Seeking Safety training / Lisa M. Najavits, PhD

**Possible titles (choose one):**

*Seeking Safety:* An evidence-based model for trauma and/or substance abuse

*Seeking Safety:* A model for trauma and/or substance abuse

Implementing *Seeking Safety* for trauma and/or substance abuse

The link between trauma and substance abuse

Numbing the Pain: Trauma and substance abuse

The goal of this presentation is to describe *Seeking Safety,* an evidence-based treatment for trauma and/or substance abuse. We will cover (a) background on trauma and substance abuse (rates, presentation, models and stages of treatment, clinical challenges); and (b) implementation of *Seeking Safety* (overview, evidence base, demonstration of the model, adaptation to various populations (e.g., adolescents, individuals with serious and persistent mental illness, veterans), frequently asked questions, fidelity monitoring and clinician training). Assessment tools and community resources are also described. By the end of the training, participants can implement Seeking Safety in their setting. Learning methods include powerpoint, video, exercises, and discussion.

**Objectives:**

1. To review clinical issues in treating trauma and substance abuse;
2. To increase empathy and understanding of trauma and substance abuse;
3. To describe *Seeking Safety,* an evidence-based model for trauma and/or substance abuse;
4. To provide assessment and treatment resources.

**References:**

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​Najavits, L. M., Hyman, S. M., Ruglass, L. M., Hien, D. A., & Read, J. P. (2017). Substance use disorder and trauma. In S. Gold, J. Cook, & C. Dalenberg (Eds.), Handbook of Trauma Psychology (pp. 195-214): American Psychological Association.

Najavits, L. M., Krinsley, K., Waring, M. E., Gallagher, M. W., & Skidmore, W. (2018). A randomized controlled trial for veterans with PTSD and substance use​ disorder: Creating Change versus Seeking Safety. Substance Use and Misuse,​ doi: 10.1080/10826084.2018.1432653.

**Audiovisual:**

LCD projector

Audio setup (to show video segments)

Microphone (any type is fine)

**Typical training day:**

Please use any schedule you would like (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. Also, if you are doing a 1.5 day training (rather than 2 days), please just delete III and IV on the Day 2 agenda below.

Agenda (Day 1):

Trauma, Substance Abuse and *Seeking Safety*

**I. Trauma, substance abuse, and Seeking Safety (9am to 10:30a, followed by 15 minute morning break)**

a. Rates of trauma and substance abuse

b. Treatment challenges

c. Stages of treatment

d. Introduction to *Seeking Safety*

**II. Treatment (10:45 to 12pm, forward by 1 hour lunch break)**

a. Overview of *Seeking Safety*, including experiential exercises (e.g., grounding, taking good care of self)

b. Assessment and community resources

**III. Clients' experience (1pm to 1:45 pm, followed by 15 minute break)**

a. Half-hour video on trauma and substance abuse plus discussion

**IV. Clinical demonstration (2pm to 4pm)**

a. "Walk through" one sample *Seeking Safety* topic

b. Excerpts from video demonstration of *Seeking Safety* topic, “Asking for Help” with real clients

c. Experiential role-play of Seeking Safety session

i. Break into small groups and practice session check-in

ii. Continue in small groups and practice use of handouts and check-out

iii. Discussion and questions

Agenda (Day 2)

Implementation of *Seeking Safety*

**I. More on *Seeking Safety* 9am to 10:30a, followed by 15 minute morning break)**

a. Evidence base

b. Frequently asked questions

**c**. Special populations, as may be relevant (e.g., adolescents, military/veterans, criminal justice, severe and persistent mentally ill)

**II. Trauma and addiction toolkit exercise (10:45a - 12p, followed by 1 hour lunch break)**

**III. Clients' experience: video on trauma-related symptoms (1pm-1:45pm followed by 15-minute break)**

**IV. Challenging scenarios (2p-2:45p)**

a. “Tough cases”: group brainstorming in relation to clinical scenarios that may arise

b. Optional mini-role-plays, with a participant playing a client and trainer playing the clinician, to demonstrate enhanced treatment strategies

c. How to make *Seeking Safety* most effective

**V. Special implementation topics (2:45pm-4pm)**

a. Group role-play of another *Seeking Safety* topic or discussion of use of *Seeking Safety* fidelity scale and practice rating a session

b. Additional implementation topics as may be relevant, including clinician processes and training, readiness for use of exposure-based treatment for PTSD

c. Next steps and wrap-up

**Note: Methods of instruction for days 1 and 2 include:**

Lecture

Video segments related to treatment issues

Experiential exercises (e.g., role-play)

Question/answer discussion with participants