National American Indian & Alaska Native
ATTC Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Native Center for Behavioral Health

The University of Iowa

SAMHSA
Substance Abuse and Mental Health Services Administration

Professional Readiness: Attitudes and Values

Avis Garcia, PhD, LAT, LPC, NCC,
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ATTC Addiction Technology Transfer Center Network
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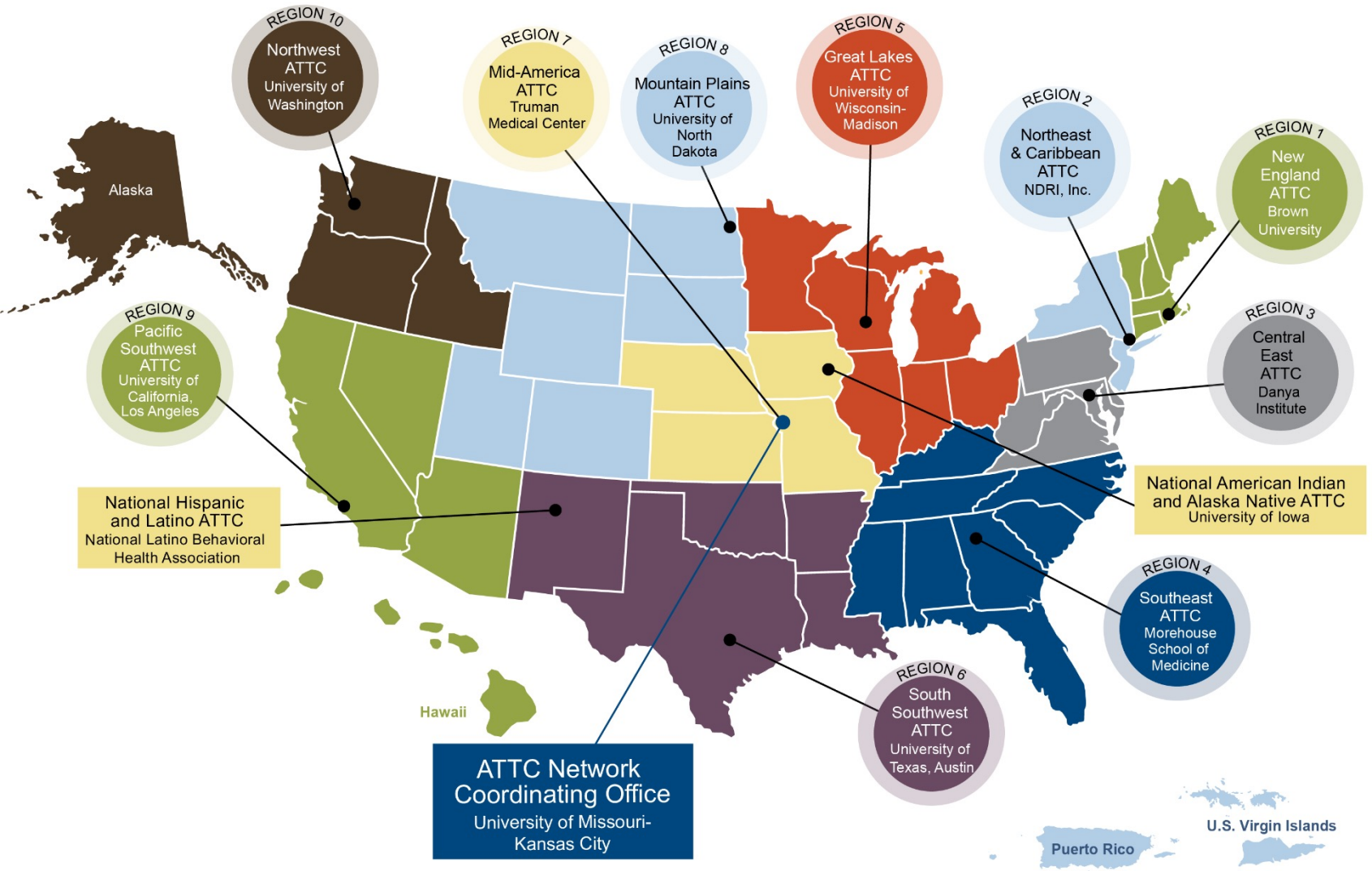
Essential Substance Abuse Skills webinar series



This webinar is provided by the National American Indian & Alaska Native ATTC, a program funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

Webinar follow-up

- CEUs are available upon request. We are currently waiving any fees for CEUs during quarantine.
  - This session has been approved for 1.5 CEU's by:
    - NAADAC: The National American Indian & Alaska Native MHTTC is a NAADAC (The Association for Addiction Professionals) certified educational provider, and this webinar has been pre-approved for 1.5 CEU.
  - Participants are responsible for submitting state specific requests under the guidelines of their individual state.

- Presentation handouts:
  - A handout of this slideshow presentation will also be available by download

Webinar follow-up

Evaluation: SAMHSA's GPRA

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Participation in our evaluation lets SAMHSA know:

- How many people attended our webinar
- How satisfied you are with our webinar
- How useful our webinars are to you

You will find a link to the GPRA survey in the chat box. If you are not able to complete the GPRA directly following the webinar, we will send an email to you with the survey link. Please take a few minutes to give us your feedback on this webinar. You can skip any questions that you do not want to answer, and your participation in this survey is voluntary. Through the use of a coding system, your responses will be kept confidential and it will not be possible to link your responses to you.

We appreciate your response and look forward to hearing from you.

Substance Abuse and Mental Health Services Administration
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Today’s Speaker

Avis Garcia, PhD, L.P.C. L.A.T. (Northern Arapaho) is an enrolled member of the Northern Arapaho Nation and affiliated with the Eastern Shoshone Tribe of Wyoming. She holds a doctorate in counselor education and supervision at the University of Wyoming, and is also a Licensed Professional Counselor, and Licensed Addictions Therapist. For 20 years she has been a mental health provider in the treatment of Native American youth and families. Avis Garcia has more than 20 years of experience and is knowledgeable about the concerns of implementation and adaptation of evidenced-based practices being introduced into Indian country.

Professional Readiness: Attitudes and Values

Essential Substance Abuse Skills

Presentation Overview:

- Clarification of Values
- Cultural Considerations
- Building Trust
- Steps to Engaging American Indian/Alaska Native (Native) patients
- Supervision
- Stress/Stress Management and Self-care

Clarification of Values

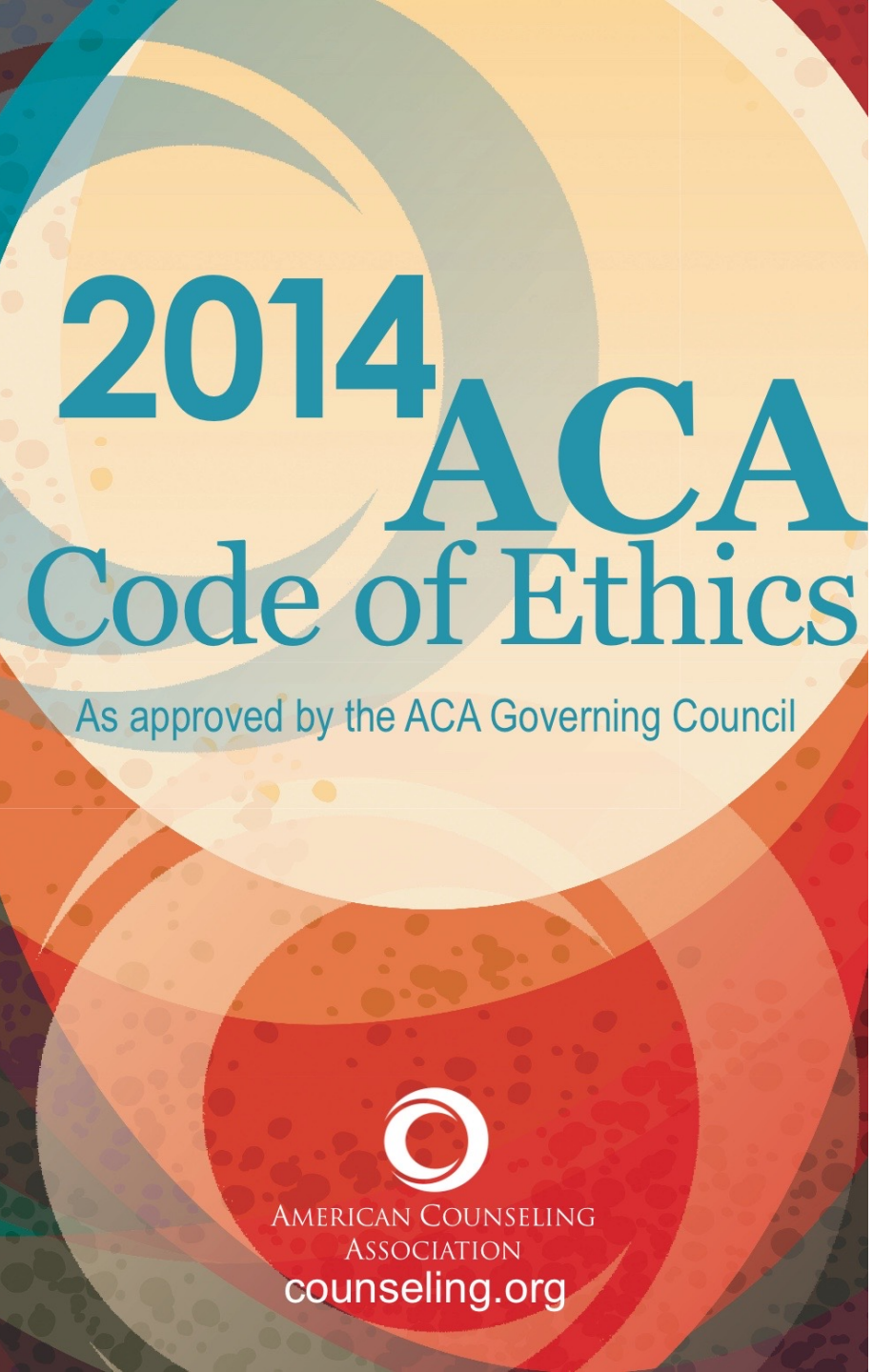
- What are the standards of care that guide your work?
- We may ask ourselves:
  - Where are my knowledge and skills best used?
  - Am I getting the support I need to help the people we serve?
  - Do my individual practice standards/values conflict the organization's expectations?

Clarification of Values

- Standards may be set by the organizations in which we work
- We may ask ourselves:
  - What is our overall agency mission and goals?
  - Who's needs are being met? Ours or the patient?
- How can we improve upon our services to meet the patients' needs?

Clarification of Values

- Standards can be set forth by our profession:
  - Ex. Code of Ethics as per the National Association of Social Workers
    - The profession articulates its basic values, ethical principles, and ethical standards…to guide social workers' conduct.



ACA

- In **counselling**, **ethics** underpi n the nature and course of actions taken by the **counsellor**.
  ... **Ethics** including **ethical** cod es and principles aim to balance the power and ensure that the **counsellor** operates for the good of the client and not for self.
  Primarily, **counsellors'** duty of care is to their clients.D

Clarification of Values

- Commitment to patients
  - Promote the well-being of patients. In general, patients' interests are primary.
- Self-Determination
  - Respect and promote the right of patients to make decisions for their own lives.
- Cultural Competence and Social Diversity
  - Seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Definition of “Culture:”

- The word ‘culture’ describes the integrated pattern of human behavior(s) that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group.

- NASW (2011). Standards for cultural competence in social work practice: Washington D.C.

Cultural Considerations:

- Native-Specific Cultural Risk Factors:
  - Lack of confidentiality (trust)
  - Lack of social services (rural/reservation)
  - Limited access to comprehensive health care
  - Circular migration
  - Unresolved trauma(s): historical or otherwise (ex. Urban relocation programs, boarding schools, history of abuse – sexual or otherwise)
  - Racism – Homophobia – Transphobia - Biphobia

What comes to mind when you think of cultural competency?

Cultural Humility:

- Another way to view this concept:

- “Cultural humility incorporates a lifelong commitment to self-evaluation and critique,
- to redressing the power imbalances in the physician patient dynamic,
- and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals.”

- (Tervalon & Murray-Garcia, 1998)

Some Key Distinctions from Cultural Competency:

- Acknowledges that we can never become truly competent in another's culture;
- Requires simultaneous process of ongoing self-reflection and commitment to lifelong learning;
- Works to redress power imbalances and develop mutually beneficial relationships with communities and individuals.

- *(AACN, 2011; Tervalon & Murray-Garcia, 1998)*

Cultural Considerations:

- American Indian/Native American
  - 573 federally recognized tribes in the lower 48 states
- Alaskan Native
  - 231 tribal communities in Alaska

Building Trust:

Cornerstone for all the communities we work with…

- Non-judgmental: No “right or wrong” – setting aside biases.
- Strengths-based: Identifying behaviors that support healthy lifestyle (ex. scheduling an appointment).
- Authenticity: Personal connection helps build the therapeutic relationship:
  - Important to take time to establish a connection before work can be done, specific with Native patients.
  - Introductions are important.
- Make no assumptions regarding sexual behavior (ageism).
- Make no assumptions regarding sexual orientation (straight vs. gay identified).

Building Trust:

Engagement:

- Supply nutritious: apples, oranges, raisins, protein bars, sugar free juice;
  - May be the only nutritious snack of the day
  - Mindful of high rates of diabetes
- Can be as simple as offering a glass of water;
- Meeting at a place of their choice (creating ease for the patient)
  - Consider outdoors/park, another town if possible (transportation)
  - After-hours?
- If possible rearrange the furniture (remove any barriers to open communication).

Building Trust:

- Affirming their Native cultural/heritage (ex. asking about their tribal nation/community).
- Utilizing supportive family/connections.
- Accessing cultural knowledge and spiritual practices.
- Providing incentives:
  - Literature speaks to the patient/provider relationship regarding incentives, is the patient seeking services only for incentives? Or is the patient personally motivated? As long as the patient is returning for services - you have a golden opportunity to engage and build TRUST!

Building Trust:
continued

Service providers work from a positive-service delivery model:

- Strengths-based approach: collaborate, identify and exemplify strengths as a way to empower.
- Convey authentic interest (mindfulness);
- Acknowledge and provide support for positive steps already made! Ex. returning for follow-up appt. (support), “people in care live longer and do better than those who are not in care”;
- Advocacy (front-line prospective).

Building Trust:

Building trust may require of us to challenge systems:

- **“Whose needs are being met?”**

  - Ex. office located in area where community infrequently visits.
  - Complex organizational process, barriers, steps.
  - Intake forms reflect diverse patients (ex. transgendered patients).
  - Implementation of programs where providers do not reflect the community served.

Building Trust:

- Other barriers to solutions:

- Service provider's personal bias
- Limited referral resources
- Lack of funding
- Unrealistic timeframes and others
- Others

Building Trust:

Confidentiality:

- Issues of drug use, sex, sexual identities, gender identities and sexual behaviors may be highly stigmatized within Native communities.
- It is critical we maintain the highest level of confidentiality if we are serious about improving the quality of life for all people.
- Native people may have a personal (family) experience with breaches of confidentiality

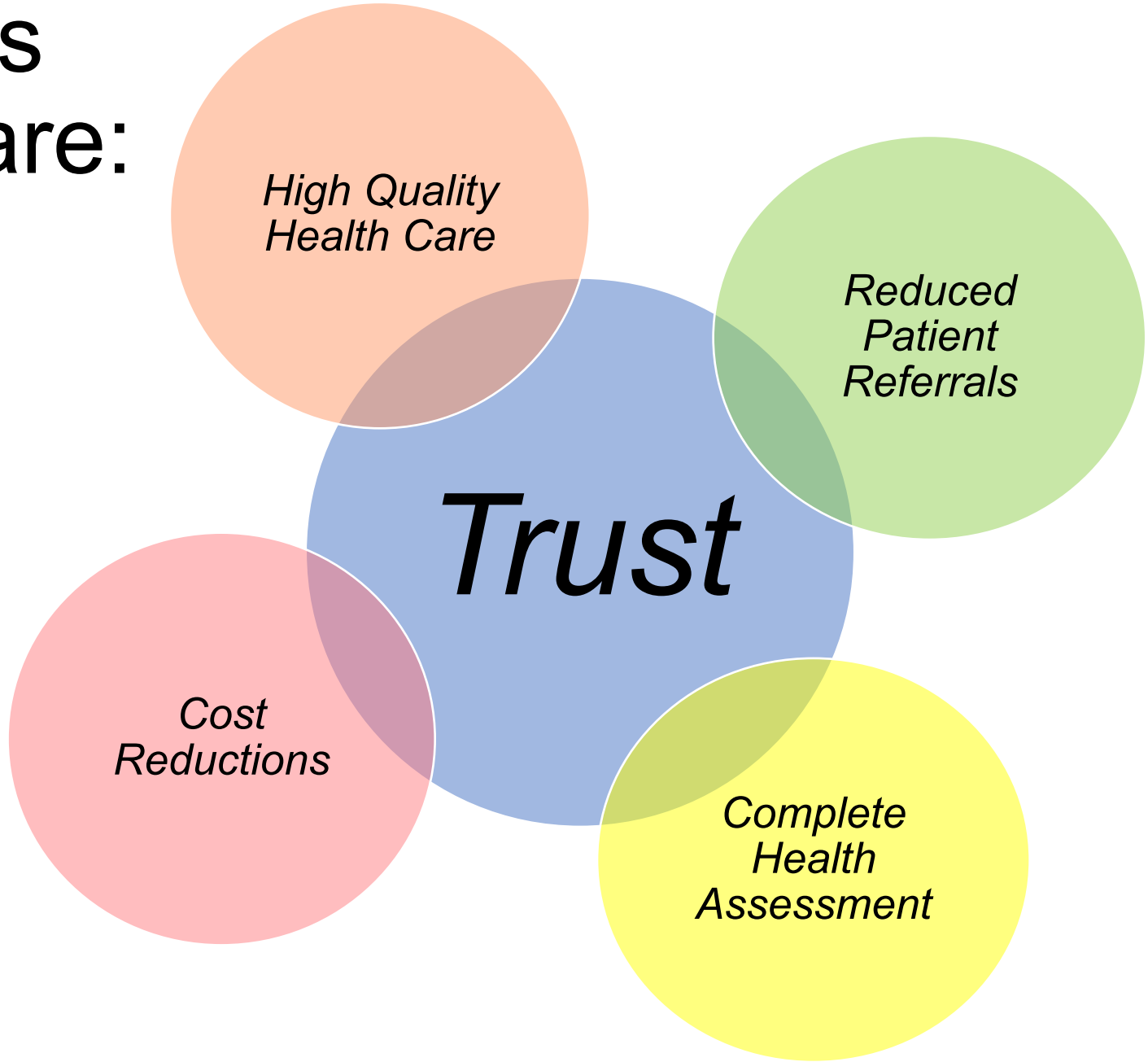
Building Trust:

- Breach of Confidentiality:

- Breach: a disclosure to a third party without consent or court order, of private information that the physician has learned within the patient-physician relationship.

- Disclosure can be oral or written, by telephone or fax, or electronically, for example, via e-mail or health information networks.

Trust Impacts Quality of Care:



One of the biggest mistakes we make is assuming that other people think the way we think

Professional Readiness Exam

Domain 1: Clinical Evaluation – 24 questions

- Demonstrate effective verbal and non-verbal communication to establish rapport.

- Discuss with the client the rationale, purpose, and procedures associated with the screening and assessment process to facilitate client understanding and cooperation.

- Assess client's current situation, including signs and symptoms of intoxication and withdrawal, by evaluating observed behavior and other available information to determine client's immediate needs.

- Administer the appropriate screening and assessment instruments specific to the client's age, developmental level, culture, and gender in order to obtain objective data to further assess client's current problems and needs.

Clinical evaluation exam questions

• Obtain relevant history and related information from the client and other pertinent sources in order to establish eligibility and appropriateness to facilitate the assessment process.

• Screen and assess for physical, medical, and co-occurring disorders that might require additional assessment and referral.

• Interpret results of data in order to integrate all available information, formulate diagnostic impressions, and determine an appropriate course of action.

• Develop a written summary of the results of the assessment in order to document and support the diagnostic impressions and treatment recommendations.

Domain 2: Treatment Planning – 20 questions

- Discuss diagnostic assessment and recommendations with the client and concerned others to initiate an individualized treatment plan that incorporates client's strengths, needs, abilities, and preferences.

- Formulate and prioritize mutually agreed upon problems, immediate and long-term goals, measurable objectives, and treatment methods based upon assessment findings for the purpose of facilitating a course of treatment.

- Use ongoing assessment and collaboration with the client to review and modify the treatment plan to address treatment needs.

Domain 3: Referral – 10 questions

- Identify client needs which cannot be met in the current treatment setting.

- Match client needs with community resources considering client's abilities, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status to remove barriers and facilitate positive client outcomes.

- Identify referral needs differentiating between client self-referral and direct counselor referral.

- Explain to the client the rationale for the referral to facilitate the client's participation with community resources.

- Continually evaluate referral sources to determine effectiveness and outcome of the referral.

Domain 4: Service Coordination – 10 questions

- Identify and maintain information about current community resources in order to meet identified client needs.

- Communicate with community resources concerning relevant client information to meet the identified needs of the client.

- Advocate for the client in areas of identified needs to facilitate continuity of care.

Domain 4 Continued…

- Evaluate the effectiveness of case management activities through collaboration with the client, treatment team members, and community resources to ensure quality service coordination.

- Consult with the client, family, and concerned others to make appropriate changes to the treatment plan ensuring progress toward treatment goals.

- Prepare accurate and concise screening, intake, and assessment documents.

Domain 5: Counseling – 33 questions

• Develop a therapeutic relationship with clients, families, and concerned others in order to facilitate self-exploration, disclosure, and problem solving.

• Educate the client regarding the structure, expectations, and limitations of the counseling process.

• Utilize individual and group counseling strategies and modalities to match the interventions with the client's level of readiness.

• Continually evaluate the client's level of risk regarding personal safety and relapse potential in order to anticipate and respond to crisis situations.

• Apply selected counseling strategies in order to enhance treatment effectiveness and facilitate progress towards completion of treatment objectives.

Domain 5 Continued…

- Adapt counseling strategies to match the client's needs including abilities, gender, sexual orientation, developmental level, culture, ethnicity, age, and health status.

- Evaluate the effectiveness of counseling strategies based on the client's progress in order to determine the need to modify treatment strategies and treatment objectives.

- Develop an effective continuum of recovery plan with the client in order to strengthen ongoing recovery outside of primary treatment.

- Assist families and concerned others in understanding substance use disorders and utilizing strategies that sustain recovery and maintain healthy relationships.

- Document counseling activity to record all relevant aspects of treatment

Domain 6: Client, Family, and Community Education – 15 questions

- Provide culturally relevant formal and informal education that raises awareness of substance use, prevention, and recovery.
  - Provide education on issues of cultural identity, ethnic background, age, sexual orientation, and gender in prevention, treatment, and recovery.
  - Provide education on health and high-risk behaviors associated with substance use, including transmission and prevention of HIV/AIDS, tuberculosis, sexually transmitted infections, hepatitis, and other infectious diseases.
  - Provide education on life skills, including but not limited to, stress management, relaxation, communication, assertiveness, and refusal skills.

- Provide education on the biological, medical, and physical aspects of substance use to develop an understanding of the effects of chemical substances on the body.

- Provide education on the emotional, cognitive, and behavioral aspects of substance use to develop an understanding of the psychological aspects of substance use, abuse, and addiction.

- Provide education on the sociological and environmental effect of substance use to develop an understanding of the impact of substance use on the affected family systems.

- Provide education on the continuum of care and resources available to develop an understanding of prevention, intervention, treatment, and recovery.

Domain 7: Documentation – 17 questions

- Protect client's rights to privacy and confidentiality according to best practices in preparation and handling of records, especially regarding the communication of client information with third parties.

- Obtain written consent to release information from the client and/or legal guardian, according to best practices and administrative rules, to exchange relevant client information with other service providers.

- Document treatment and continuing care plans that are consistent with best practices and applicable administrative rules.

- Document client’s progress in relation to treatment goals and objectives.

- Prepare accurate and concise reports and records including recommendations, referrals, case consultations, legal reports, family sessions, and discharge summaries.

- Document all relevant aspects of case management activities to assure continuity of care.

- Document process, progress, and outcome measurements.

Domain 8: Professional and Ethical Responsibilities – 21 questions

- Adhere to established professional codes of ethics and standards of practice in order to promote the best interests of the client and the profession.

- Adhere to jurisdictionally-specific rules and regulations regarding best practices in substance use disorder treatment in order to protect and promote client rights.

- Recognize individual differences of the counselor and the client by gaining knowledge about personality, cultures, lifestyles, gender, sexual orientation, special needs, and other factors influencing client behavior to provide services that are sensitive to the uniqueness of the individual.

- Continue professional development through education, self-evaluation, clinical supervision, and consultation in order to maintain competence and enhance professional effectiveness.

- Identify and evaluate client issues that are outside of the counselor's scope of practice and refer to other professionals as indicated.

- Advocate for populations affected by substance use and addiction by initiating and maintaining effective relations with professionals, government entities, and communities to promote availability of quality services.

- Apply current counseling and psychoactive substance use research literature to improve client care and enhance professional growth.

Steps to Engaging Native patients:

- Step 1: Knowledge of Native-centric world views
- Step 2: Understanding roles of western medicine
- Step 3: Providing Formal Introductions
- Step 4: Explaining Confidentiality
- Step 5: Understanding Circular Migration

Steps to Engaging Native patients:

- Step 1: Knowledge of Native-centric worldviews

- Many Native people do not conceptualize themselves as most important:
  - Conceptualize the world based upon their membership to a community (ex. tribal identity).
  - Self may be secondary to family and community.

- “Family” can include others than just blood relatives:
  - In-laws, people of the same clan, distant relations, others in the community, adopted members.

Steps to Engaging Native patients:

- Step 1: Knowledge of Native-centric worldviews (continued)

- In contrast, most medical models only focus on the individual – for appropriate reasons.

- Stigmatized health concerns can call attention to their families or community and create shame-based discrimination.

- The importance of modesty and non-verbal communication.

Steps to Engaging Native patients:

- Step 2: Understanding roles of western medicine

- For many Native people…
- Western medicine has ties to historic and traumatic experiences. Ex. sterilization practices;

- Medical models can also be tied to other non-Native experiences. Ex. Reservation acts, exploitation of natural resources and government re-location acts (1960s).

Steps to Engaging Native patients:

- Step 3: Providing Formal Introductions

- As Native people are accustomed to explaining their membership within a given community to other Natives, explaining your role within the agency or within your community can be helpful, ex. Explain where you are from, if you have worked with other Native communities?
  - Important to take time to establish a connection before work can be done.

- Professionalism discourages personal interaction

Steps to Engaging Native patients:

- Step 3: Providing Formal Introductions (continued)

- Shaking hands is necessary.

- Small talk is a great way to gather information about the patient.

Steps to Engaging Native patients:

- Step 4: Explaining Confidentiality

- Native people can be highly distrustful of both Native and non-Native service providers:
  - As explained previously, weariness of western medical experiences and;
  - Personal connection to, or relationship with Native service providers.

Steps to Engaging Native patients:

- Step 4: Explaining Confidentiality (continued)

- Might be helpful to explain the process step by step. Ex. double-locked, limited access to charts and liabilities;
- Might be helpful to explain who and who does not have access to charts;
- Fully explain reasons why you would need to disclose/report: self harm, harm onto others, child abuse/abuse, others.

Steps to Engaging Native patients:

- Step 5: Understanding Circular Migration

- Many Native people travel daily, weekly, or monthly from reservation/rural communities to urban areas for work, education, medical care, romance, shopping and substance use.

- Urban dwelling Native people may live in urban areas and return home to reservation/rural areas for family/community events, ceremonies, etc…

Steps to Engaging Native patients:

- Step 5: Understanding Circular Migration (continued)

- Circular Migration can be a challenge to treatment plan adherence.

- As a result, a Native person might be labeled as: ‘resistant’, ‘non-compliant’, ‘hard to reach’, ‘unmotivated.’

Supervision: Administrative – Evaluative – Clinical

- Consultation with your supervisor can be a component of decision-making.
- May not always be available.
- Not always helpful
- It is your ethical obligation to seek clinical supervision and not work under case evaluation only.

Supervision:

- Three goals of an effective supervisor…
  - Assure delivery of quality treatment and services
  - Creates a positive work environment
  - Develops staff skills

Supervision:

- Effective Supervisors:

- Set clear expectations that are understood
- Provide feedback with respect in a timely manner
- Teach or demonstrate needed skills
- Provide a supportive and respectful environment
- Often leads by example
- Facilitate meaning, purpose, and manageability in the workplace
- Promotes self-care and models said concept with supervisee.

Stress:

- Stress begins with a life situation that knocks you out of balance

- When life situations are perceived and cognitively appraised as distressing, emotional reactions (fear, anger, insecurity) develop leading to physiological arousal (illness, disease).

Bio-Psycho-Social Stress:

- Biological:
  - brain, muscles, skin, limbic—emotions, endocrine—glands/hormones, autonomic nervous—expending and conserving energy, cardiovascular, gastrointestinal
- Psychological:
  - thoughts and feelings
- Sociological
  - surrounding environment

Stress Symptoms:

- Skipping rest and food breaks
- Binge eating
- Increased overtime and no vacation
- Increased physical complaints
- Changed job performance
- Self-medicating
- Sleep: too much or lack of
- Emotional Changes (low self-esteem, depression, anxiety, irritation, anger)
- Many others

Burn-out:

- An emotional exhaustion in which the professional no longer has any positive feelings, sympathy, or respect for patients.
- Skorupa and Agresti, 1993

- An adverse work stress reaction with psychological, physiological, and behavioral components often associate with:
  - stress
  - fatigue
  - frustration
  - apathy (an absence of emotion or enthusiasm)

Burn-out:

- Stages of Burnout Development:

Stage One:	**the honeymoon – satisfied with the job**
Stage Two:	fuel shortage – fatigue sets in
Stage Three:	chronic symptoms – physical effects
Stage Four:	crisis – actual illness can develop
Stage Five:	hitting the wall – physical and psychological problems can become severe enough to cause illness that is life-threatening.

Burn-out: (continued)

Simply put: for sustained, unmanageable, painful stress:

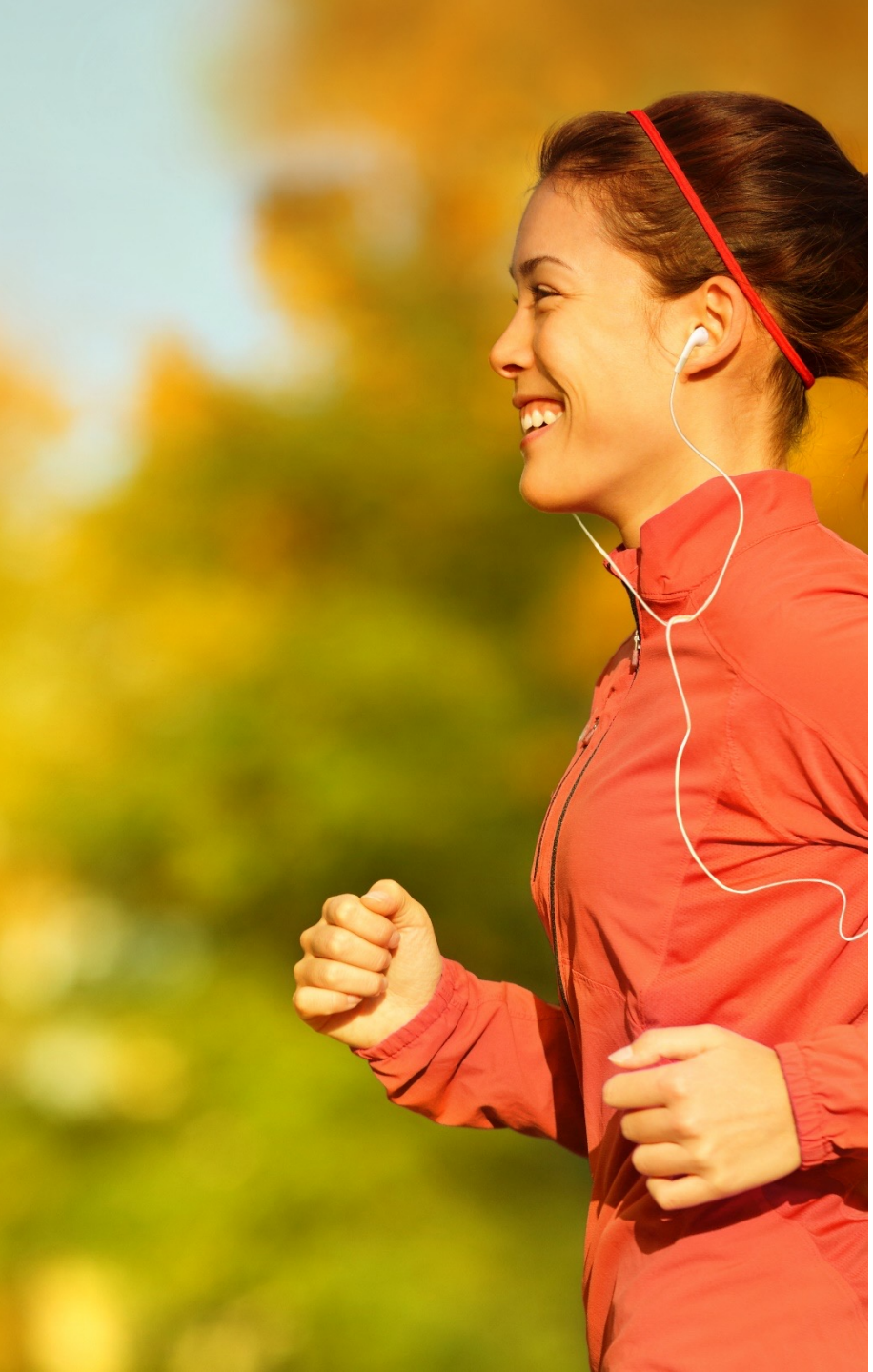
Your response is your responsibility.

- Seek help!
- Set limits
- Manage symptoms
- Explore new interests, new areas, new challenges

Practicing Self-Care

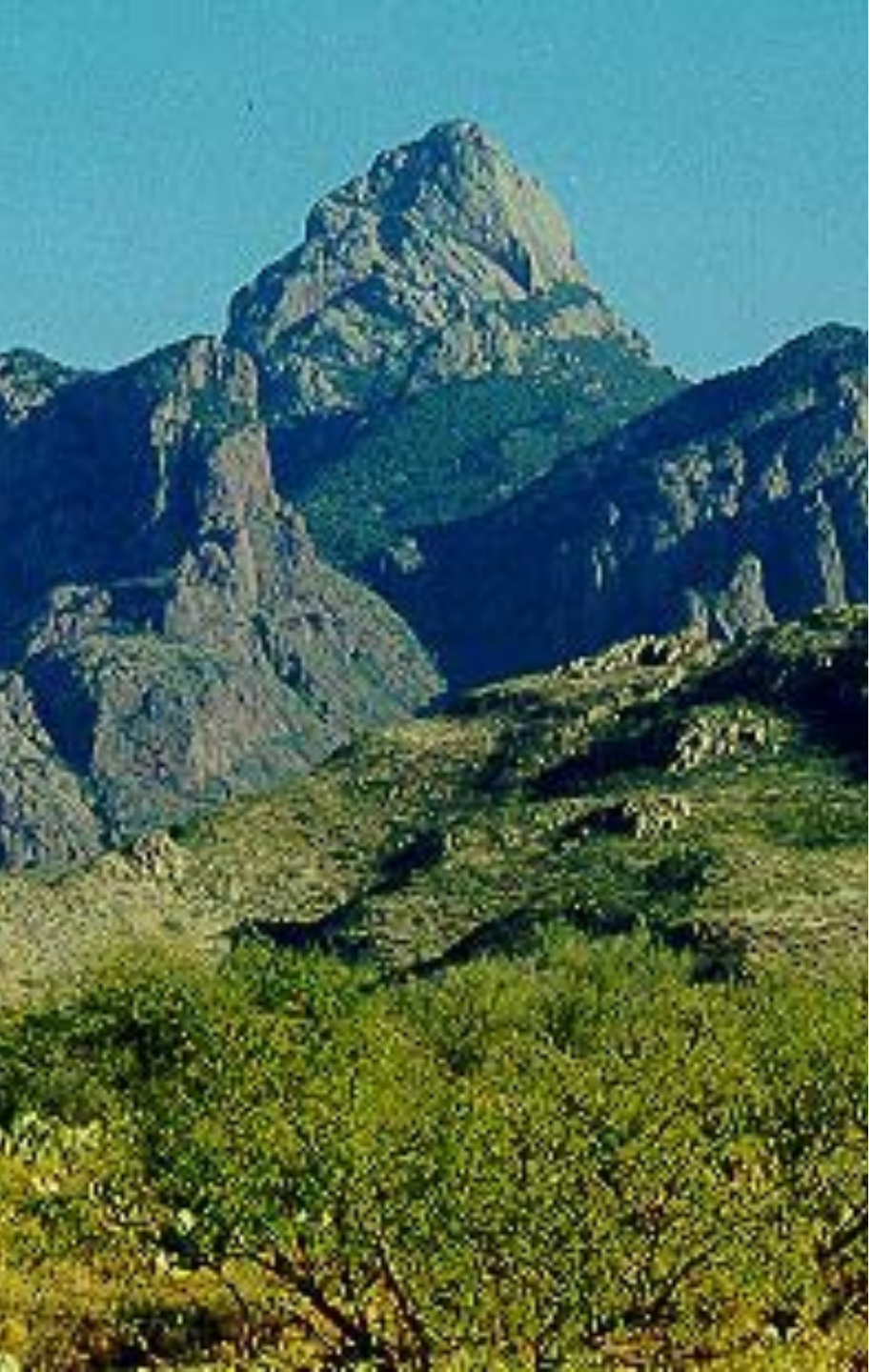
- Help for the Helpers!

- The greatest gift you can afford your patients, your colleagues, and your own family is the practice of self-care.
- We often work with our patients on taking care of themselves. Therefore, practicing what we promote takes on even more significance
- Work stays at work, leave it there
- Consider accessing EAP services, this can give you access to little to no cost, confidential therapy services



Stress Management:

- Humor
- Meditation
- Ceremonies (Traditional, Baptism, Wedding …)
- Prayer/Spirituality
- Volunteer
- Relaxation Techniques – nerve/muscle
- Exercise – make it fun! Example: Fitbit goals



Thank You!

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