them to the larger group during the report out. They will have 20 minutes to do this.

The tasks are then switched. Criminal justice professionals will then "map" the progress of the substance-abusing offender through the treatment system, under

the guidance of their treatment tablemates, and prepare to explain what happens at each of the steps during the report out.

[If both disciplines are working in same system (e.g., within a prison) the focus of the activity is still on that portion of the offender's movement through the system that is controlled by this discipline, i.e., mandates, procedures, expectations, barriers, problems, etc.]

[Depending on the configuration of the participants at each table or in the training as a whole, the mapping may only cover a segment of a larger system. For example, if criminal justice is represented only by parole officers, parts of the system, such as probation or prison/jail, may not be mapped.]

Problems and challenges that professionals frequently face in their effort to move the substance-abusing offender through the system are also to be discussed at the table and mentioned during the report out. Some of these problems will have to do with problems within a system, (e.g., lack of resources, too large of a caseload, etc.). Other difficulties may have to do with obstacles when working with other systems. This is not meant to be a gripe session but a snapshot of what life on the other side of the table is like. The trainer will eventually use these to point out similarities between the two systems.

Each "mapping" session lasts 20 minutes. After the initial 20 minutes, trainer calls time, "maps" are posted on the wall, and the table begins work on next "map."

Report out
The purpose of the system mapping activity is to establish the participants as experts in their discipline and valuable resources for each other to draw upon. ***The trainers foster this by guiding from the sidelines with the spotlight firmly on the participants and modeling respect for participant expertise.*** During report out, each small group of participants leading the presentation comes to the front of the room and trainers are on the sidelines. When questions arise regarding movement through a system, it is the members of that discipline that are the "experts" with the answers.

If time permits, each table reports out on both disciplines**. *All members of the reporting discipline must participate in the report-out.*** That means for example,

that all treatment professionals at the table stand up and help explain how the offender moves through the criminal justice system.

The presentations should also mention problems and challenges that have been identified. While reporting, presenters may ask their tablemates who are members of the discipline being discussed to clarify points or answer questions from audience.

If time is short, have treatment professionals at one table report on the criminal justice system and ask if other tables have anything to add. Then have criminal justice professionals at another table report on the treatment system and ask if other tables have anything to add.

The trainers can use the participants' presentations to highlight similarities and differences between systems and sometimes between regions or jurisdictions. Also, use this opportunity to familiarize both disciplines with the very real challenges and frustrations professionals within each discipline face as each deal with the same client.

MODULE 3 TIME BREAKDOWN

MODULE 3 TIME BREAKDOWN				
Section	**Time**		**Section**	**Time**
Objectives & Professional Disciplines as Cultures	15 min		Small Group discussion	15 min
System Mapping (100 minutes)			Report out	15 min
• Introduction	10 min			
• Diagram/Map1	20 min		Q&A	5 min
• Diagram/Map2	20 min			
• Report out	20 min			
TOTAL TIME Module 3 = 120 minutes (2 hours)				

REFERENCES AND RESOURCES

Center for Substance Abuse Treatment (1994). *Screening and assessment for alcohol and other drug abuse among adults in the criminal justice system.* Treatment Improvement Protocol (TIP) Series, Number 7. DHHS Pub. No. (SMA) 94-2076. Washington, DC: US Government Printing Office.

GAINS Center, (1999*). Juvenile cross-training curriculum (draft).* National GAINS Center for People with Co-Occurring Disorders in the Justice System. Seattle, Washington. University of Washington.

Harrison, L.D., Backenheimer, M., Inciardi, J. (1995). History of Drug Legislation. *Cannabis Use in the United States: Implications for Policy.* CEDRO Center for Drug Research, University of Amsterdam. Retrievable from the WWW at **http://www.frw.uva.nl/cedro/library/Drugs16/usa5.html**

Schnoll, S.H., Reiner, S.M., (Eds.). (1996). Criminal *Justice – Substance Abuse Cross Training: Working Together for Change*. Mid-Atlantic Addiction Technology Transfer Center (then, the Virginia Addiction Training Center). Richmond, Virginia. Virginia Commonwealth University. (Available from Mid-Atlantic Addiction Technology Transfer Center, **www.mid-attc.org**)

**INTRODUCTION TO MODULE 3,
"SYSTEM MAPPING"**

**OBJECTIVES &
INTRODUCTION**
15 minutes
Show 3.2

Objectives

- Describe how the offender moves through each system.
- Explore the differences and commonalities between the systems.
- Identify areas for improved collaboration.

Module 3 Objectives
In Module 3 we will:

- Describe how the offender moves through each system.

- Explore the differences and commonalities between the systems.

- Identify areas for improved collaboration.

Show 3.3

**Two Systems:
Two "Cultures"**

- History
- Mission and purpose
- Knowledge base
- Language (jargon)
- Customs and traditions
- Ethical code
- Professional authorities
- Way of dressing

Professional Disciplines as Distinct "Cultures"
A professional discipline is a lot like being a member of a particular culture or family

Being a member of a particular professional discipline is a lot like being a member of a particular culture or family. Things make sense if you are an insider, because you've learned all the "what's" and "why's" and "when's" and "how's" over time. It becomes second nature.

Each system has its own ways and language.

Each system or discipline has its own history, its own purpose, its own knowledge base, its own language or jargon, its own customs and traditions, its own symbols, its own code of ethics, its own professional authorities to account to, even its own costumes or ways of dressing. This is true for most systems. Each has its own reason for being and has developed rules and ways of working

and interacting that have proven effective over time.

Misunderstanding can often result because we don't really understand the other "culture."

But when members of different cultures cross paths, there can be difficulties and misunderstandings. When you're from one culture looking in on another, it can seem peculiar or plain wrong. Anyone who has traveled to a foreign country understands what this feels like. Married people often feel that way about in-laws when they first meet.

Example of a discipline's "cultural" language
Communication can be difficult because we use words that mean a lot to us but are not always fully understood by the other culture. For example:

Trainer may use flipchart to note responses. Have participants explain what they mean if not clear to all.

- What do we call the people we work with?
- How do they enter the system?
- What do we do when they enter our system?
- What is the blueprint for what happens while they are with us?
- What are other specialized terms and procedures that might not be familiar to others?

Criminal Justice	Treatment
- Offender - Arrest - PSI (Presentence Investigation), Risk Assessment, Classification - Case Plan or Supervision Plan	- Client - Referral - Screening and Assessment - Treatment Plan

If we spend enough time in the other culture, what we discover is that there is usually a good reason why a group develops a certain way of doing things and continues to do it that way. But it can be difficult to see things through their eyes. Most of us, if we are honest, believe the "right way" is "my way."

What we are talking about in this training is becoming culturally competent on a systems level. Although cultural competence in the traditional context of race or ethnicity is very important, that is not the focus of this training. What we are dealing with is cultural competence across disciplines and systems, such as the Criminal Justice system and the Substance Abuse Treatment system.

**ACTIVITY –
System Mapping**

100 minutes total

⬍ **Allow 10 minutes for introduction and instructions**

Make sure small groups are a reasonable mix of criminal justice and treatment professionals

SYSTEM MAPPING

- **Introduction**
*Working with another system can sometimes feel like a "shotgun" marriage.*

    To accomplish their respective jobs, the criminal justice and substance abuse treatment systems have been forced into something like marriage. However, at times it has felt like a "shotgun wedding" since the systems were not originally designed to work collaboratively. Over time, the two systems have come to realize that they must work collaboratively to accomplish the tasks our society requires. Sometimes both disciplines are part of the same system, but the perspectives, required outcomes, and work are very different.

Members of each system are agents of change.
    Each system has a series of corrective interventions that address negative behaviors and allow us to be

agents of change.

As professionals, how we feel personally about the partner that has been assigned to us is irrelevant. We each have a job to do. Professionals understand that if we ignore or devalue our partner's job, we often end up sabotaging his or her efforts, and because we are both part of the same effort, sooner or later the trouble we caused ends up back at our feet. But building relationships takes time and effort.

For systems to collaborate with each other, it's important that professionals understand not only each other's language, but the everyday demands and challenges of the professionals working in the other system. That information prevents our misinterpreting system conflicts as personal conflicts. It also helps when we face obstacles to collaboration and must find a way around those roadblocks.

- **Instructions to Small Groups**

Explain activity - mapping of how offender moves through system on flipchart by "other" discipline with help from "experts." Emphasize this will be a fun activity.

This is an opportunity to have a little fun and take advantage of the expertise in this room. At each of your tables you will map out on flipchart paper how the substance-abusing offender moves through each of the systems or disciplines represented at the table. Professionals from the discipline being "mapped" will act as guides while members of the other discipline(s) develop the actual map or diagram and then explain it to the rest of us during report out.

For example, those of you who are corrections professionals or probation and parole officers will explain to the treatment professionals at your table how the substance-abusing offender moves through your system and what happens at each stage. The

Hand out flipchart paper and colored markers to each table

Show 3.4

Map the System

Criminal Justice	**Treatment**
Begin	*Begin*
End	*End*

What are some of the common challenges you face?
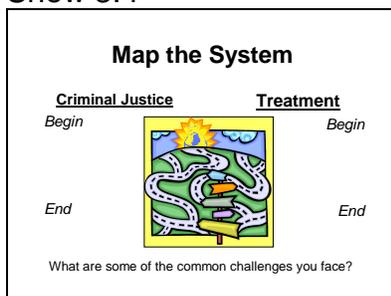
treatment professionals at your table will be responsible for drawing or diagramming the steps you describe and asking you questions. They must be sure they understand these steps well enough to explain them to the rest of us during the report out. They will have to explain the system as though they were criminal justice professionals.

Criminal justice professionals, you will need to do the same with the treatment system. You will need to diagram the progress of the substance-abusing offender through the treatment system and understand what happens at each of the steps so you can explain it to the rest of us when you report out as though you were a treatment professional.

Remind participants to note common problems and challenges in process as offender moves through system

Include common problems at each step or stage

As you diagram the system of the other professionals at your table, ask:
"What are some of the common problems and challenges you face at each step as you move a substance-abusing offender through your system?"

Some of these problems will have to do with problems within their own system, like lack of tools, too large of a caseload, etc. Other difficulties may have to do with obstacles when working with **your** system. This is not meant to be a gripe session but a snapshot of what life on the other side of your table is like.

⬍ Allow 20 minutes for first diagram, then post Diagram 1 on wall

⬍ Allow 20 minutes for second diagram, then post Diagram 2 on wall

Each system has a series of corrective interventions that address negative behaviors and allow us to be agents of change.

You will have 20 minutes for "mapping" of each discipline. Then we will report out.

Report Out

Small groups come to front of room and "peer teach" the larger group. Remember, criminal justice explains the treatment system, and vs. versa. Trainers guide but DO NOT lead this activity. The purpose is to establish participants in each discipline as an expert resource to the others.

⇕ Allow 20 minutes for Report Out

The presentations should also mention problems and challenges that have been identified.

Show 3.5

If time is short, have all tables post their maps. Have one or two tables report on criminal justice system and ask if other tables have anything to add. Then have another table or two report on the treatment system and ask if other tables have anything to add.

Report out

• How reentering offender moves through system

• Challenges within the system as well as between systems

Make sure challenges within the system as well as between systems are mentioned during presentations.

Identifying areas for improved collaboration

Identifying areas for improved collaboration

Given what your group has talked about, what are specific areas where improved collaboration might also improve the outcomes of your work?

In groups, use the flipchart paper to create a list of

concrete improvements connected to the "maps" you drew earlier. To help you get started you might think about

- o Examples of good collaboration you've experienced
- o Ideas suggested by the maps or your discussions while creating the maps

Show 3.6

> **Discussion**
>
> • *Given what your group has talked about, what are specific areas where improved collaboration might also improve the outcomes of your work?*

⬍ **Allow 15 minutes for group discussion and noting key points on flipchart paper. Post chart paper.**

Report out

- If time permits, have each table report out. If time is short, have each table share what they consider their "most brilliant" idea.

⬍ **Allow 15 minutes for Report Out**

QUESTIONS AND ANSWERS

Does anyone have any questions?

Q&A

5 minutes

Overheads
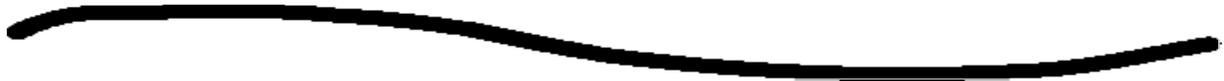
Module 3

Appendices

Module 3