

---

---

## TABLE OF CONTENTS

---

---

- CLASS 1: ORIENTATION: Introductions; Key principles guiding the course; Group exercise in building mutual respect and protection; The personal and family experience in critical periods of mental illness (Our trauma stories)
- CLASS 2: CLINICAL BASES: Basic principles of secondary prevention/intervention in Community Psychiatry; Clinical strategies for responding to psychological trauma; Secondary prevention stage models of family/consumer emotional adaptation to mental illness; Group exercise to determine consumer and family needs in critical periods of mental illness (Stage I)
- CLASS 3: RESPONDING EFFECTIVELY TO CONSUMERS AND FAMILIES IN STAGE II: The cascade of secondary traumas when families cope alone; Understanding symptoms as stressors (group exercise); Other significant stressors complicating passage through Stage II (Adverse effects of psychotropic drugs; Stages of adherence to medication; Co-occurring brain and addictive disorders; The trauma of incarceration and attempted suicide.
- CLASS 4: INSIDE MENTAL ILLNESS: Gaining empathy and understanding of what it is like to contend with the psychological impact of brain disorders; Understanding defensive coping strategies to protect against loss of identity and demoralization; Reiterating our appeal for trauma informed care; Up from obscurity: The whole family experience.
- CLASS 5: WORKING TOWARD RECOVERY: Suggested confidentiality guidelines; Case Study: How to frame collaborative work with consumers and their family; Recovery as conscious choice and action; Certification/Celebration

RESOURCE LIST

GLOSSARY OF TERMS

BASIC REFERENCES

---

---

◆

**CLASS 1 AGENDA: INTRODUCTIONS;  
PRINCIPLES OF THE COURSE; CREATING COVENANTS OF PROTECTION;  
OUR TRAUMA STORIES:**

---

---

◆

I. Welcome: Background of the course and introductions

II. Key principles guiding the course

First principle: Our no-fault approach (followed by class discussion)

(Class Discussion 1)

Second principle: Using the bio-psycho-social model of treating individuals with serious brain disorders.

(Class Discussion 2)

Third Principle: The trauma base of our lived experience

III. Group exercise: Devising "covenants of protection" to create a mutually safe, compassionate learning community

(BREAK: 10 MINUTES)

IV. The personal and family experience in critical periods of mental illness: Our trauma stories

(Class Discussion 3)

V. Request for accommodation of our lecture format

---

---

◆

**CLASS 2: AGENDA: CLINICAL BASES: PRINCIPLES OF SECONDARY PREVENTION: STAGE MODELS OF FAMILY/ CONSUMER EMOTIONAL ADAPTATION TO MENTAL ILLNESS; EFFECTIVE INTERVENTION STRATEGIES FOR STAGE I**

---

---

◆

- I. Introduction and agenda
  
- II. Basic premises of secondary prevention in community psychiatry: Clinical strategies for responding to psychological trauma (Question Period)
  
- III.. Applying secondary interventions to families struggling with mental illness (group exercise in normative trauma responses)

(BREAK: 10 MINUTES)

- V. The impact of mental illness on the family: Normative states of emotional reactions among family members  
  
(Class Discussion 1)

(BREAK: 5 MINUTES)

- VI. The impact of mental illness on the consumer: Normative emotional responses in the "stages of recovery" to mental illness  
  
(Class Discussion 2)
  
- VII. Class exercise: What families and consumers need when going through critical periods of mental illness.

---

---

◆

**CLASS 3: AGENDA: RESPONDING EFFECTIVELY TO FAMILIES  
AND CONSUMERS IN STAGE II: LEARNING TO COPE/GOING  
THROUGH THE MILL/DECISION**

---

---

◆

- I. Introduction and agenda
- II. The cascade of secondary traumas which occur in Stage II when a family is left to cope with mental illness without support.
- (Class Discussion 1)
- III. Understanding symptoms as stressors in mental illness: Empathy exercise
- (BREAK: 5 MINUTES)
- IV. Other significant stressors complicating passage through Stage II
- Adverse effects of psychotropic drugs*
- (Class Discussion 2)
- Stages of adherence to medication*
- (Class Discussion 3)
- Co-occurring brain and addictive disorders*
- (Class Discussion 4)
- The trauma of incarceration and attempted suicide*
- (Discussion)
- (BREAK: 5 MINUTES)
- V. Finishing our stories

---

---

◆

**CLASS 4: AGENDA: INSIDE MENTAL ILLNESS: EXPLORING THE  
“PSYCHOLOGICAL DIMENSION” OF MENTAL ILLNESS / MEETING THE  
WHOLE FAMILY**

---

---

◆

- I. Introduction and Agenda
- II. How discrimination has blocked our understanding of living with a life-altering mental illness
- III. Psychological trauma associated with any serious illness: Permanent loss of the magical belief that one is exempt from harm; permanent loss of a predictable, dependable future.  
(Class Discussion 1).
- IV. Defensive coping strategies used to preserve self-esteem in mental illness  
(Class Discussion 2)
- V. How to assist people with mental illness in their struggle for self-esteem  
(Class reading and discussion )
- VI. Reiterating our appeal for trauma informed care

(BREAK: 10 minutes)

- VII. Up from obscurity: The “whole family” experience: First-person accounts of the lived experiences of other close relatives of people with serious mental illness.

Sibling, adult child, and spouse testimony: What are the most difficult aspects of each of these family roles?

(Questions from the class for the panel members, followed by class discussion.)

---

---

◆

**CLASS 5:      AGENDA:    RESOLVING    CLIENT    RIGHTS    OF  
CONFIDENTIALITY    IN    A    COLLABORATIVE    MODEL    OF    CARE;  
CASE STUDY:    HELPING    A    CLIENT    AND    FAMILY    MOVE    FORWARD  
TO    STAGE    III;    THE    CORNERSTONES    OF    EMOTIONAL    RECOVERY  
IN    STAGE    III**

---

---

◆

- I.    Introduction and agenda
  
- II.    Resolving client rights of confidentiality in a collaborative model of care:  
  
      The useful distinction between "illness information" and "privileged information".  
  
      What families want to know.
  
- III.    Helping a client and family move forward to stage III  
  
      Case study: How to "frame the case"; how to "work through" the case.  
  
      (Class responses to the case workbook)
  
- (BREAK: 10 MINUTES)
  
- IV.    The cornerstone of emotional recovery in Stage III: Conscious choice and action.  
  
      Breaking the silence: Confronting stigma and discrimination  
  
      Challenging the myth of lifetime incapacity in mental illness  
  
      Class Reading and Discussion: Helping families and consumers in Stage III.
  
- V.    Certification, thanks and celebration