2015 / Treatment Innovations / Lisa M. Najavits, PhD

**Outline and Objectives**

**Advance Seeking Safety (followup training)\***

**Alternate titles** (please choose any that you prefer)

⯎ *Taking it to the next step—Advanced Seeking Safety skills*

⯎ *Champions, supervisors, mentors, and clinicians—advanced work in implementing Seeking Safety*

**Intended audience**

Any staff (including trainees and paraprofessionals) who have already attended a prior initial training on *Seeking Safety* and implemented it in their work.

**Summary of program content**

This presentation will provide an opportunity to address, in-depth, how *Seeking Safety* is applied in clinical settings.

*Seeking Safety is* a 25-topic integrated psychotherapy for substance abuse and /or trauma. It is an evidence-based model that is present-focused and coping skills oriented. In this advanced training, we providing a brief refresher; explore how Seeking is going for attendees (successes and obstacles, clinical dilemmas, case examples); do a role-play conducted by an attendee with feedback based on the Seeking Safety Adherence fidelity scale; and other advanced topics. To help participants make the most of the follow-up training it is suggested, but not required, to ask them to prepare and bring (1) A list of any clinical dilemmas, case scenarios, and positive/negative feedback about how their work using Seeking Safety thus far. (2) The Seeking Safety feedback form, filled out (from the last chapter of the book).The training is highly clinically-oriented and offers opportunities to role-play client scenarios and discuss implementation issues that have arisen in using the model. It is assumed that participants have already attended a prior initial training on *Seeking Safety* and/or implemented it in their practice*.*

**Objectives**

1. To explore successes, challenges, and lessons learned in implementing Seeking Safety.

2. To learn the Seeking Safety Adherence Scale to deepen participants’ understanding of the model.

3. To learn strategies for responding to challenges with this population, including dissociation, self-injury, trauma processing, and behavioral contracts.

4. To describe creative adaptations that maintain fidelity to the model.

**Example of a timed outline for a 1 day version** (*can be changed to fit any timeframe)*

Please identify any schedule you would like (e.g., longer, shorter, different breaks). A typical format is 9-4, with a one-hour lunch break and two fifteen-minute breaks (one mid-morning and one mid-afternoon). The schedule below assumes this typical format, but you can change it based on your scheduling.

I. Brief review of Seeking Safety (9am to 10am)

Emphasis on question / answer, successes and obstacles, and “lessons learned” thus far by participants who have implemented Seeking Safety.

II. Fidelity to the model (10am to 12p)

Overview of the Seeking Safety Adherence Scale (long version), with teaching points regarding clinical relevance of each item. How to score the scale and how to use it in clinical practice, as a supervisor or clinician (e.g., self-ratings).

III. Role-play of a Seeking Safety session by a group member using the topic Compassion (1p to 2p)

Emphasis on format, content, and process. Feedback by trainer and attendees.

IV. Creative adaptations of Seeking Safety (2pm to 3pm)

Adaptations that other programs have developed, changing the treatment based on length of stay or very large groups, adaptation for diversity based on culture and/or age of clients. How to stay true to the model while engaging clients with creative exercises, games, and activities.

V. Consultation on existing treatment (1pm to 2pm)

Discussion of current issues participants are encountering in using the model. Participants will have the opportunity to raise questions, provide in-depth case scenarios and examples, and obtain feedback about ways to manage dilemmas. Brief scenario role-plays, such as how to respond to clients empathically when they become angry or difficult in a session; how to address “difficult” behavior in light of trauma and substance abuse. Resources for further learning (e.g., professional organizations, books, and web sites).

VI. Review of Healthy Relationships video (3p to 4pm)

Emphasis on empathy, fidelity, and how to keep improving in conducting Seeking Safety.

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**Teaching methods**

Lecture, Powerpoint slides, DVD/video clips, discussion, role play/experiential exercises, question/answer.

**References**

**References**

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Fallot RD & Harris M. *Using Trauma Theory to Design Service Systems. New Directions for Mental Health Services*. San Francisco: Jossey-Bass; 2001.

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Ouimette P, Read J. *Trauma and Substance Abuse: Causes, Consequences, and Treatment of Comorbid Disorders (2nd edition)*. Washington, DC: American Psychological Association Press; 2013.



**Contact**

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