

Mindfulness-Based Substance Abuse Treatment (MBSAT) 12-Session Curriculum Certification

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Centering Meditation



About me...

- Psychologist
- Trainer
- Author

Where the path started for me...



Introductions

- Name
- Location
- Mindfulness experience
- Substance abuse experience
- Ice Breaker: “If you knew me, you’d know...”

Disclosures on Recording



About this Certification

- **Tool Kit:** book, meditation bell, STIC cards
- **Experience:** Mix between didactic/experiential/process
- **Philosophy:** you are the key to making any curriculum work
- **Mindfulness meditation:** We'll practice a lot today and throughout, and you'll practice teaching

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Online resource portal for continued support

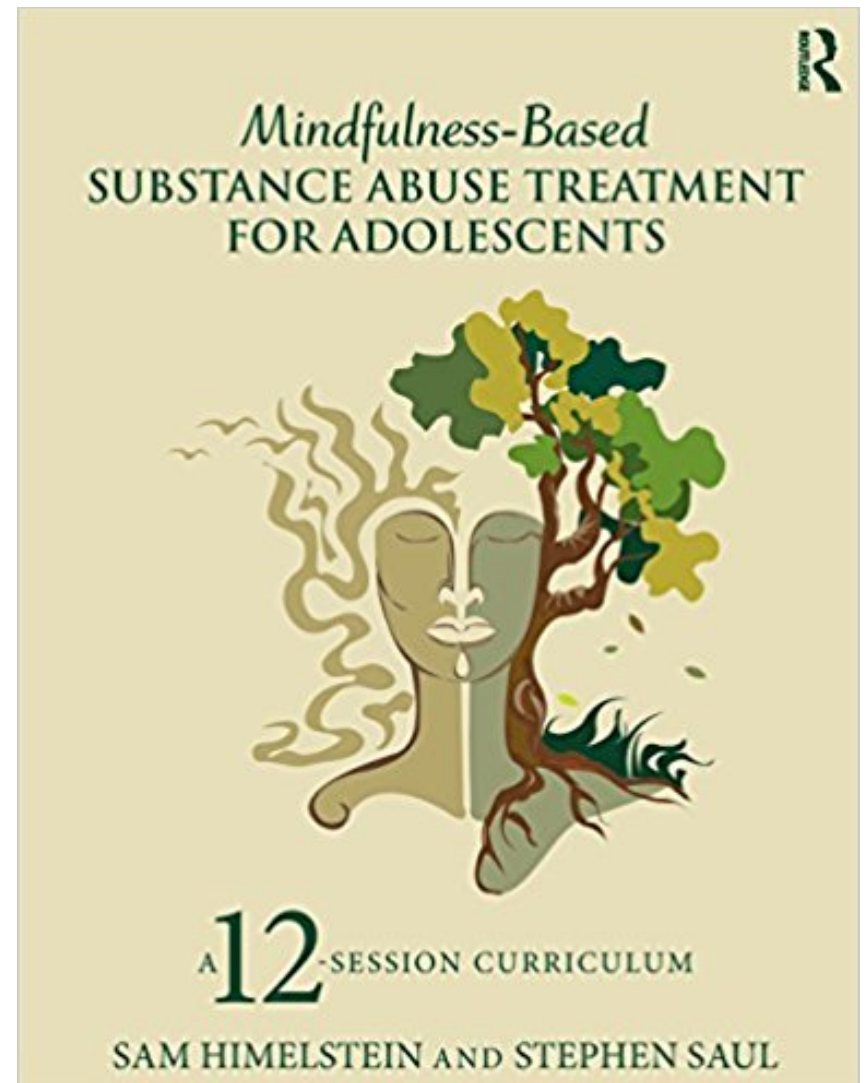
Welcome
Login to get started on your journey learning how to teach
mindfulness, build authentic relationships, and practice trauma-
informed care with teens.

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get to your courses](#)

Next 3 Days

- Day 1
 - Concepts, mindfulness practice, group facilitation, working with resistance, session 1,
- Day 2
 - Sessions 2-6; review, some presentation time, mindfulness practice
- Day 3
 - Sessions 7-12; review, presentation time, mindfulness practice

Certification is Based off Book



What is Mindfulness?

What is Mindfulness?



Mindfulness Defined

- Standard definition:

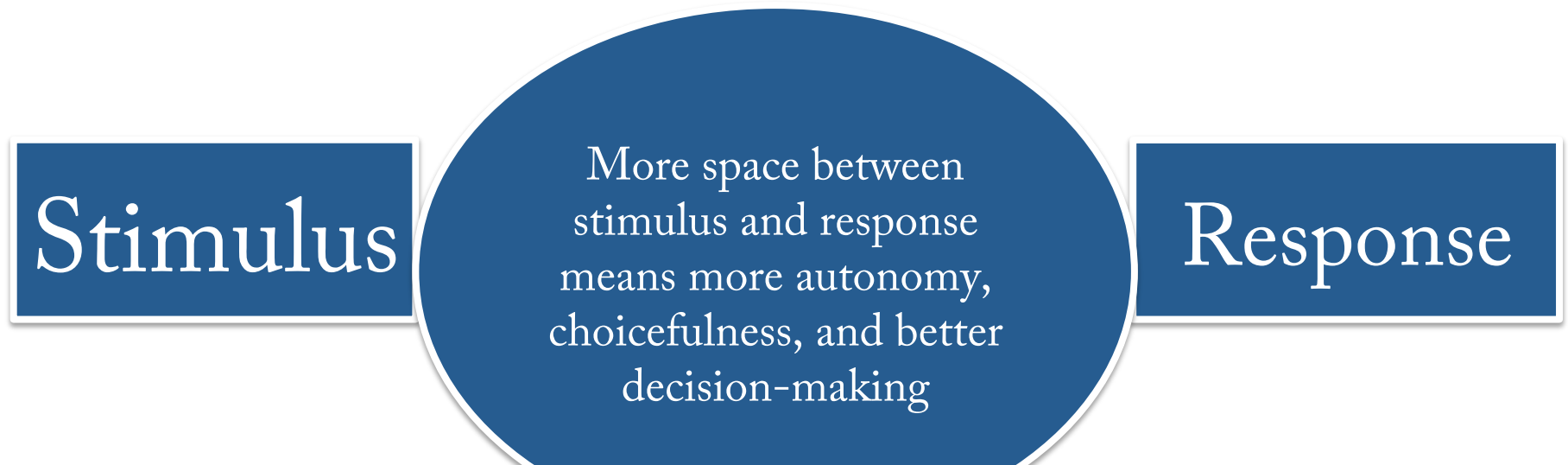
“paying attention, on purpose, in the present moment, with an attitude of nonjudgment” (Kabat-Zinn, 1994)

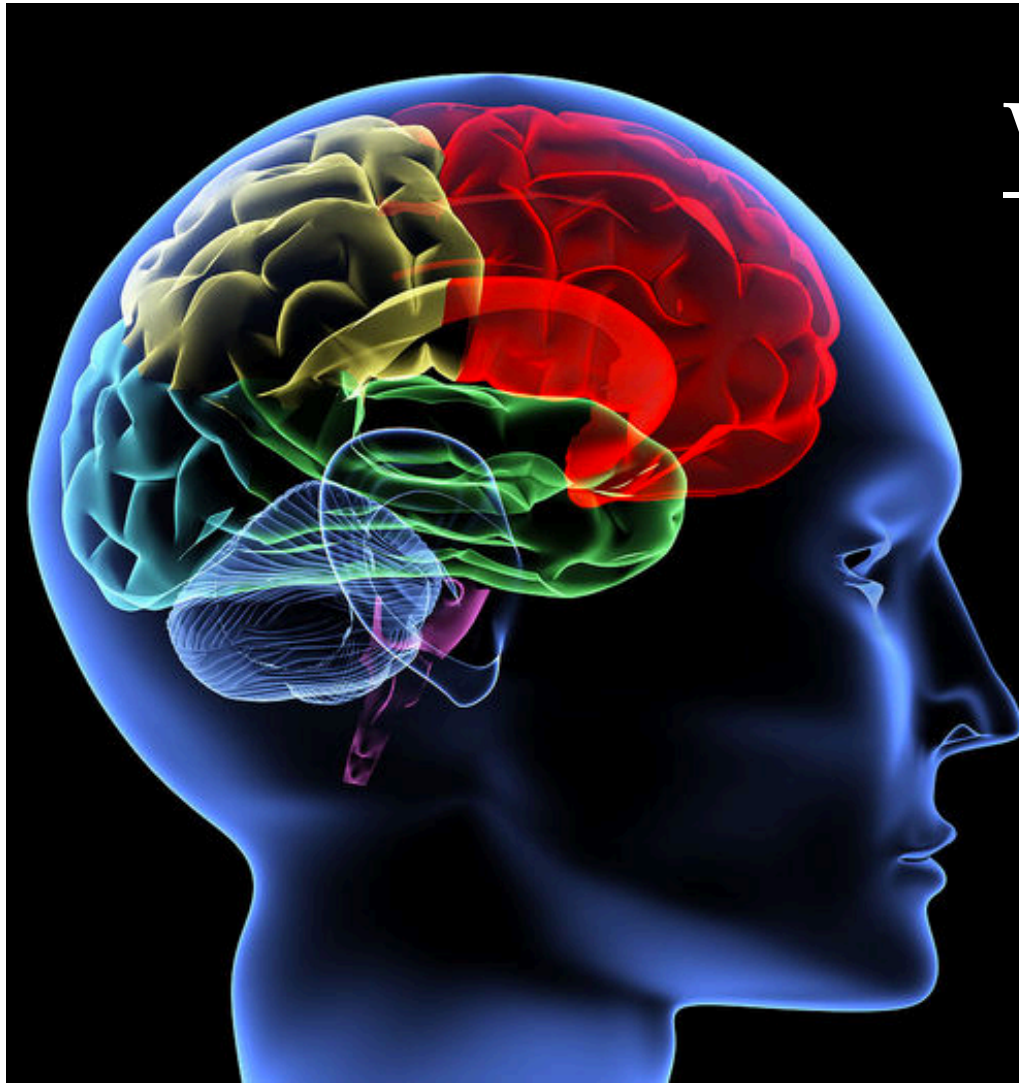
- Formal meditation
- Informal mindfulness
- What is the point of mindfulness and does the research suggest generally?



Conceptual Map

“Between stimulus and response there is a space. In that space is our power to choose our response. In that response lies our growth and our freedom.” (Viktor Frankl)

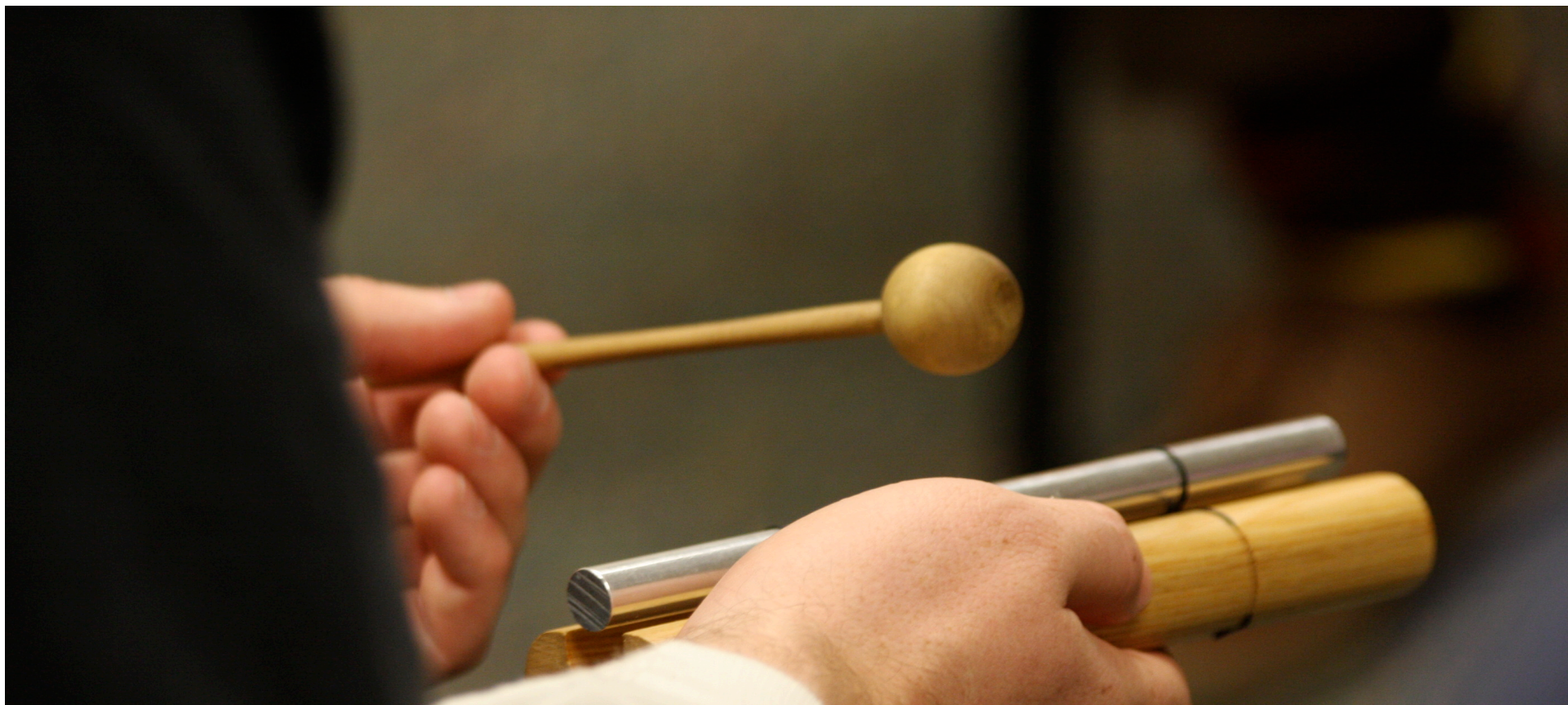




Why Mindfulness?

- Addiction and brain
- Trauma and the brain
- Mindfulness and neuroplasticity

Mindfulness of the Breath



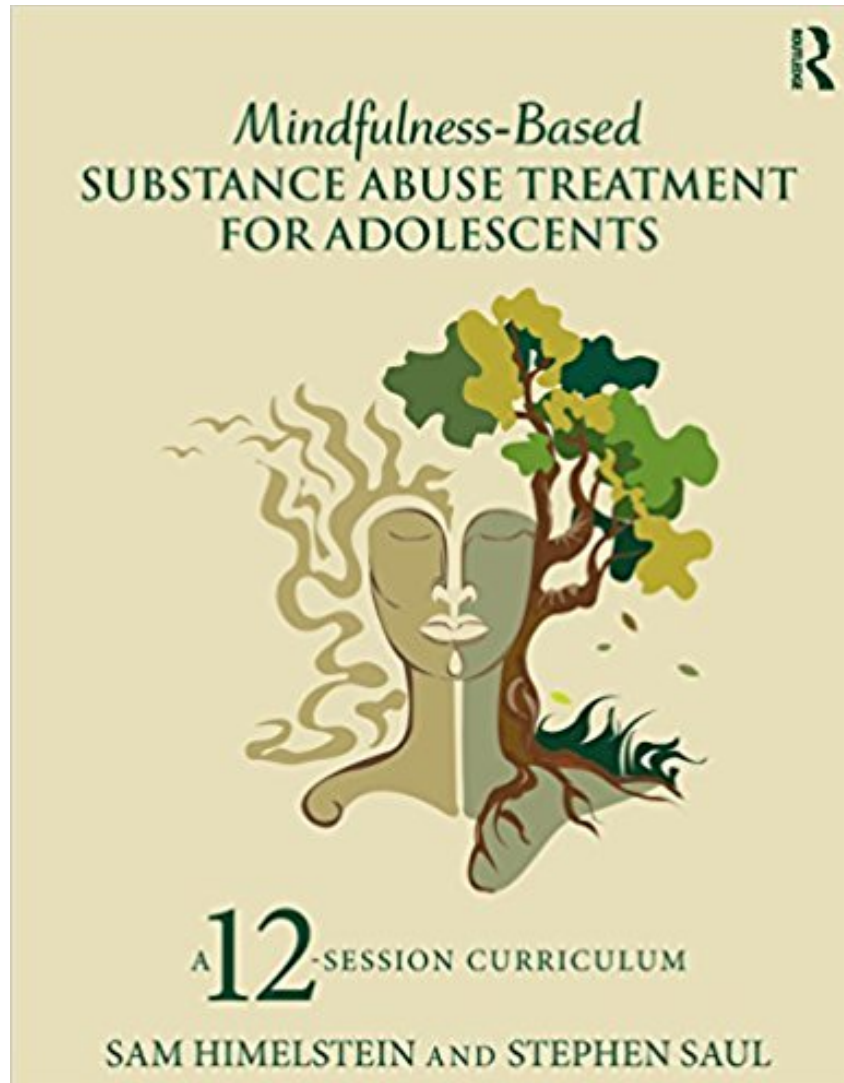
Mindfulness vs. Relaxation vs. Concentration

- **Mindfulness:** the lion mind; being present with a non-reactive mind
- **Relaxation:** the explicit intention to relax and calm down
- **Concentration:** single-pointedness
 - Lamp/flashlight metaphor



Let's take a break





Small Groups

- Groups of 3-4
- Each read through 1/3 of session outlines
- Small group discussion presenting the sessions you reviewed
- What have you seen before?
- What stands out to you?

The 12-Session Curriculum

1. Introduction and Overview
2. Mindfulness of Drugs and Their Health Effects
3. Reacting Vs. Responding
4. Mindfulness of Delusion
5. Emotional Awareness
6. The Brain and Drugs
7. Mindfulness of Craving
8. Mindfulness of Triggers
9. Drugs and the Family System
10. Mindfulness of the Peer System
11. Mindfulness of the External Environment
12. Closing Ceremony

Implementation

- Written for groups, but can be done in one on one settings as well



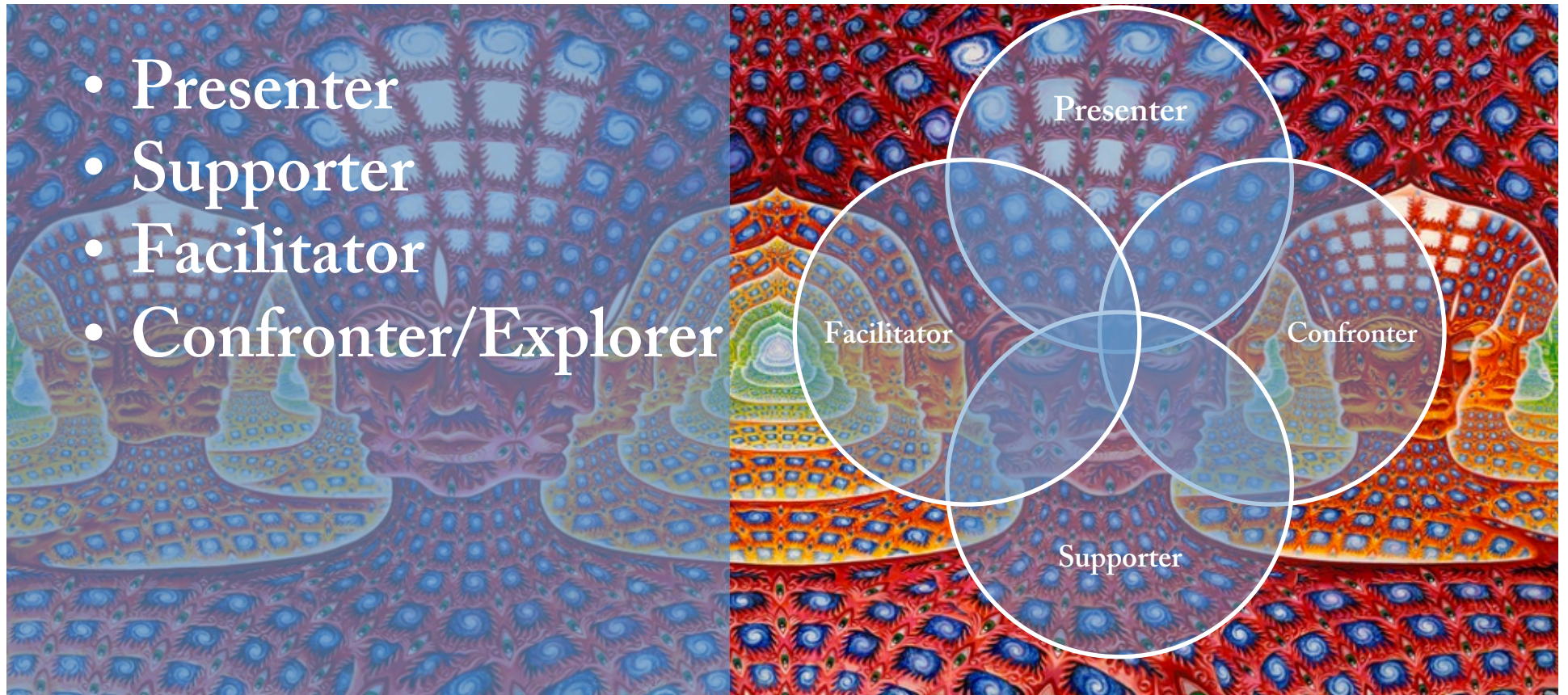
Who am I (as a facilitator)?

WHO AM I ?

Skillful Identifications for Quality
Facilitation

The Different Selves

- Presenter
- Supporter
- Facilitator
- Confronter/Explorer



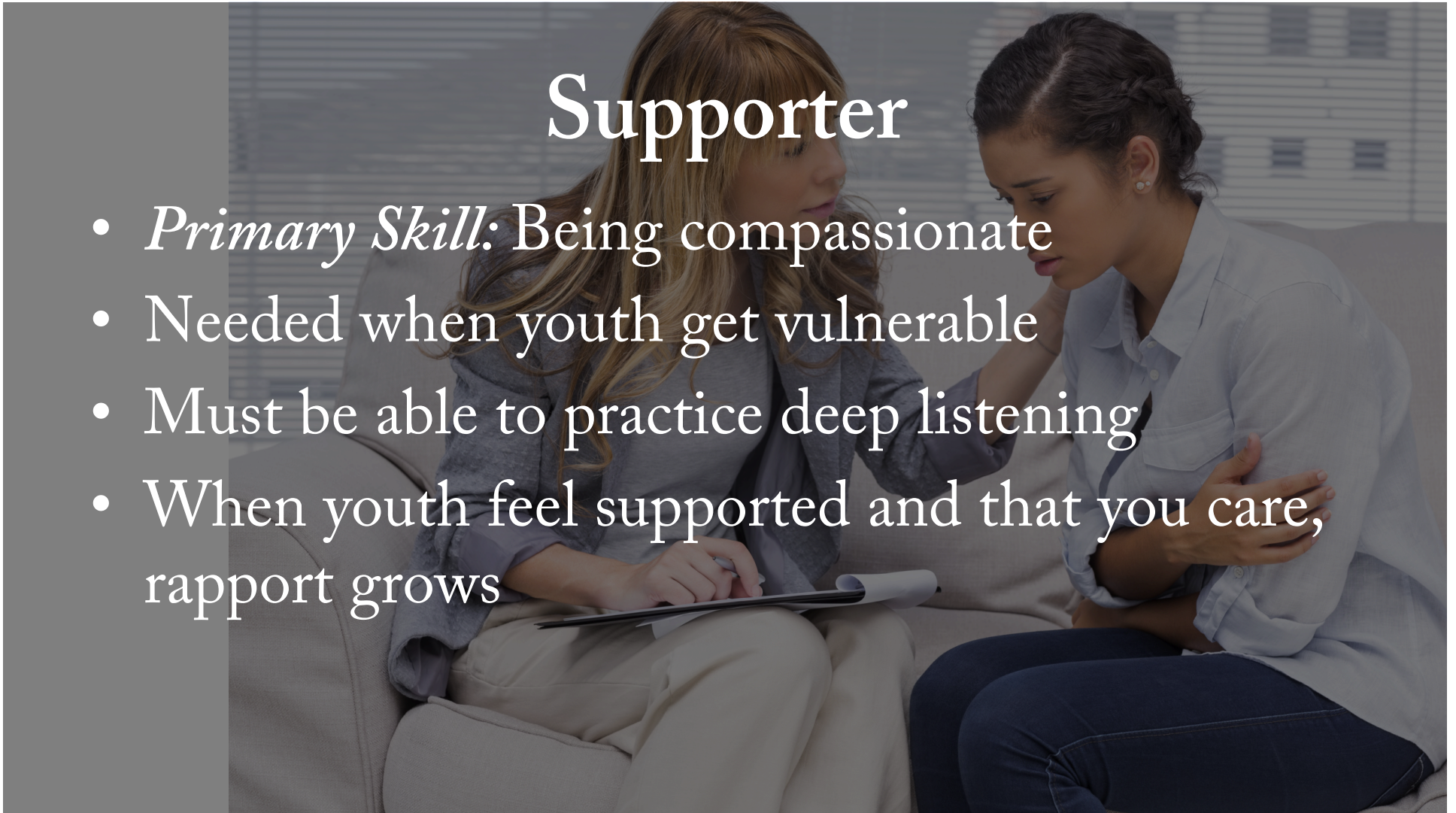
Presenter

- *Primary Skill:* Presenting didactic information
- Engaging Storyteller
 - Ability to paint a picture with words
- Presence/Command of the group
 - Your level of energy, expertise, passion, etc.



Supporter

- *Primary Skill:* Being compassionate
- Needed when youth get vulnerable
- Must be able to practice deep listening
- When youth feel supported and that you care, rapport grows



Facilitator

- *Primary skill:* drawing out dialogue, disclosure, experiences, engagement from youth in the group
- Very important to build group cohesiveness; youth disclosure, trust, engagement, etc.



The background of the slide features a semi-transparent image of Stephen Curry in a Golden State Warriors jersey and Steve Kerr, the team's head coach, looking on during a game. The image is darkened to allow the white text to stand out.

Coach

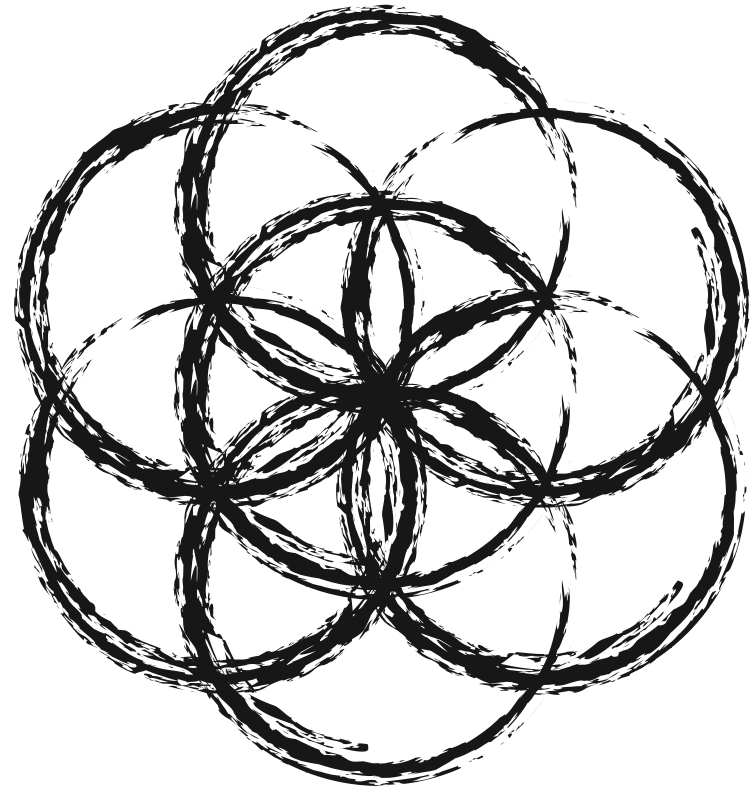
- *Primary Skill:* Helping someone along a path to a specific goal
- Activated when youth/young adult is asking for help with a specific problem/issue/symptom
- Reminder: you build skills and awareness, not bark orders or make demands.

Confronter - Explorer

- *Primary Skill:* Calling “in” youth when resistance arises
- Takes courage
- Used to help youth become more self-aware (rather than just get rid of resistance)
- Extremely important for the successful implementation of ANY group

Facilitator Selves Activity

- Which facilitator role do you most easily identify with?
- Which do you feel you're most strong with?
- Which are areas for growth?



Body Scan



Lunch Break



Session 1

Introduction and Overview



Agreements: Foundation of the therapeutic culture

- Why “agreements” rather than “rules?”
- Need expectations about behavior
- This is NOT a one shot presentation/discussion, it will/should be brought up when youth step out of the agreements

Agreements

- Confidentiality*
- Respect
- One Mic'
- Skillful Listening
- Skillful Speech
- Authenticity
- No violence*
- Refocus
- Others*

What is Respect?

- In a sentence or so, please state your personal definition of respect

How do we deal with diff. definitions of respect?

Lion Mind v. Dog Mind



Mindfulness of Deep Breathing



Session 1 Agenda Review

1. Informal greeting
2. Intro to the program
3. Group agreements
4. Defining mindfulness
5. Meditation: Mindfulness of deep breathing
6. Group poll: Learning interests of youth
7. Homework and closing



Let's take a break



Working with Resistance

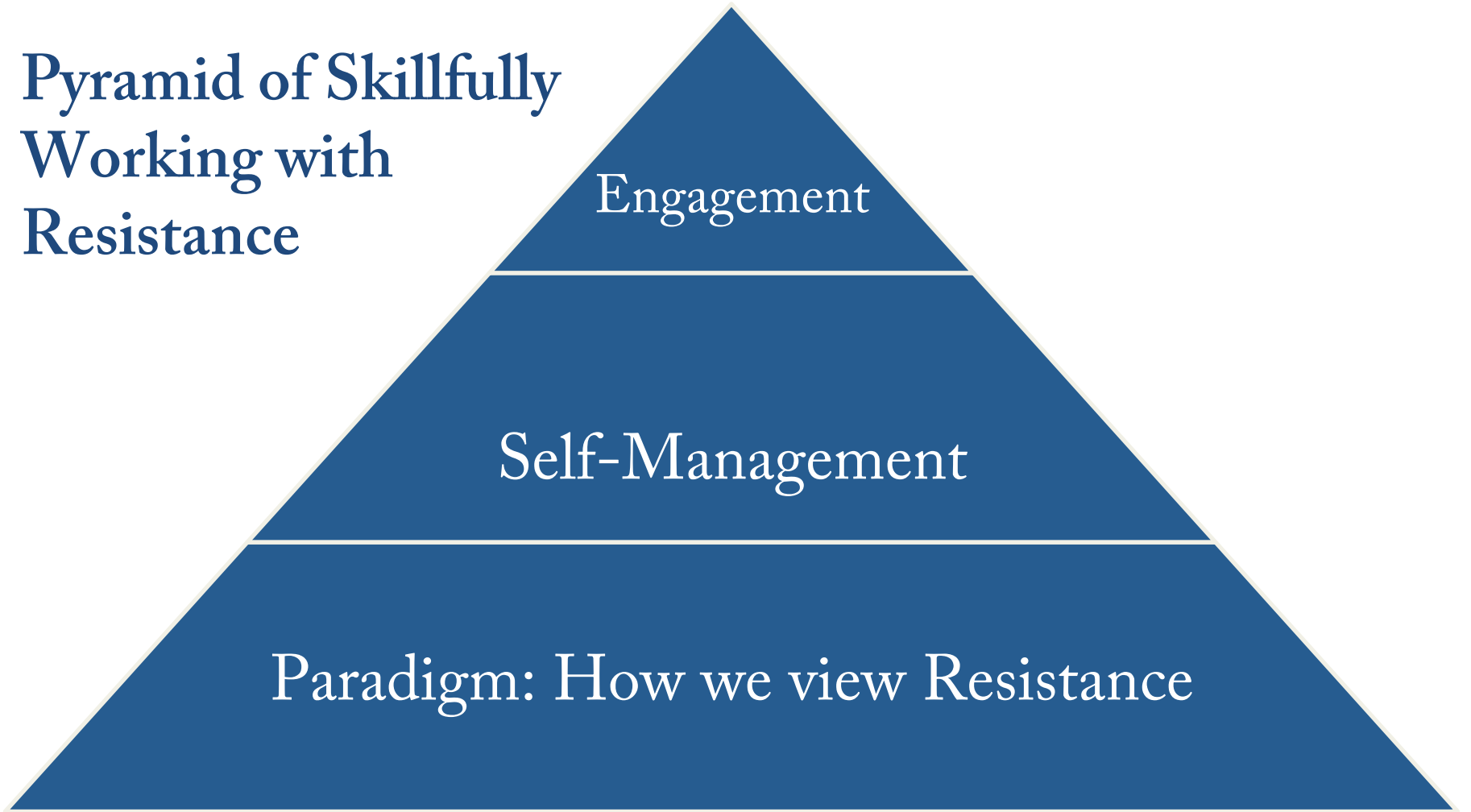


Pyramid of Skillfully
Working with
Resistance

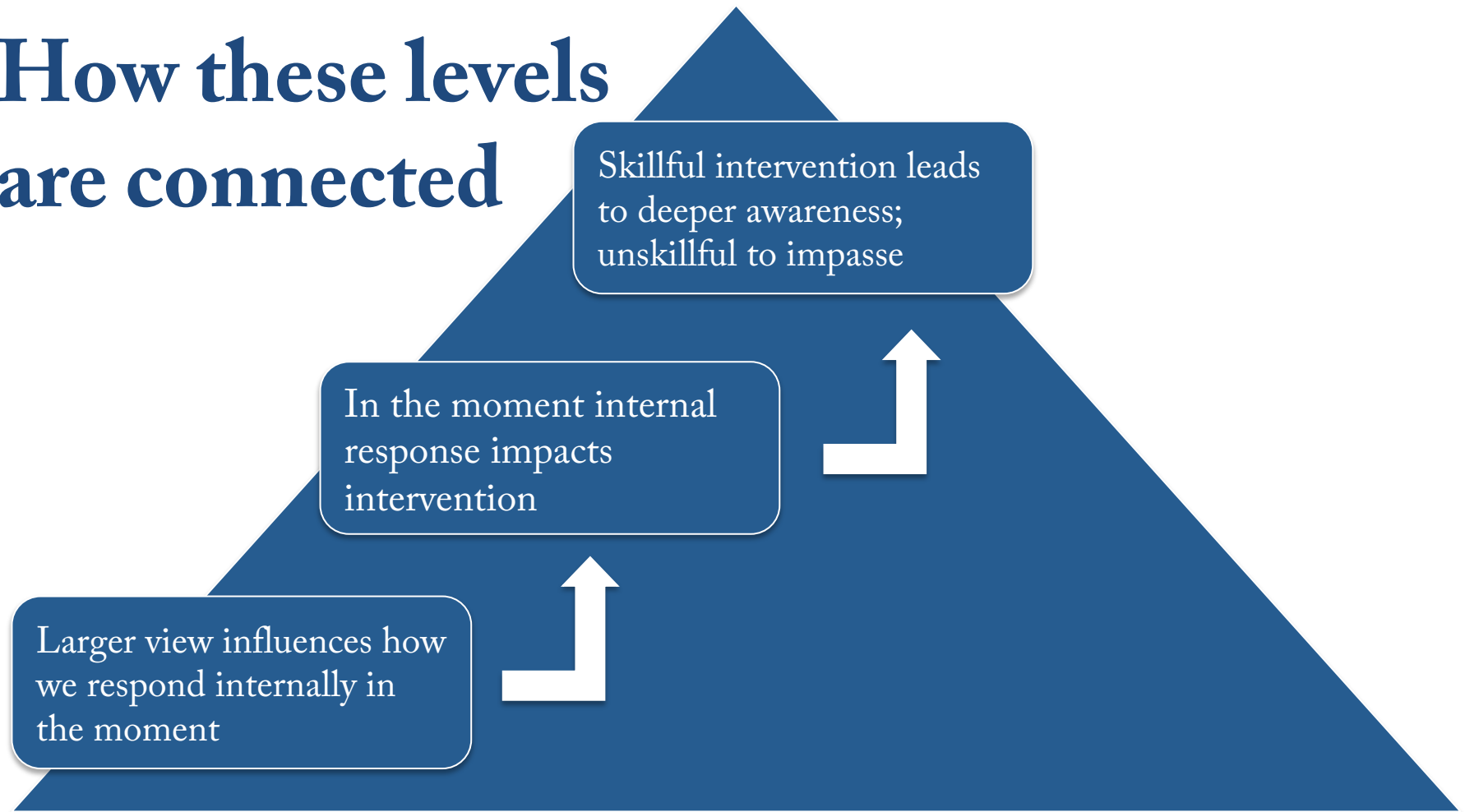
Engagement

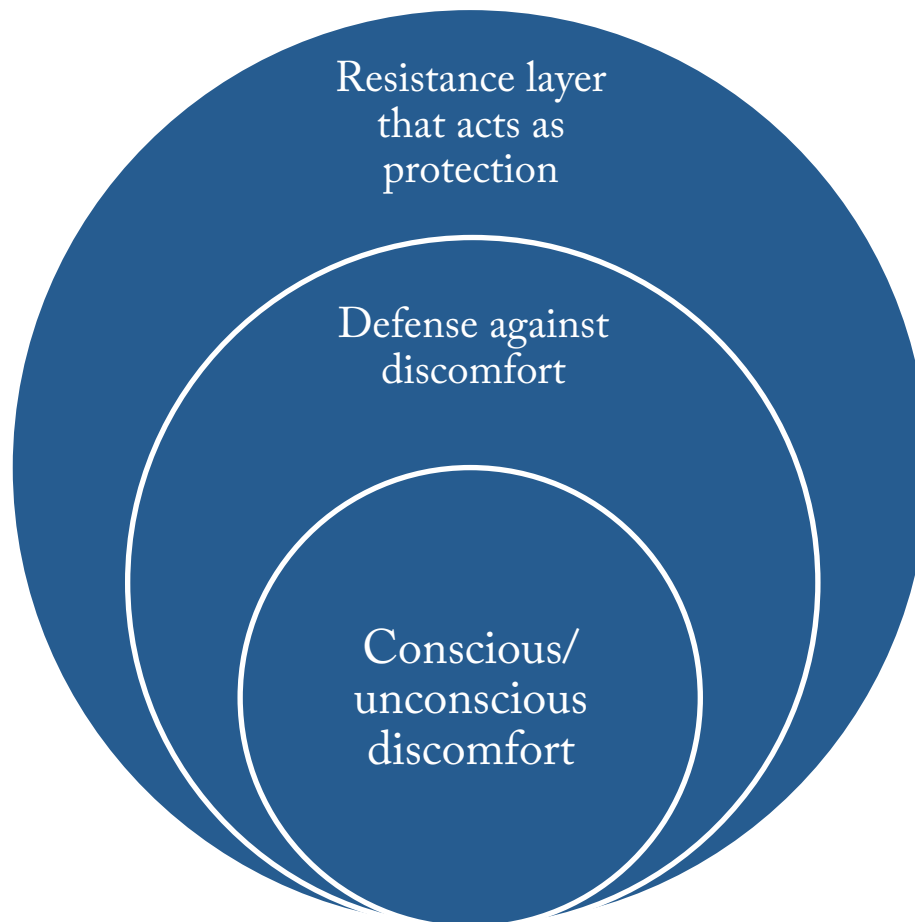
Self-Management

Paradigm: How we view Resistance



How these levels are connected

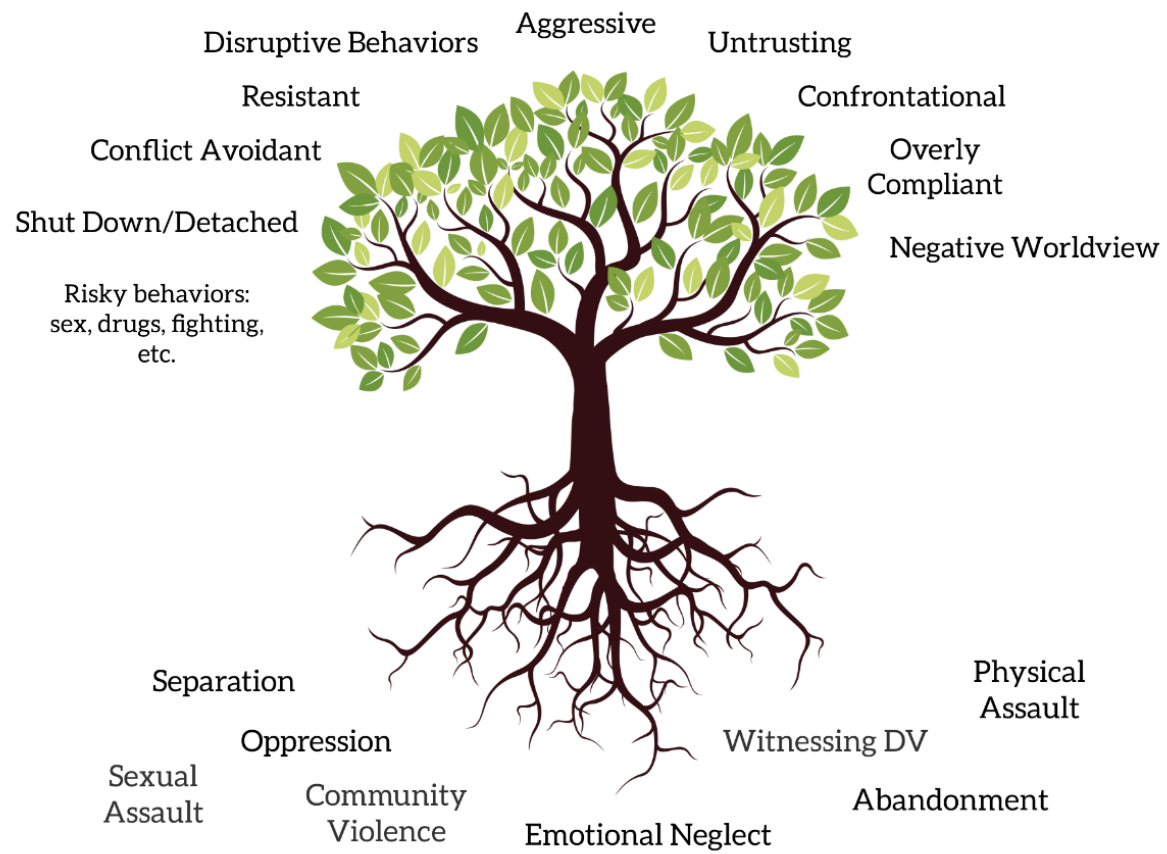


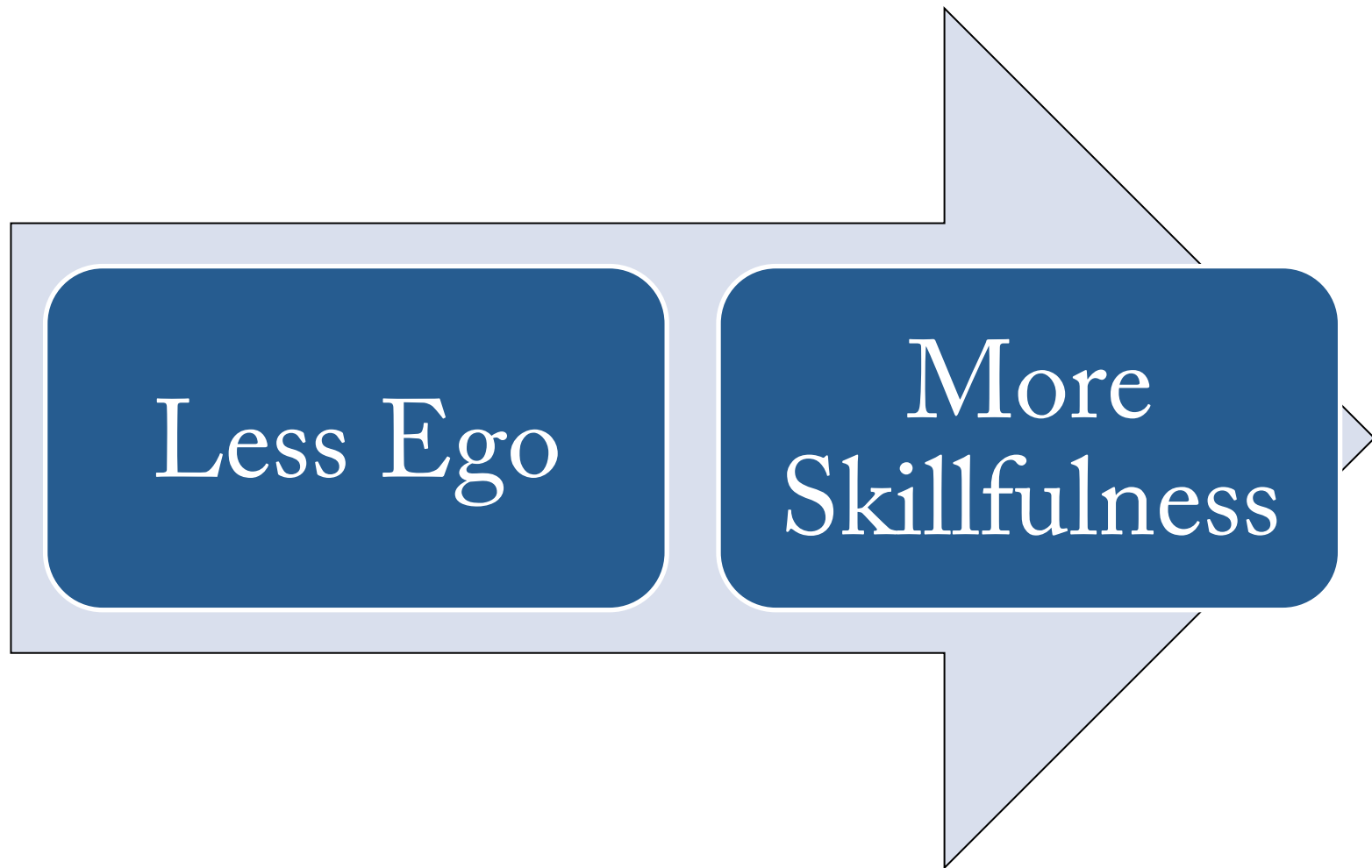


What it
looks like

How it's
dealt with

What's
being felt



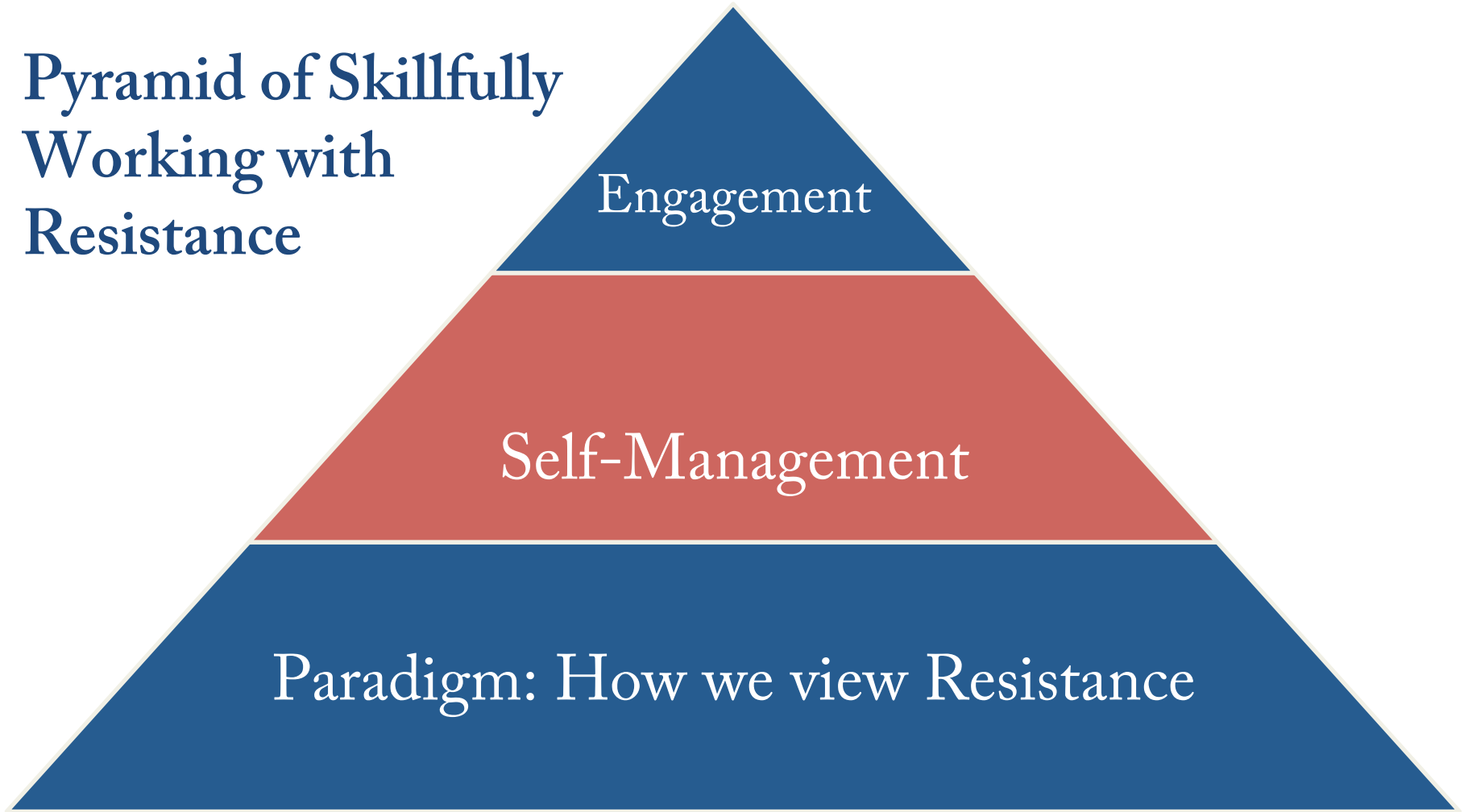


Pyramid of Skillfully
Working with
Resistance

Engagement

Self-Management

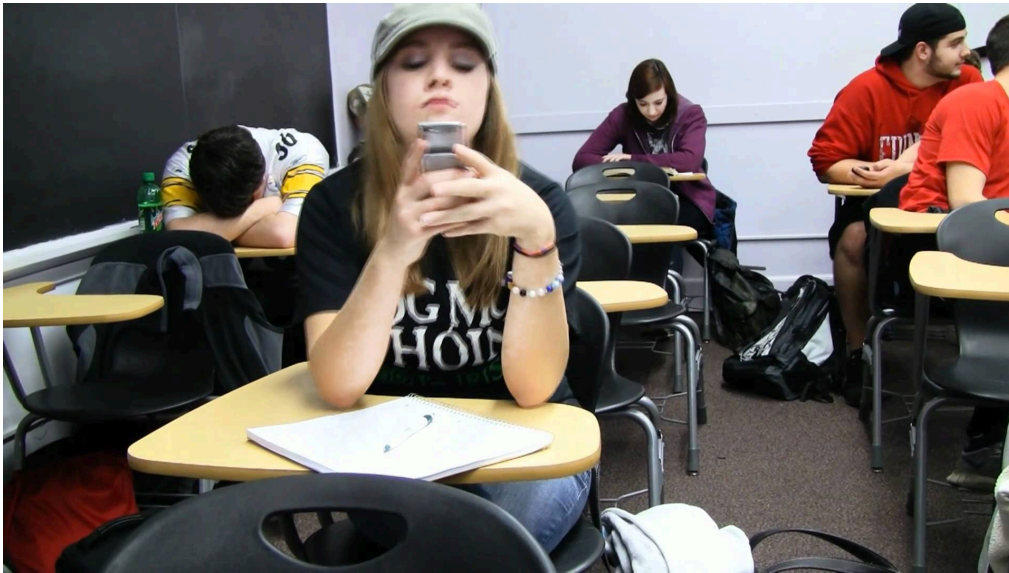
Paradigm: How we view Resistance



T.A.P.

A mindful self-awareness technique to manage our experience

Visualize yourself in the situation where
you work with resistance arising

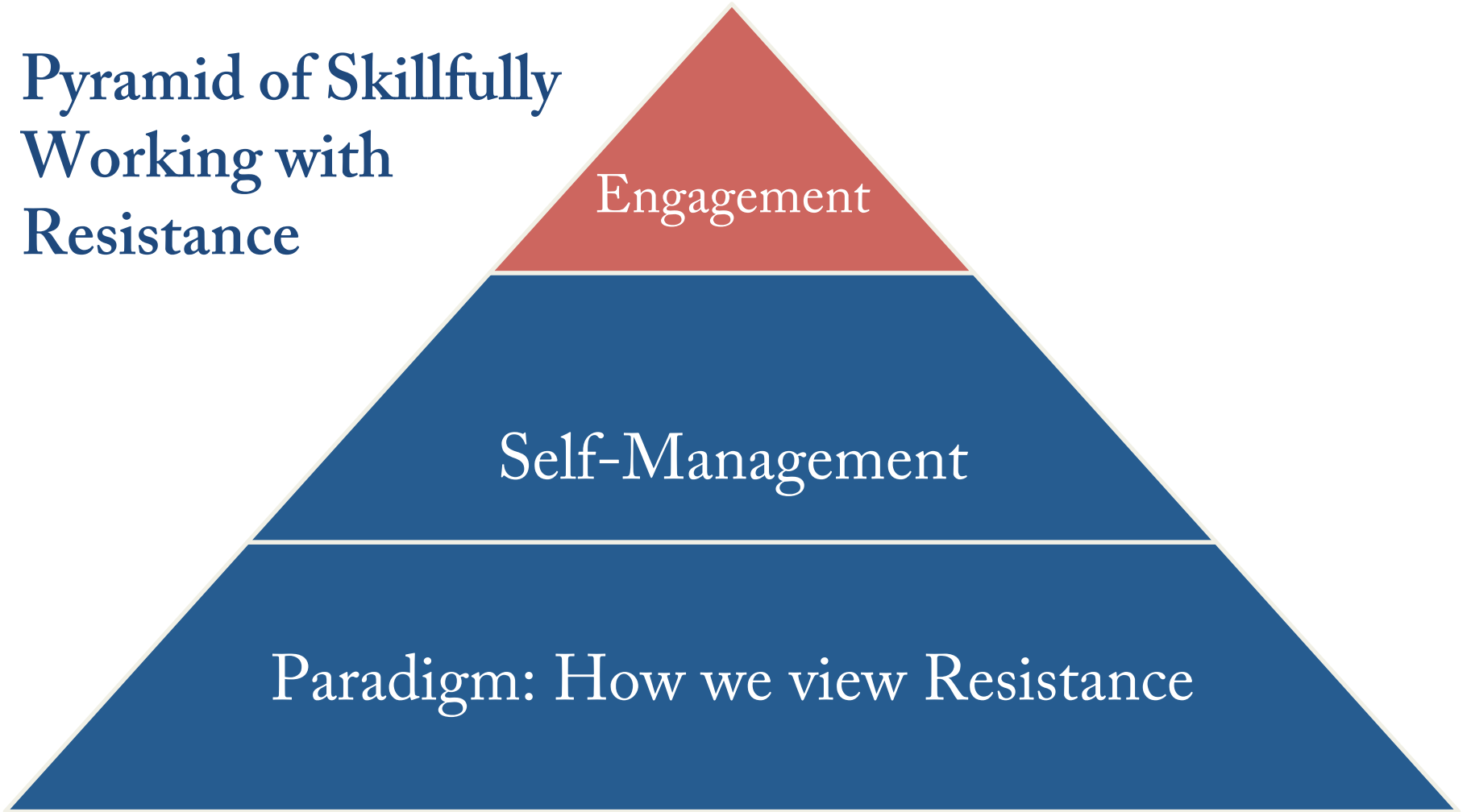


Pyramid of Skillfully
Working with
Resistance

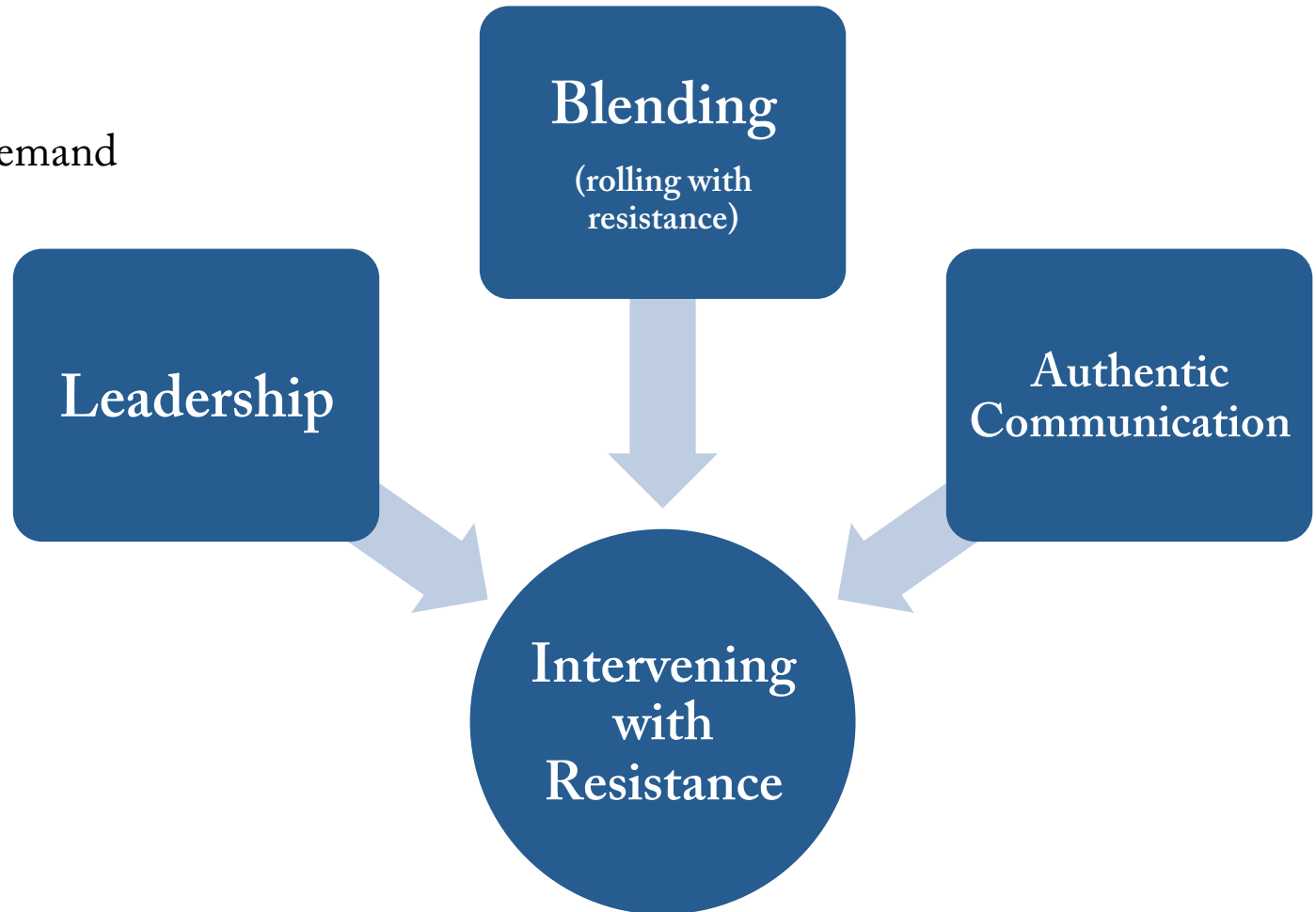
Engagement

Self-Management

Paradigm: How we view Resistance



- Mindfulness
- Tone & Volume
- Questions vs. Demand



Compassion Meditation



Homework for Day 2

- Review sessions 2-12
- Consider which session you'd like to help present
- Read/listen to meditations from all sessions (in book and online)

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Day 2



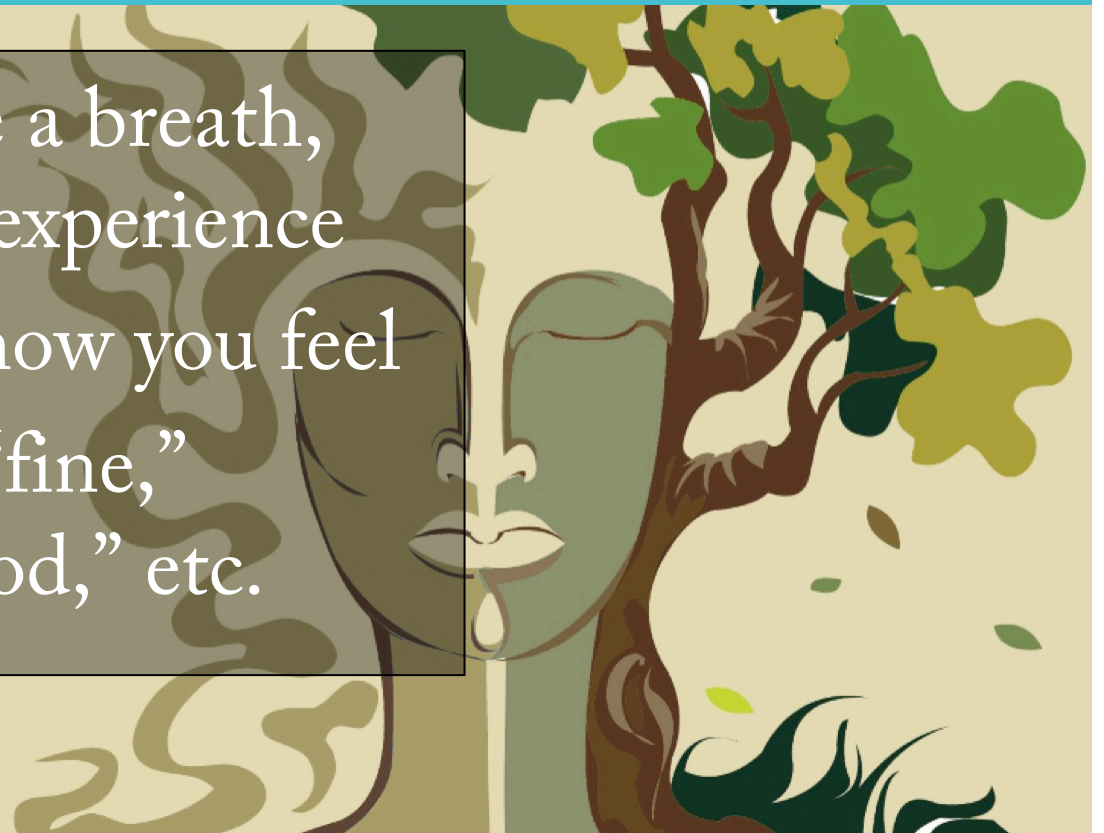
Centering Meditation



The Mindful Check-In

(core competency in session 2)

- Step 1: Pause, take a breath, observe have your experience
- Step 2: Verbalize how you feel
- Tip: Try to avoid “fine,” “okay,” “cool,” “good,” etc.





Breakout Groups



Mindful Check-In Uses

- **Group:** structured as in the curriculum
- **Group:** unstructured within the process of the group and as a mechanism to refocus or orient the group (i.e., “let’s all pause for a moment. I’d like to divert from our curriculum and take a pulse of the room. Let’s practice a mindful check-in.”)
- **Individual:** Structured: at the start/end or some point in session.
- **Individual:** Unstructured within the process of a session
- **With Meditation:** At the end of a formal meditation
- **Socratic Questions:** Poignant questions can be added to mindful check-ins as a way to start a specific discussion
- What else?



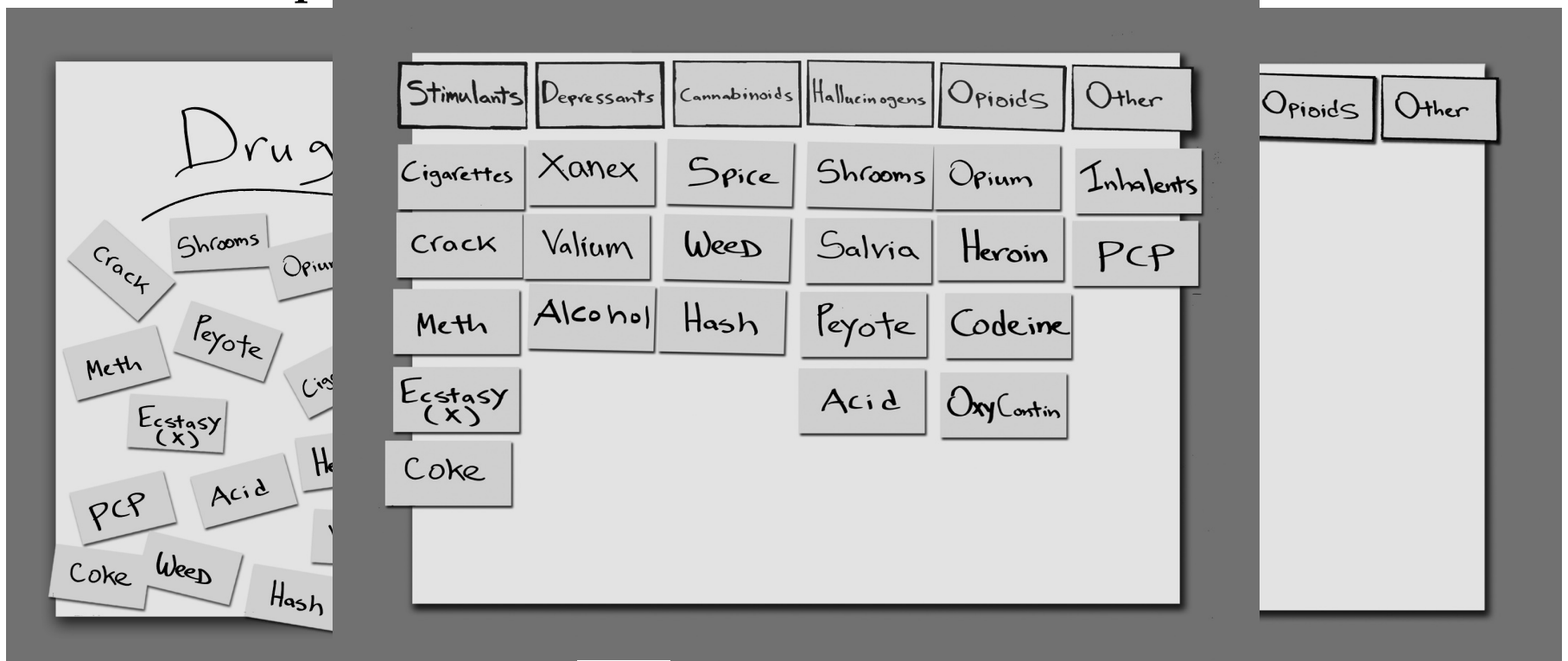
Drug Classifications Activity

How the activity looks functionally

Step 1

Step 3

Step 2



Drug Classifications Activity

Logistics and Facilitator Qualities

- Splitting up teams
- Energy, presence, etc.
- Fun at first, serious at the end
- Think about time management

Activity Components

1. Poll on diff. types of drugs
2. Major drug category education
3. Drug matching competition
4. Fatal drug combinations

Split into Teaching Teams



1. Meditation triad practice
2. Discuss which module/activities you'd like to teach/practice

Session 2 Agenda

1. Centering Meditation
2. Mindful check-In
3. Drug classifications activity
4. Fatal drug combinations
5. Mindfulness of deep breathing
6. Homework and close out



Role Play to Start Session 3

- Who has more power?
 - Group starts in semi-circle
 - Role play with co-facilitator or youth
 - Unpack story
 - Role play again
 - Discuss how has more power; mental/physical power and reacting vs. responding

Reacting vs. Responding

- **Reacting**
 - Act before you think
- **Responding**
 - Think before you act

STIC

- **S**top, **T**ake a breath, **I**mage the future,
and **C**hoose
- STIC visualization

Potential for Reduced Relapse

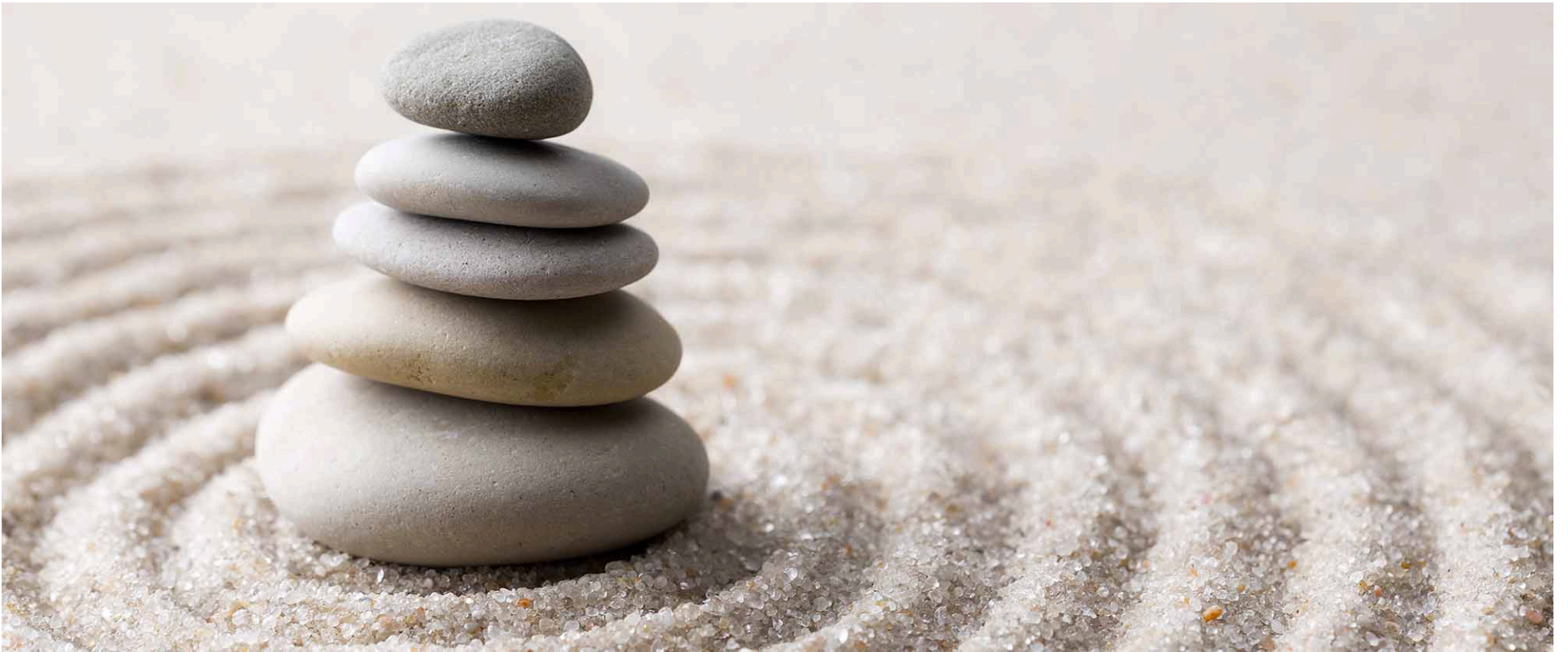
I aint gonna lie. I was supposed to not come back to camp, and I was supposed to hit the blunt [marijuana], when I was in the house. 'Cause my boy, when we got back to the house, he was out there rolling a blunt. I ain't gonna lie, once I seen him in the wheelchair, I already knew I was gonna do something; drink, or something . . . I used STIC. I kinda looked at him (takes a deep breath while talking), and I took a deep breath, and just calmed down, sat down, and I was like, "damn man, it's good to see you." But at the same time I was really thinkin' about the blunt. He was like, "you gonna smoke?" I was like, "nah, I'm good." he was like, "fool, what the fuck? Since when do you say no?" I felt more me, doing me. I'm like, "nah I'm good" . . . you feel me?

Session 3 Agenda

1. Role Play: Mental Vs. Physical Power
2. Discussion: Reactions Vs. Responding
3. STIC Contemplation
4. STIC Role Plays
5. Meditation: Mindfulness of the Breath
6. Mindful Check-In
7. Homework and Close out



Let's take a break



Session 4 Agenda

1. Centering Meditation: Mindfulness of the Breath
2. Poem: The perfect high
3. Mindful Check-In
4. Debate: Pros and cons of substance use
5. Personal pros and cons of substance use
6. Meditation: Bodyscan
7. Homework and close-out





Pro and Cons of Drug Use



Pros

Cons

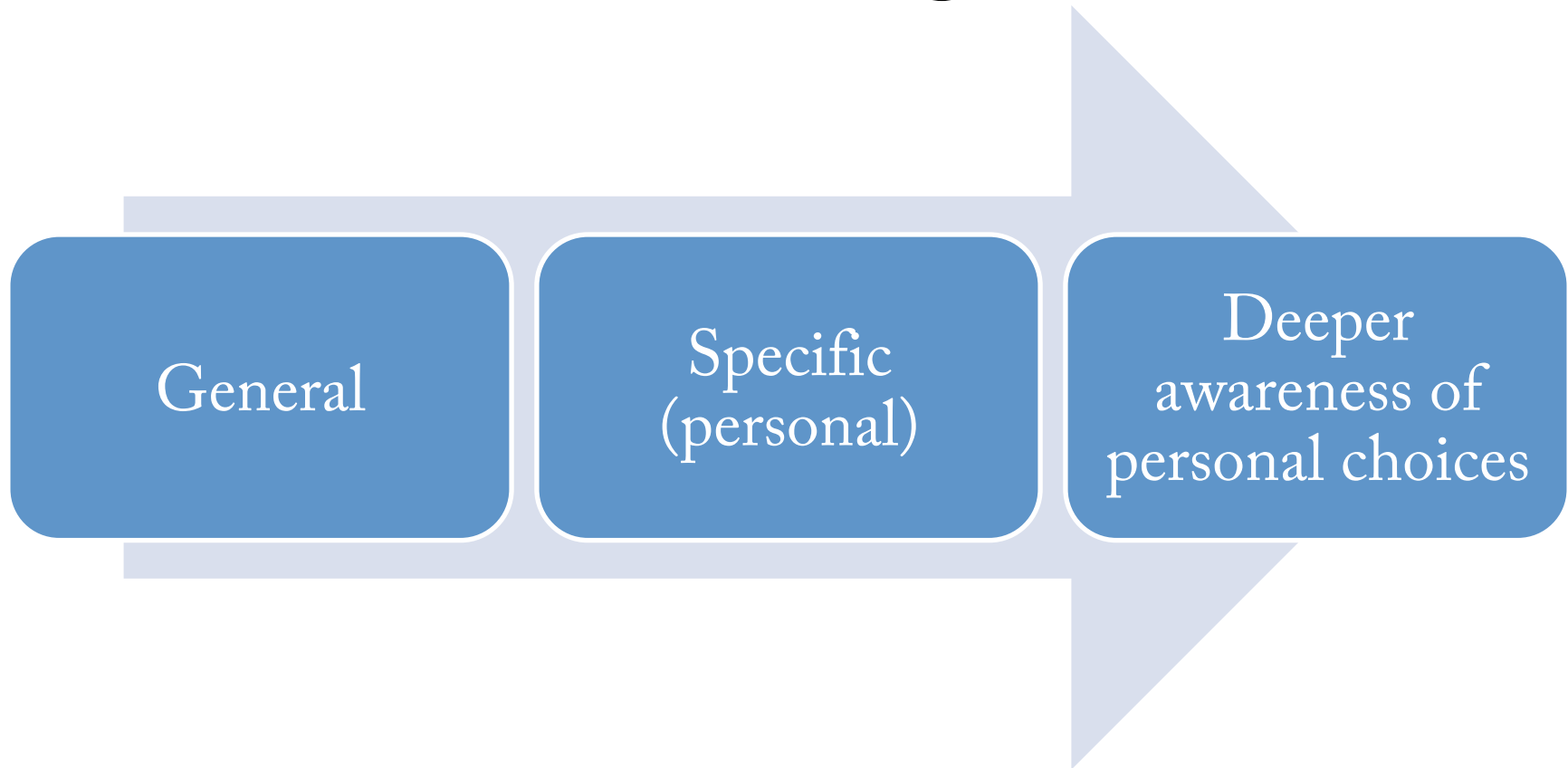
Breakout Groups



Variations on the Pros and Cons Activity

- Okay to cater to the unique needs of the youth on that day, in the moment
- What would be another way to get at the core principle of this activity?

Pros/Cons Progression



Meditation: Bodyscan



Lunch Break





Skillful Self-Disclosure Activity



Different Levels of Disclosure

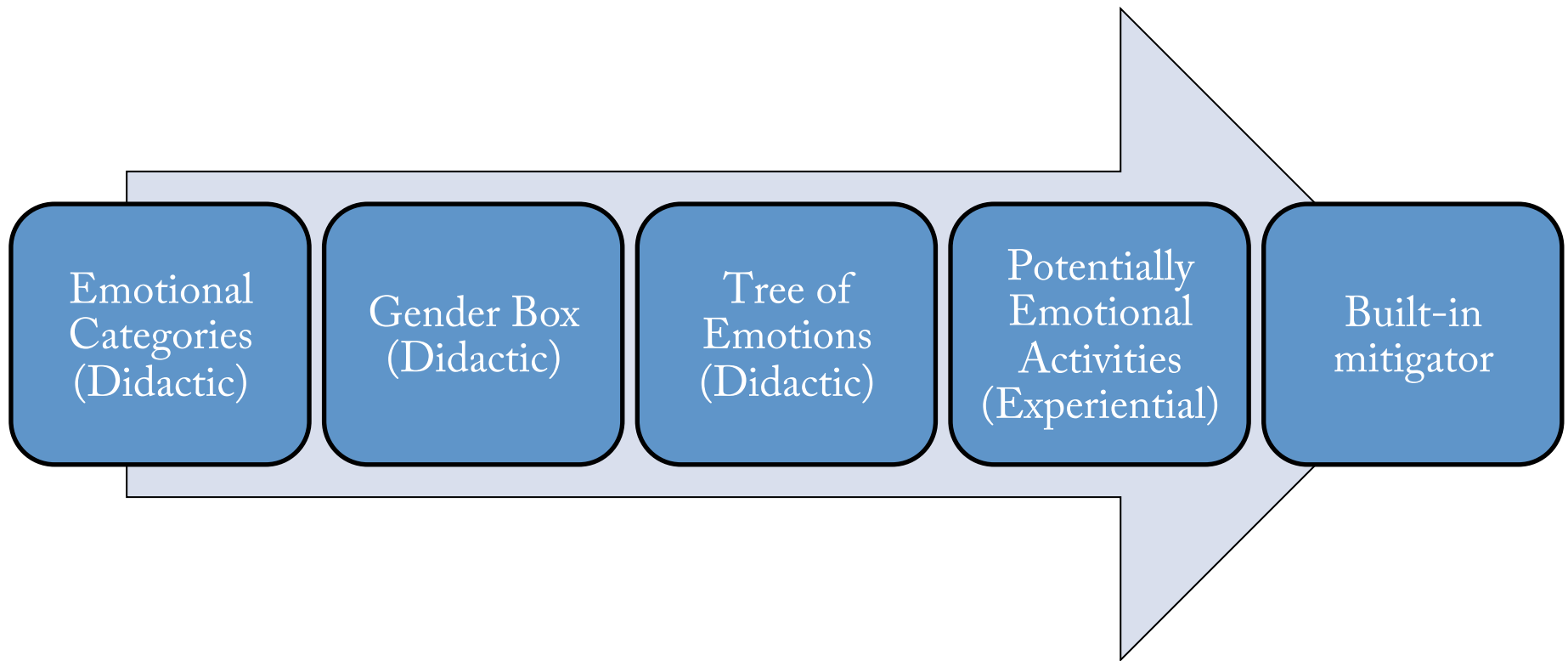
- As facilitator good to have different levels of disclosure content
 - *High*: I've struggled with...,etc
 - *Medium*: Someone I know is struggling with...
 - *Low*: More menial information

Session 5 Agenda

1. Centering Meditation: Bodyscan
2. Emotional Categories
3. Man Box/Women Box
4. Stand If
5. Deep Disclosure
6. Game: Concentration
7. Homework and Close out



Flow of Activities for Session 5



Alternative Forms of the “Box”

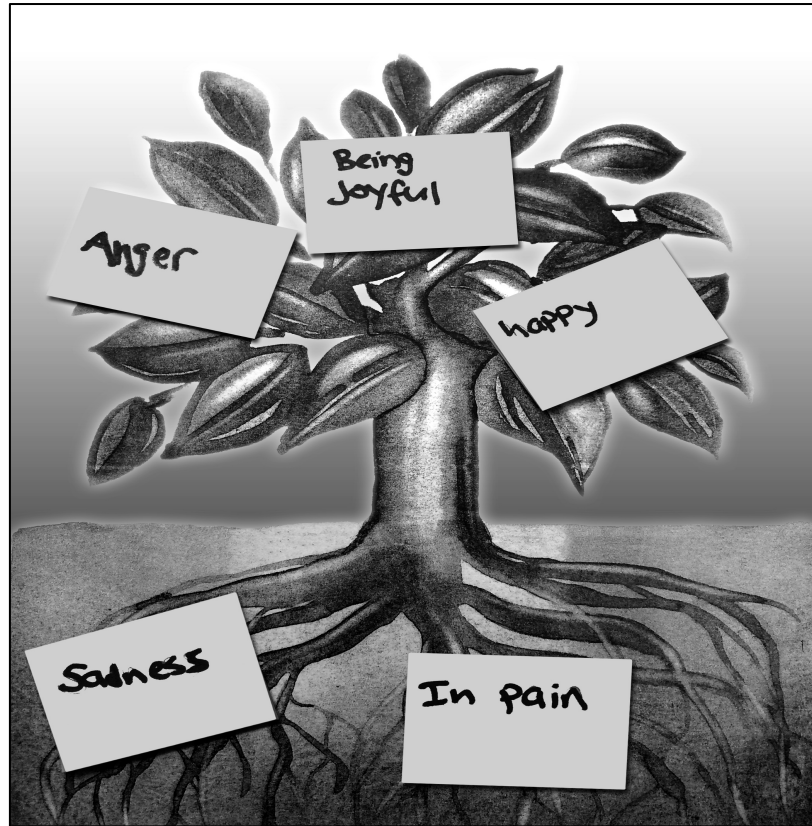
- How else could this be used?
- How would it be used for different sub-cultural populations?
- Remember, it's the core essence that's important. It *CAN*, and at times *SHOULD* be adapted to your specific youth population

Alternative “Stand If” Statements

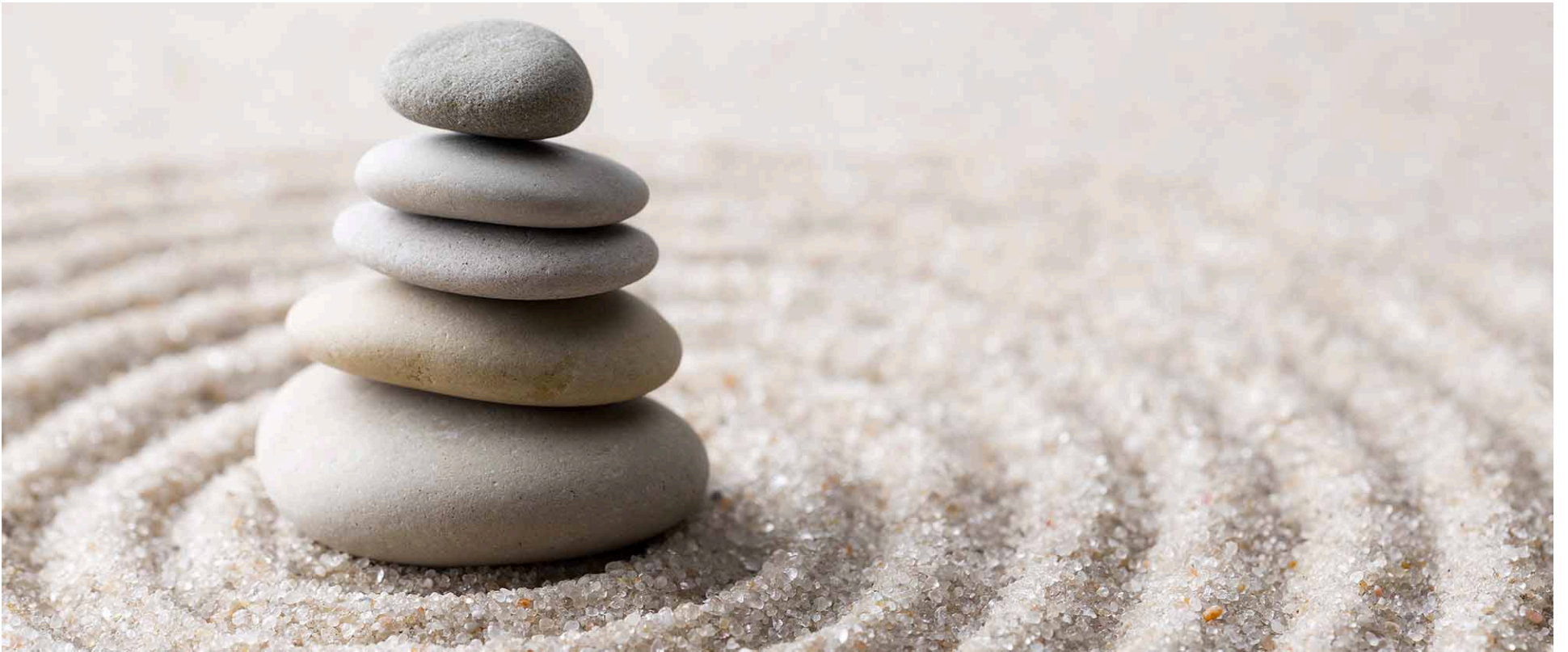
- Should be tailored to your group's sub-cultural specific needs



Alternative Activity for Session 5



Let's Take a Break

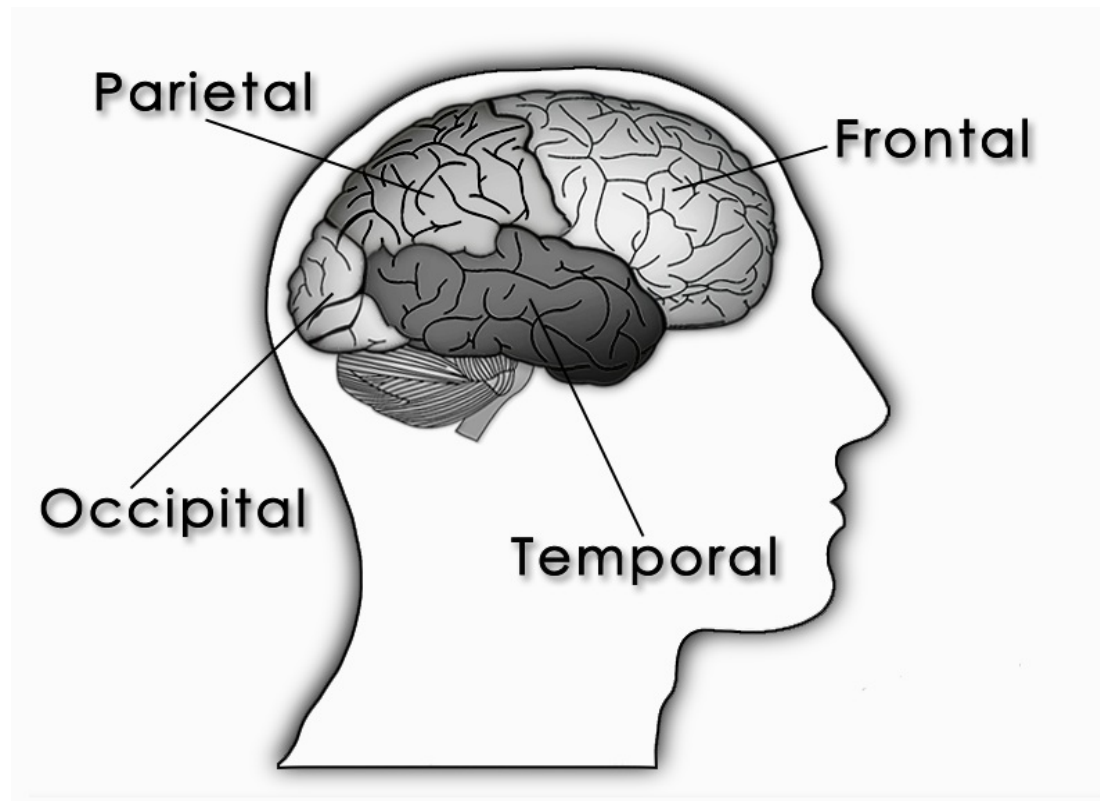


Session 6 Agenda

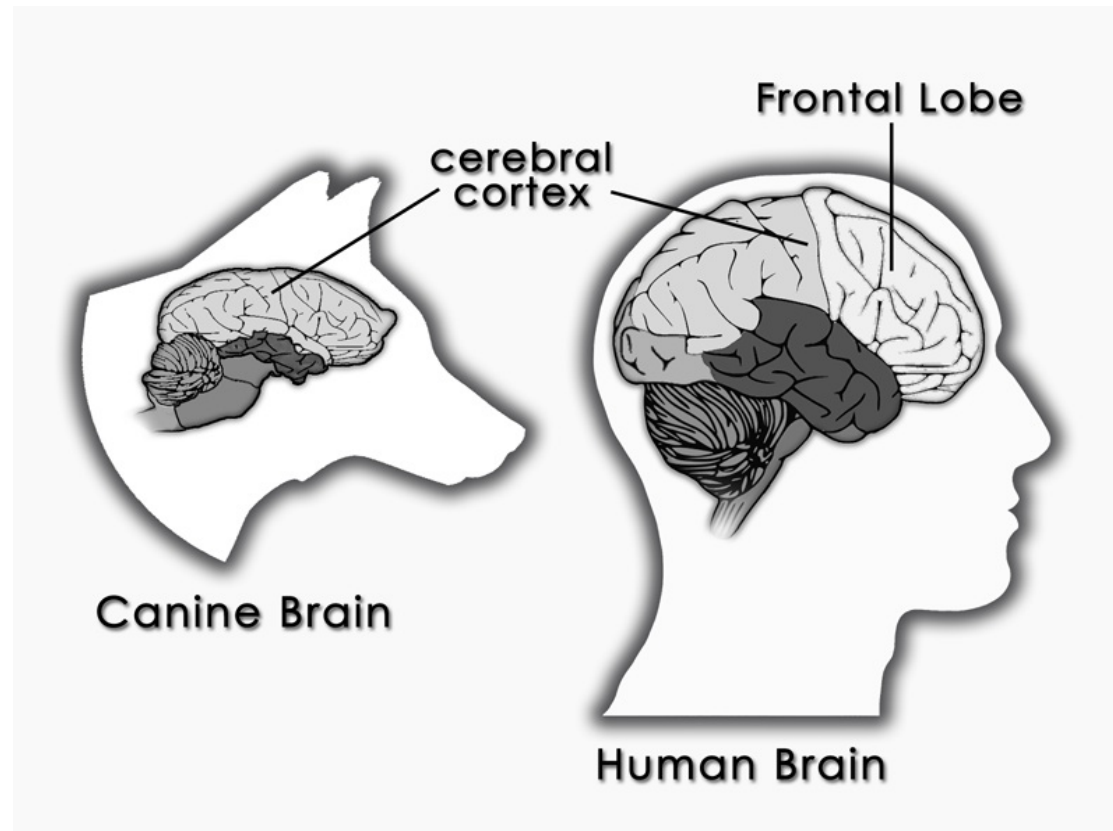
- 1. Youth-led centering*
2. Mindful Check-In
3. Brain Presentation I
4. Meditation Break
5. Brain presentation II
6. Meditation: Bodyscan
7. Homework and Close Out



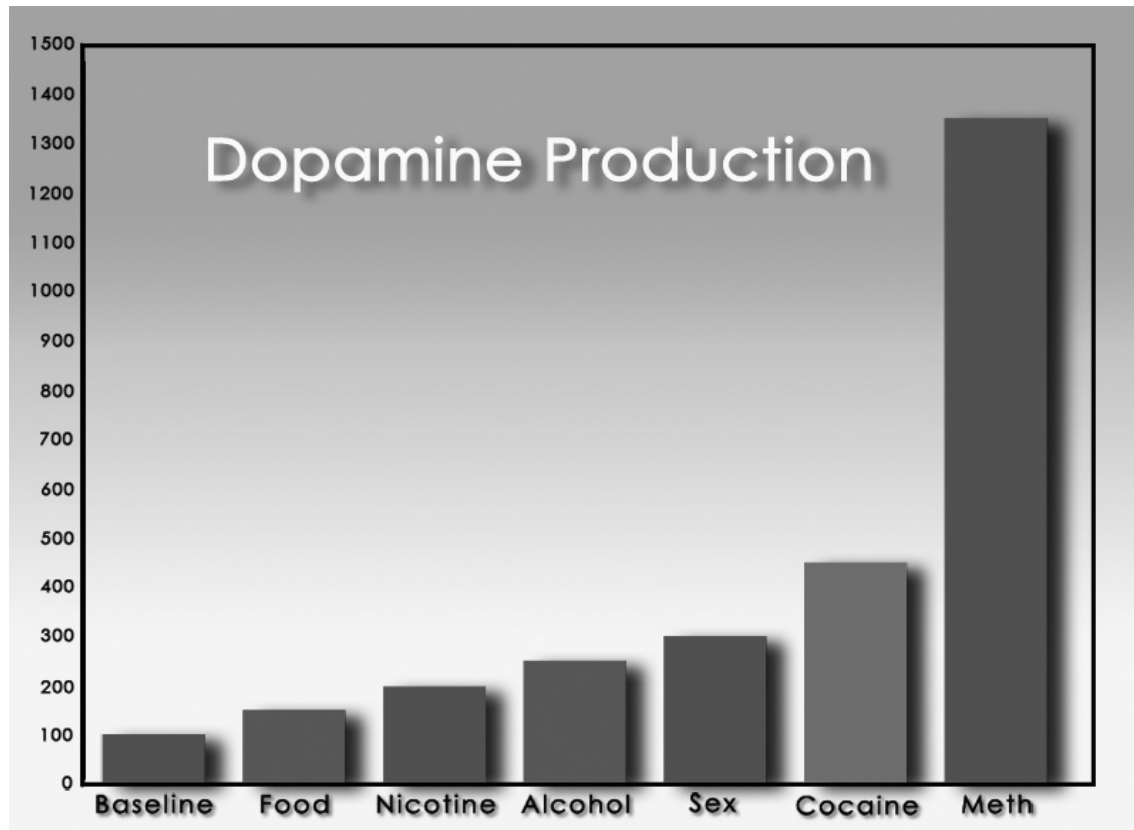
Slide 1



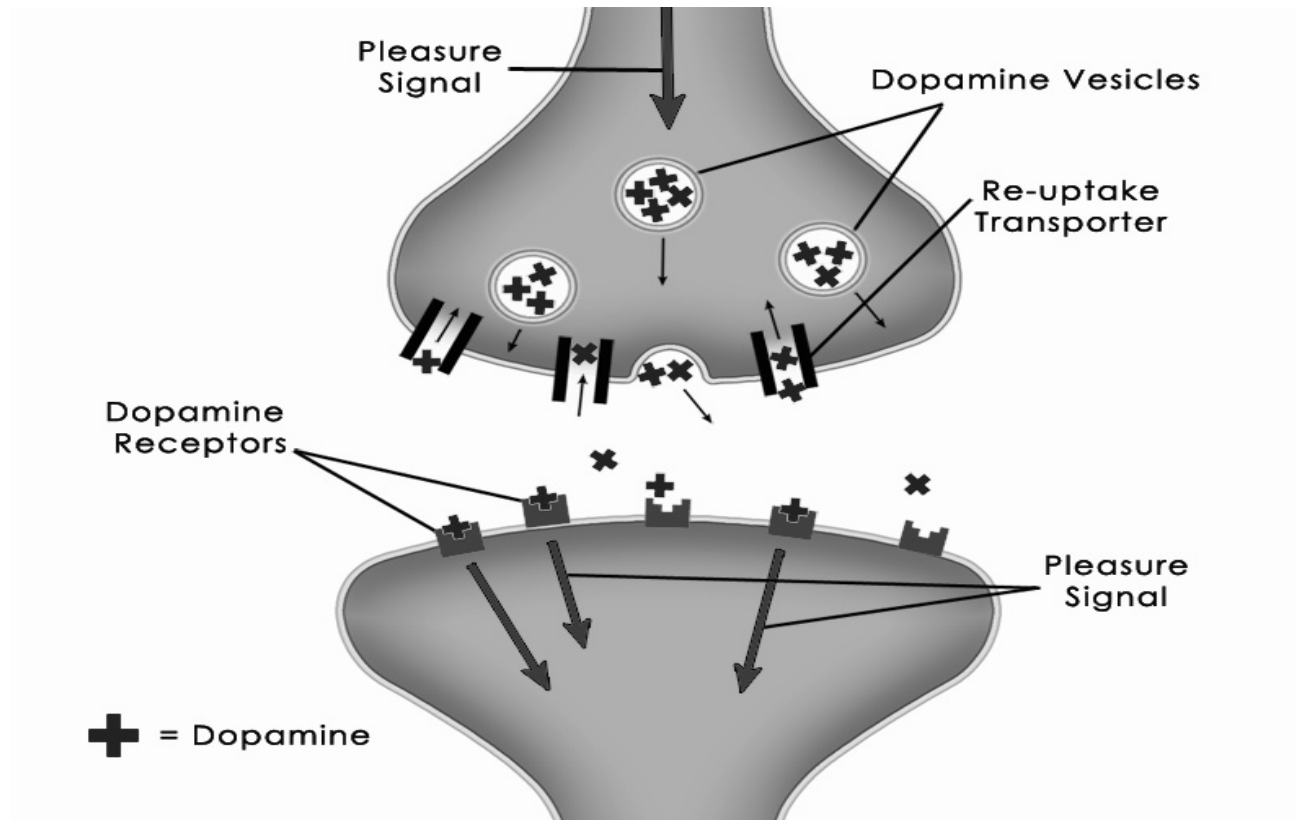
Slide 2



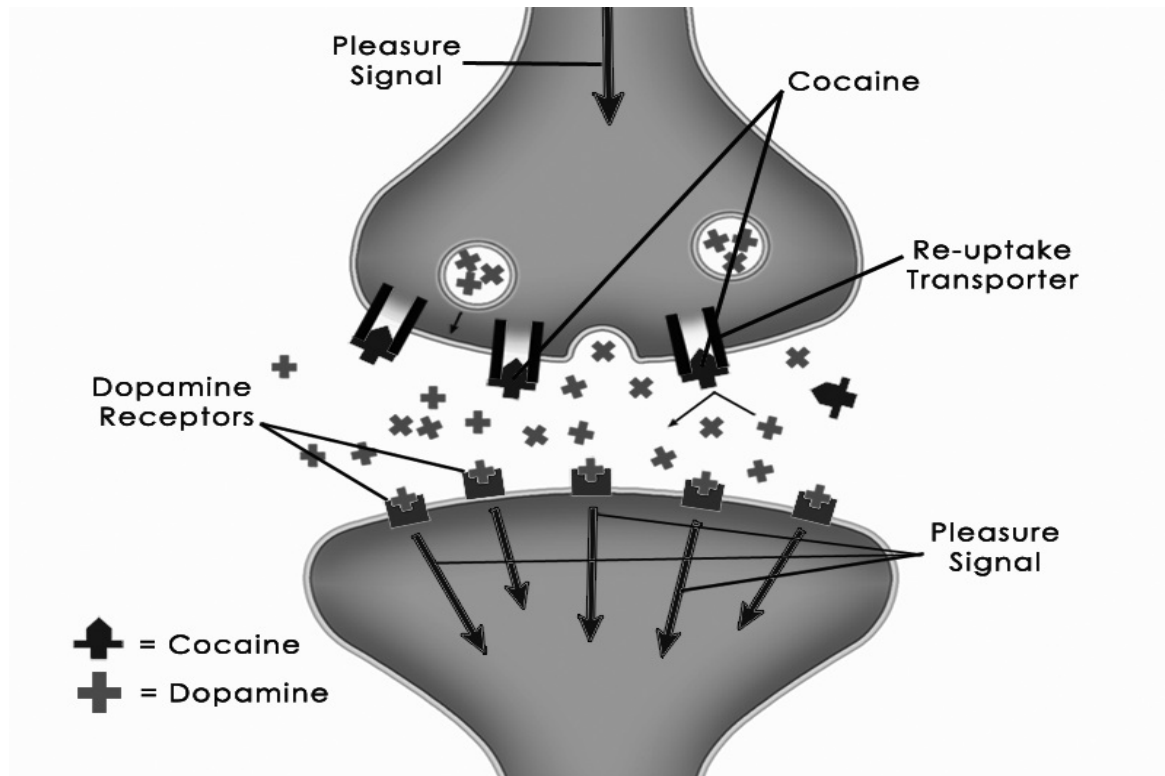
Slide 3



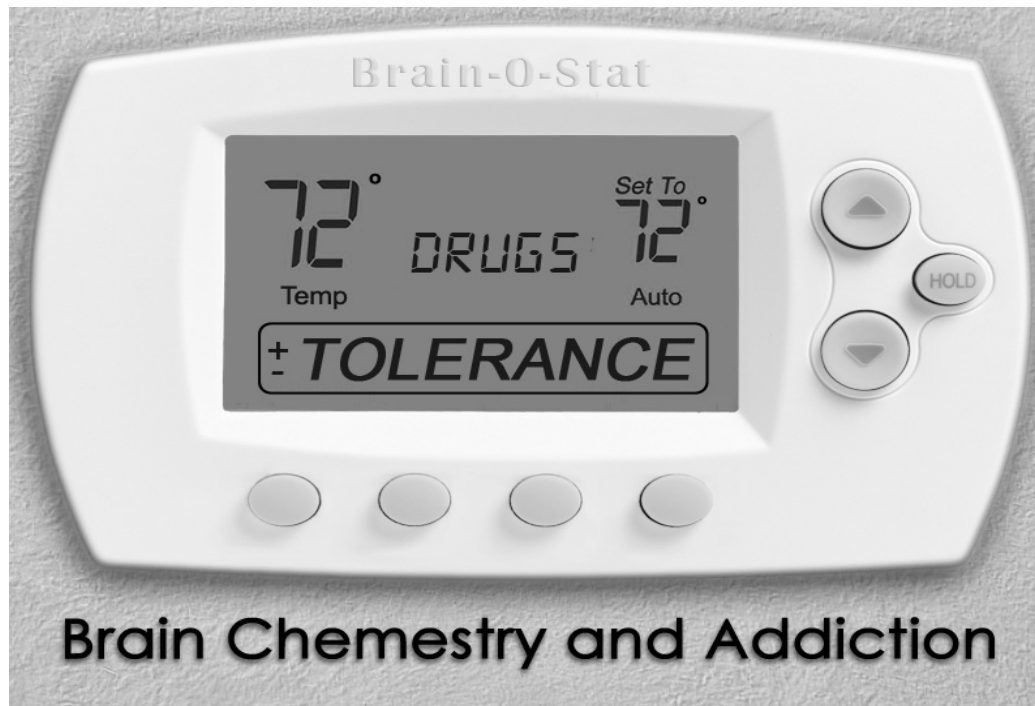
Slide 4



Slide 5



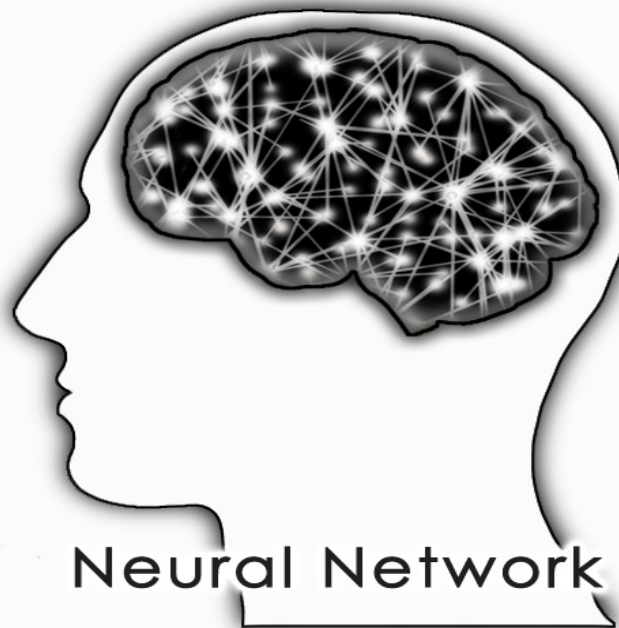
Slide 6



Slide 7



Slide 8



Slide 9



Mindfulness

Homework for Day 3

- Read and practice meditations for sessions 7-11
 - Nonmoving bodyscan (Session 7)
 - Noting meditation (Session 8)
 - Compassion toward family (Session 9)
 - Compassion toward peers (Session 10)
 - Compassion toward community (Session 11)

Homework for Day 3 Cont'd

- **Session 7:** Mindful Eating Activity; Role of Craving in Drug Use; Nonmoving Bodyscan; Worksheet: Roots of Craving
- **Session 8:** Triggers; 3 Levels of Influence; Noting Meditation
- **Session 9:** My Children Contemplation; Effects of Drug use on the family; intergenerational trauma; Compassion for family meditation
- **Session 10:** Peer pressure role play; discussion on friends vs. accomplices; Peer compassion meditation
- **Session 11:** External environment; Transforming systems of influence; compassion meditation

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Day 3



Centering Meditation



Small Group Prep Time



Mindful Eating Activity



The Role of Craving in Drug Use

- What role does craving play in drug use?



Two forms of Craving

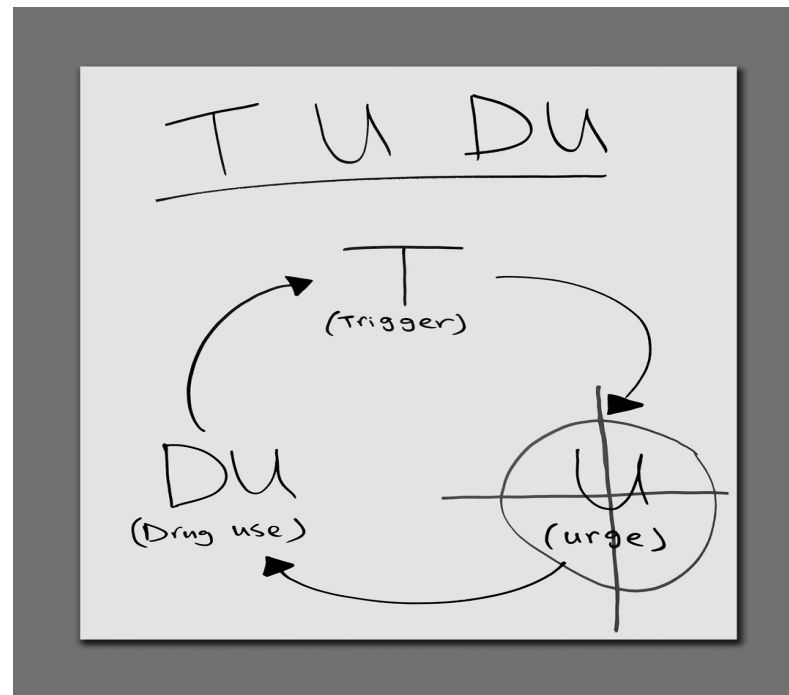
Want

- Want to feel good
- Feel a part of something (social group)
- Need to perform (school, etc.)

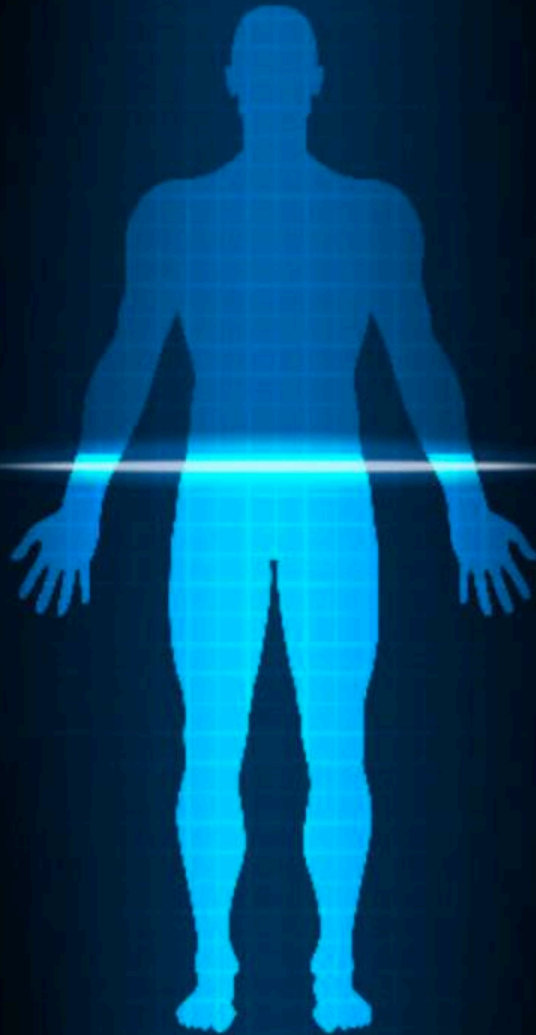
Don't Want

- Want to do drugs to avoid feeling a certain way
- Cover up traumatic memories
- Escape from life generally

Trigger; Urge; Drug Use



Non- Moving Body Scan



Session 7 Agenda

1. Youth-lead centering
2. Mindful Check-In
3. Mindful Eating Activity
4. Role of Craving in Drug Use
5. Nonmoving Bodyscan
6. Worksheet: Roots of Craving
7. Homework and close out



2-minute stretch break



Triggers Visualization



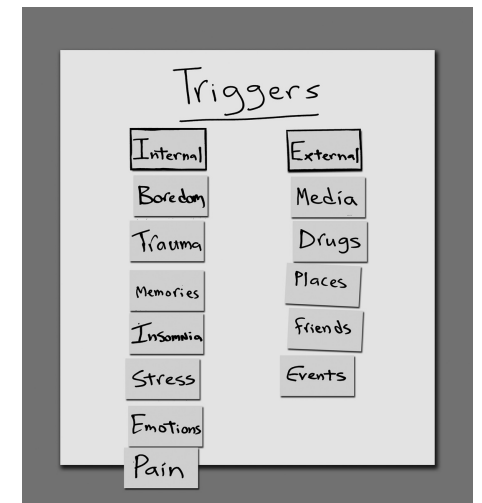
Triggers

Internal Triggers

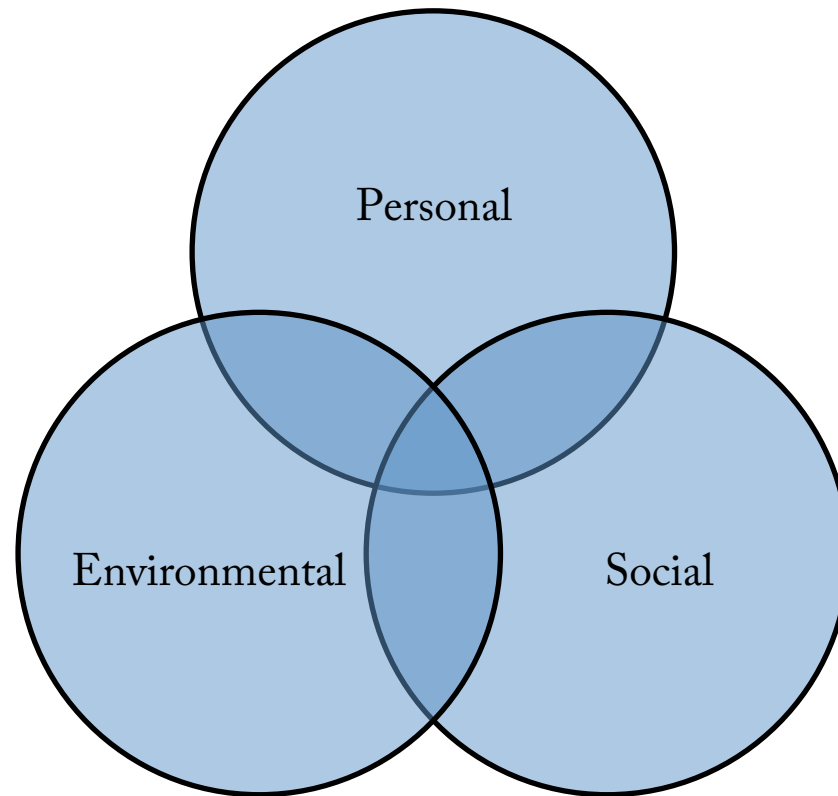
- Thoughts
- Emotions
- Memories
- Etc.

External Triggers

- People (friends, etc.)
- Places
- Events



Levels of Influence



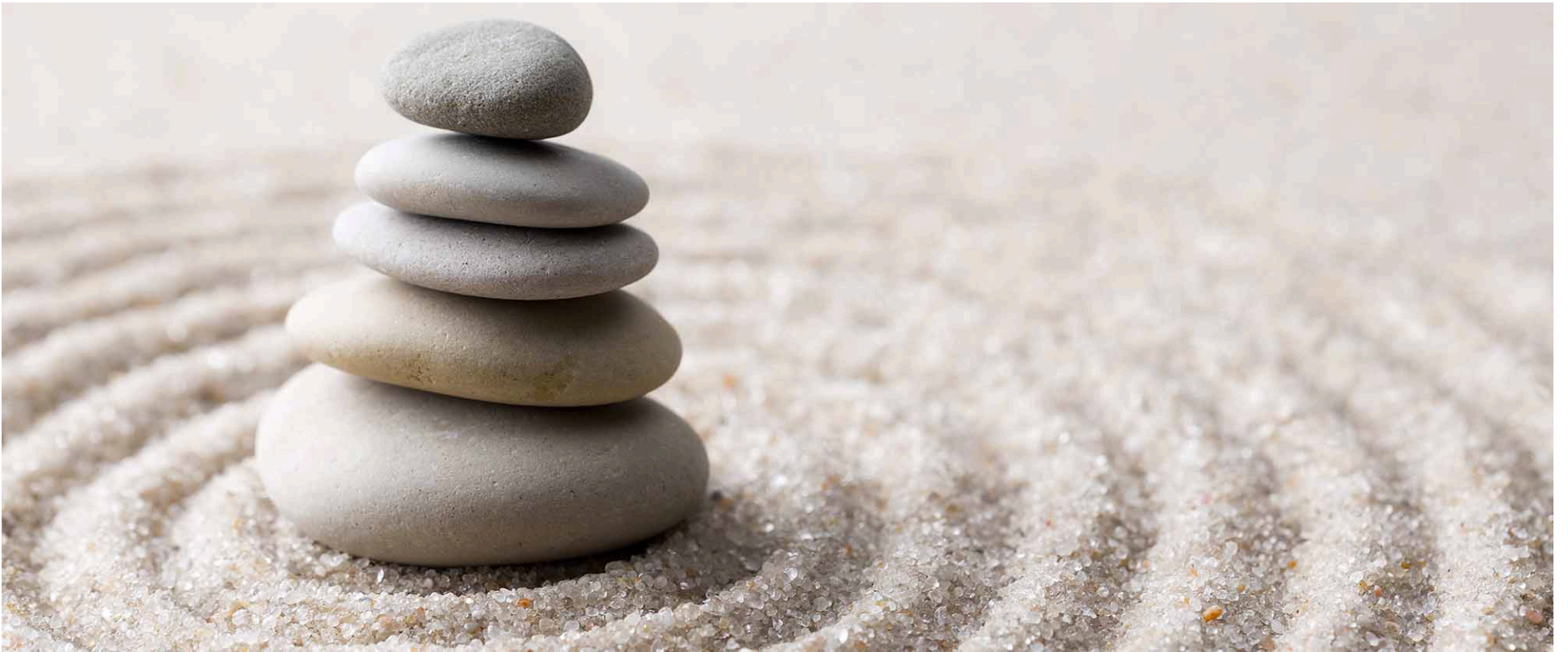
Noting Meditation



Session 8 Agenda

1. Youth-led centering meditation
2. Mindful Check-In
3. Mindfulness of Triggers
4. Three levels of Influence
5. Meditation: Noting Awareness
6. Homework and close out

Let's Take a Break



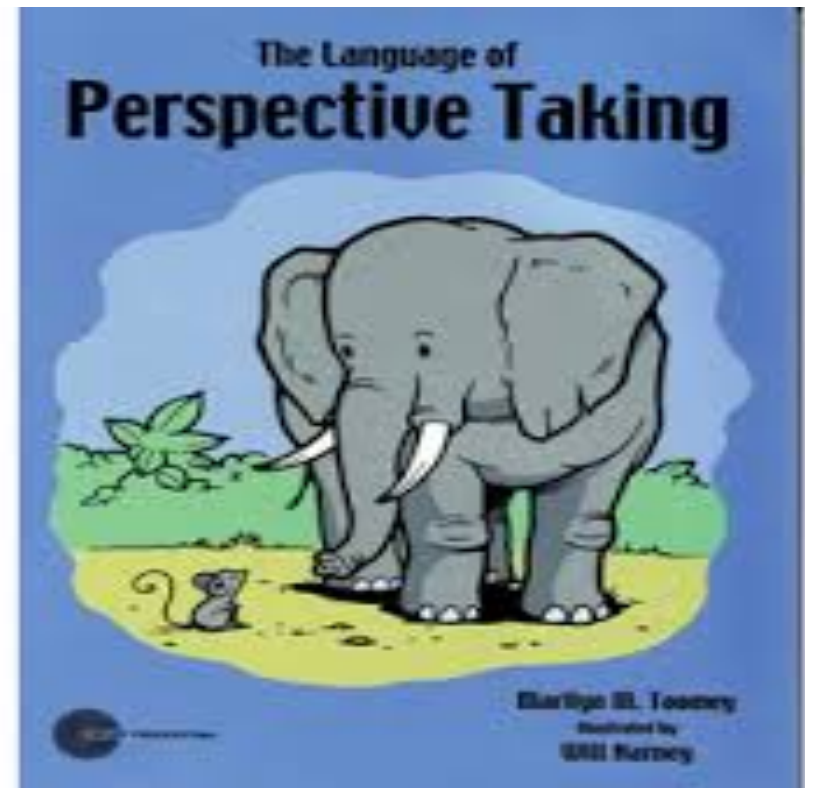
Session 9 Agenda

1. Youth-led centering meditation
2. My Children contemplation
3. The effect of drug use on the family
4. Addiction and intergenerational trauma
5. Meditation: Compassion for family members
6. Mindful Check-In
7. Homework and Close Out



My Children Contemplation

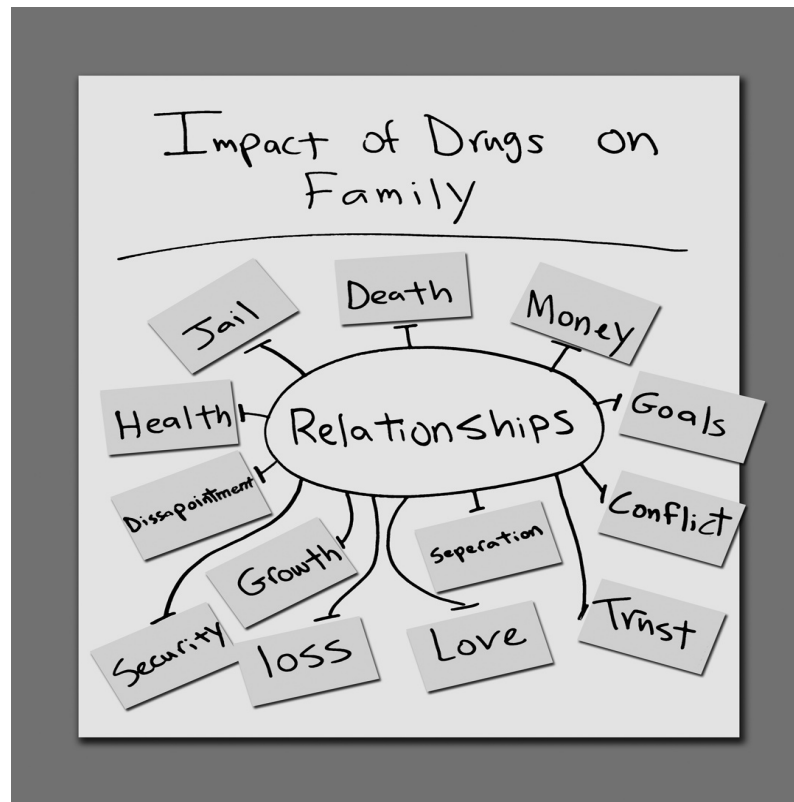
- Perspective-taking



Drug Use on the Family

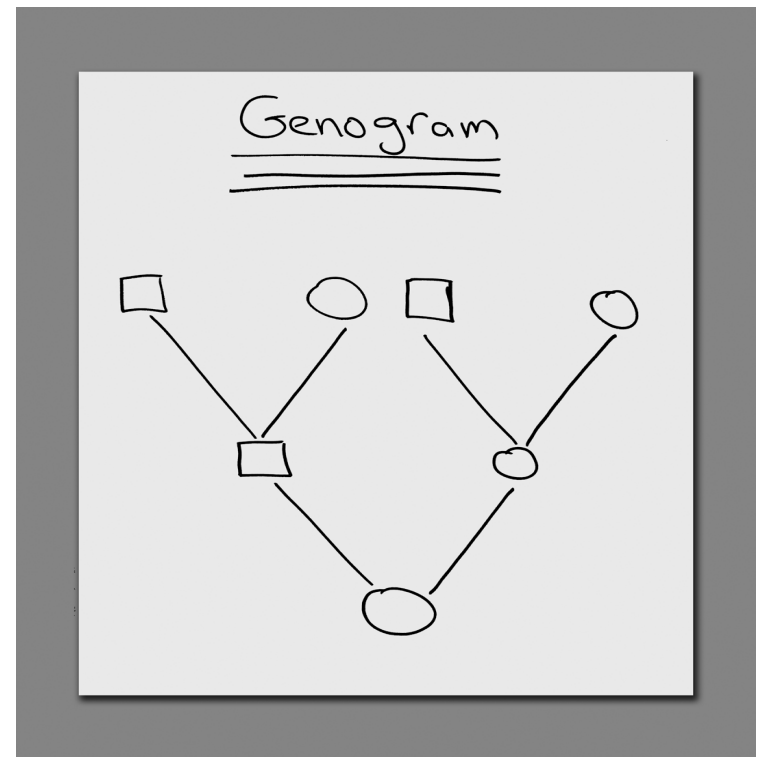
- What are some of the negative effects of drug use on the family?

Impact On Family



Addiction and Intergenerational Trauma

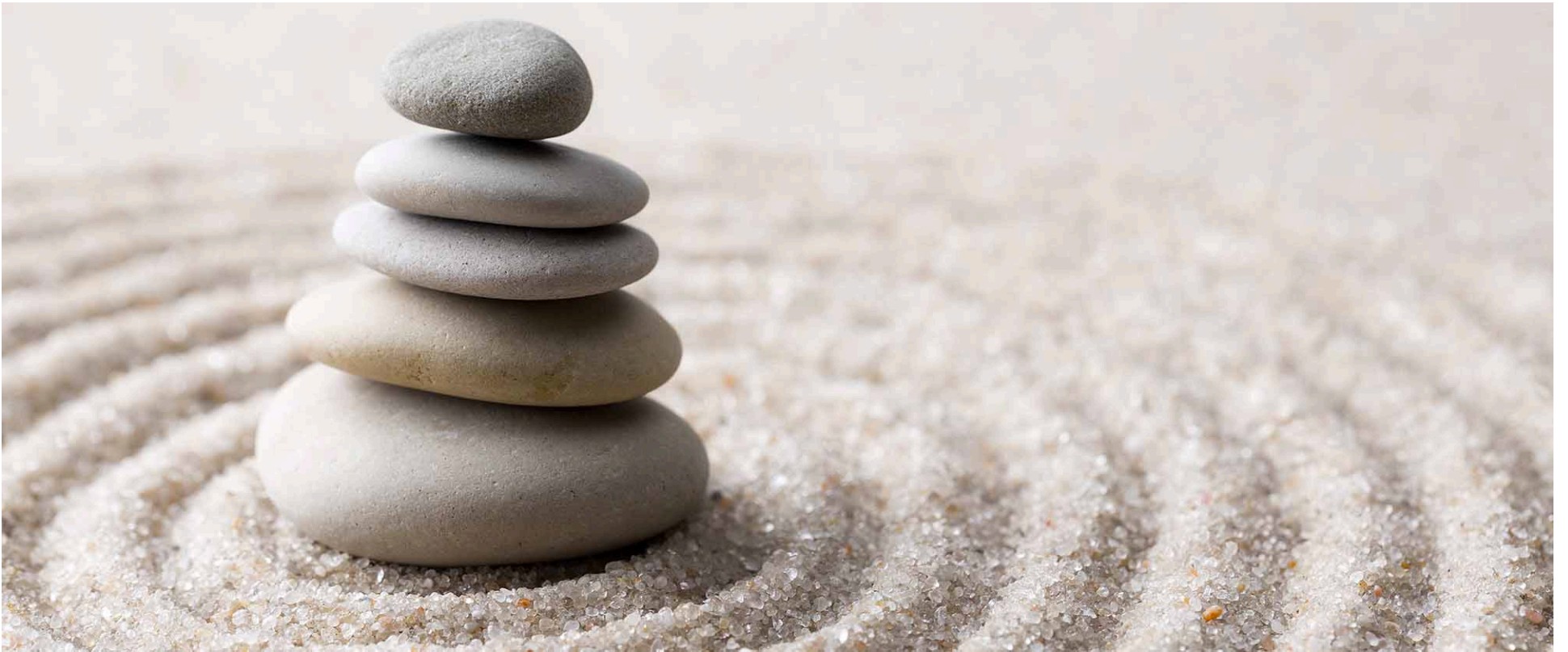
- Genogram



Compassion for Family



Lunch Break



Session 10 Agenda

1. Peer pressure role play
2. Discussion: Friends Vs. Accomplices
3. Mindful Check-In with Prompt
4. Mindful Communication
5. Youth-Developed peer pressure skits
6. Meditation: Compassion for Peers
7. Homework and close out



Peer Pressure Skit

- What's the difference between true friends and accomplices?



2-minute Stretch break



Session 11 Agenda

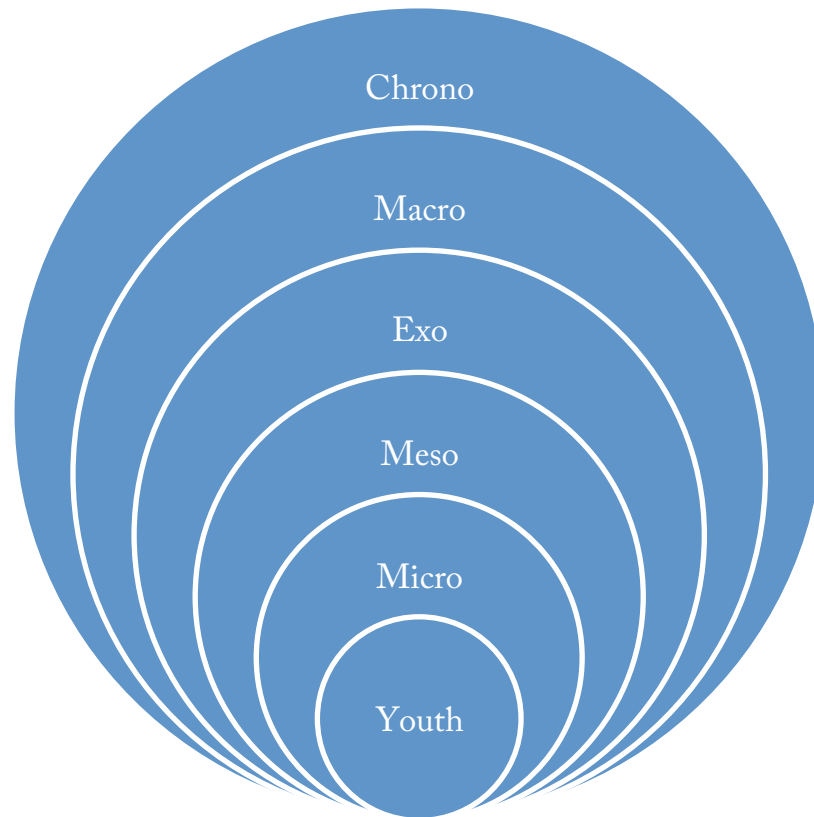
1. Youth-Led Centering Meditation
2. Mindful Check-In
3. Mindfulness of External Environment
4. Transforming Systems of Influence
5. Meditation: Compassion for Community
6. Homework and Close Out



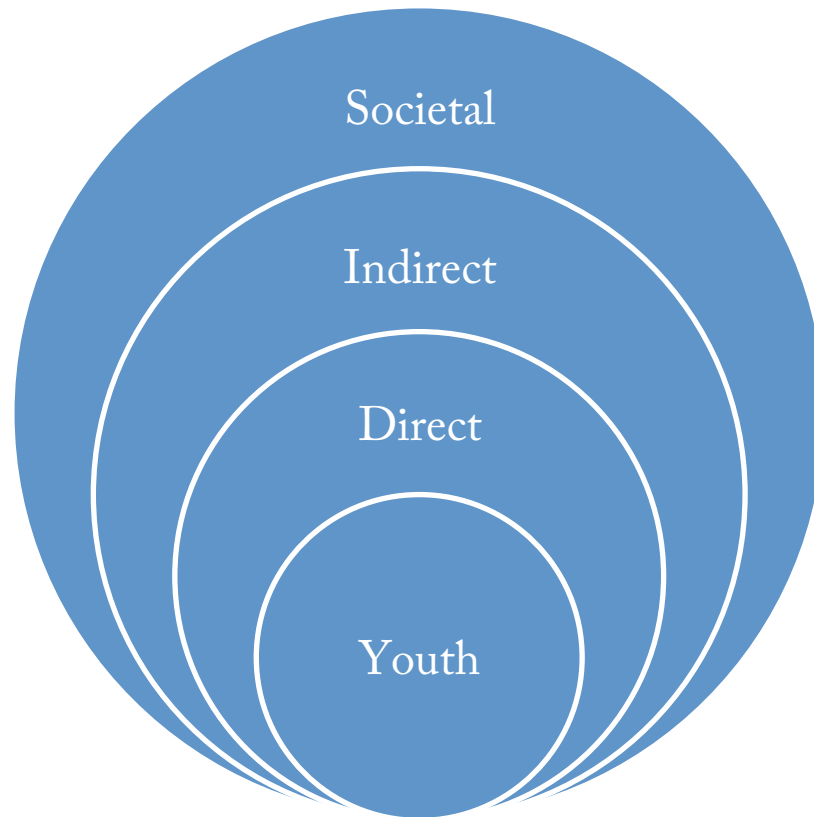
The Environment

- Review: 3 levels of influence
 - Personal
 - Social
 - Environmental

Ecological Systems Theory



Simplified Curriculum Version

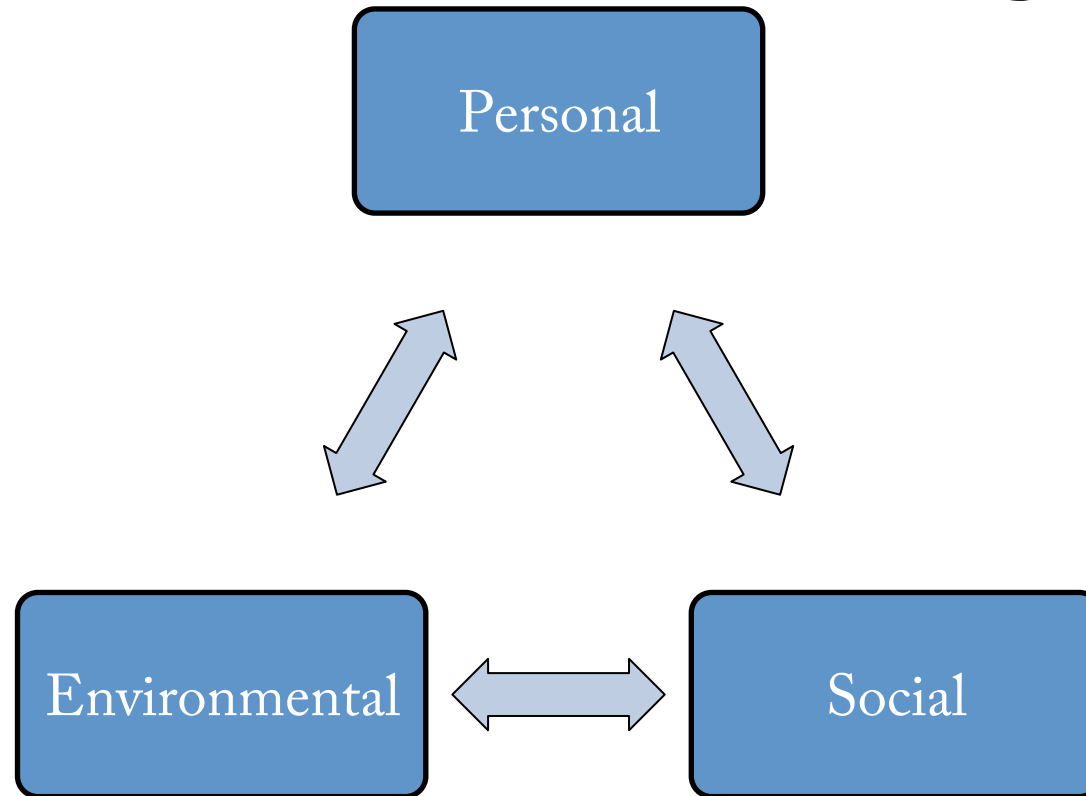


Environment on Drug Use

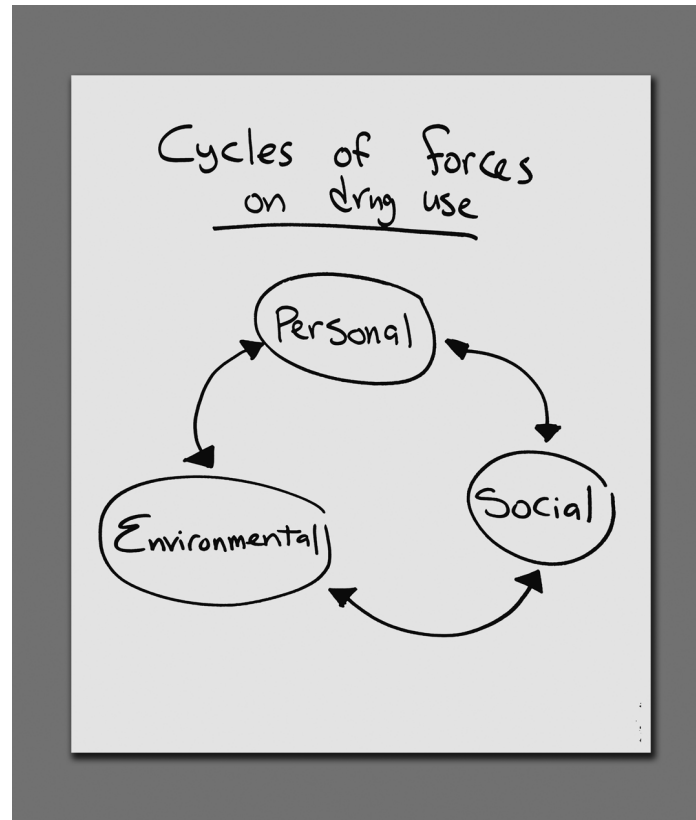
- Ice cream metaphor



Cycle of Forces on Drug Use



Cycle of Forces on Drug Use



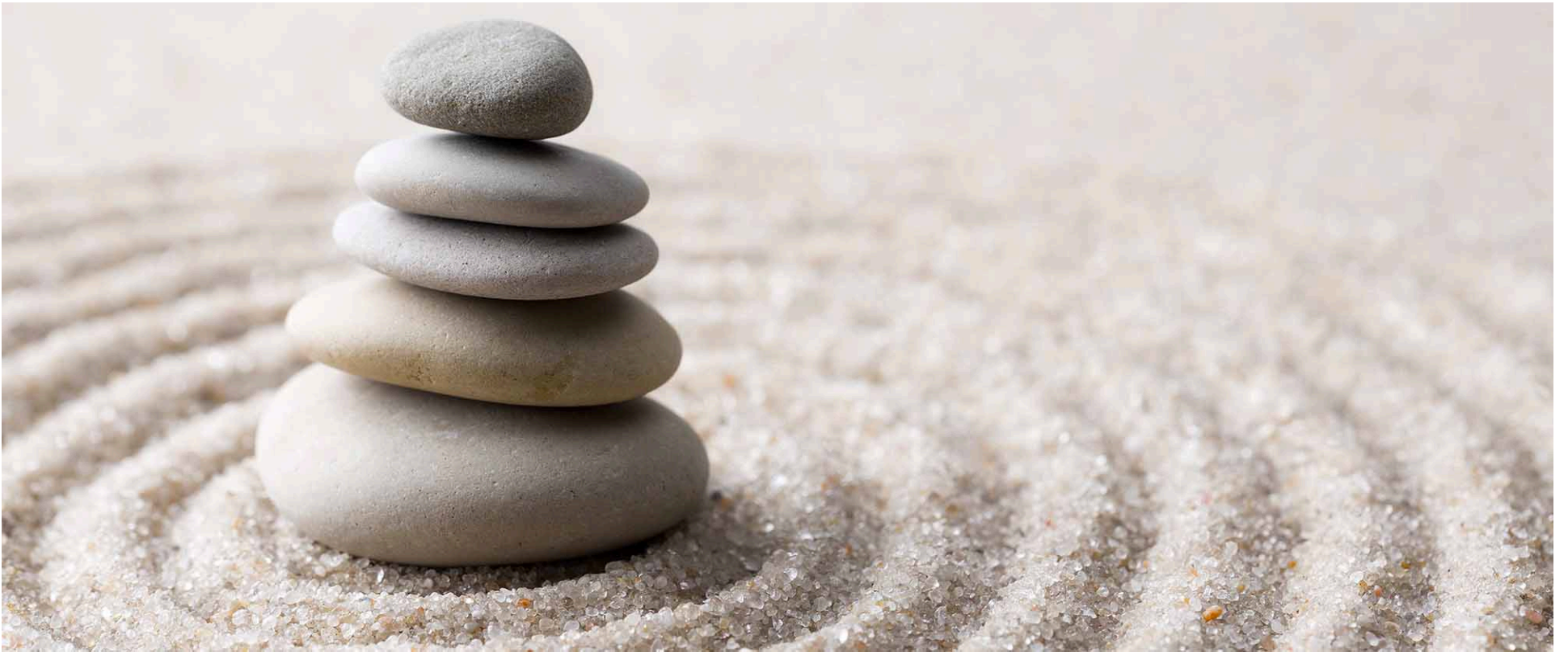
Transforming Systems of Influence Worksheet

1. Describe the environment that you live in. This could be your home, community, neighborhood; whatever comes up for you. Think about all the systems from the adapted ecological systems theory to help you contemplate and write about all the things you deal with in your immediate environment.
2. How does mindfulness of the external environment and its conditions help you to not become a passive recipient of its influence?
3. Given what you've learned this far about how the environment can influence drug use and behavior, how can you personally influence the environment? Write down at least 1-2 concrete things you can do to influence the environment around you.
4. Write down at least one thing about your environment that you commit to being mindful of so as to decrease the risk of your own drug use (or other unhealthy behavior).

Compassion Meditation: Community



Let's Take a Break



Session 12 Agenda

1. Meditation: Final Practice
2. Mindful Check-In
3. Focus Group
4. Group Appreciations
5. Food Celebration
6. Certificates of Completion
7. Closing Ceremony



Focus Group

1. What was your overall experience in this group?
2. What was the meditation portion of the group like? Did it help? Not help? If so, how?
3. What was the discussion portion of the group like? Those topics we discussed?
4. What was the substance-use education like? Helpful? Not helpful?
5. What was your favorite activity of the ones we did? Why?
6. What was your least favorite activity? Why?
7. Out of every experience, which experience in this group stands out the most?
8. Is there anything we didn't ask about in this interview that you want to add?



Group Appreciations



Variations of Group Appreciations

- Web of Connection
- Never going to see anyone in the group again
- Others?

Certificates of Completion!!!!

- Let's take a pic!



Congrats!!!!

- **REMINDER:** Use this for real life in what ever way works best for you! That could be the whole curriculum, or just tidbits in your group/class
- **PRACTICE, PRACTICE, PRACTICE!**
- Post-Evaluations!
- Stay in touch via email/website