

KENTUCKY SCHOOL OF ALCOHOL AND
DRUG STUDIES

PRESENTS

GENDER ISSUES IN ADDICTIONS
TREATMENT

PRESENTER

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DEFINITION OF KEY TERMS

Gender-responsive services: the ability of service providers to meet the clinical needs of male and female clients on the micro and macro levels. Gender-responsive programs recognize several important differences in the lives of men and women, including gender socialization, histories, experiences, and core issues.

Gender fair: the ability to work with both male and female clients in an equitable manner with an awareness of how your values influence your work.

GENDER SENSITIVITY

1. When people need help in public, who are you most likely to help?
2. Who do you put out more energy to serve?
3. Is your voice tone the same with men and women?
4. Generally, whom do you like better, men or women?
5. Are your feelings about chemically dependent men and women the same?
6. How do you feel about assertive women or passive men?
7. When men and women compete, whom are you more likely to cheer for?
8. Do you have the same reaction if a male or female client cries in your office?
9. Do you feel the same if a male or female client tells you he/she is being sexually harassed?
10. Is your reaction to overweight men and women the same?

Gender competent: Gender competence reflects the capacity to identify where difference on the basis of gender is significant, and act in ways that produce more equitable outcomes for men and women. To develop gender competence one needs to examine his/her own biases, assumptions, and stereotypes concerning gender and strive to not allow these to interfere with their work with clients. Gender-competent service providers may view their own countertransference as a gift, a reminder of more work they need to do in this area. The gender-competent service provider is aware of how his/her gender socialization impacts his/her work with clients.

DISCUSSION

1. When you were growing up who taught you the most about what it means to be a boy or a girl? What did they teach you? How were these lessons taught?
2. Who taught you the most about what it means to be a man or a woman? What did they teach you? How were these lessons taught? Throughout your life, what impact have these lessons had on you personally and professionally?
3. What rules were you taught about interacting with members of the opposite sex? Which have you kept? Which, if any, have you rejected, and why?
4. How does your gender socialization impact your work with clients?

10 WAYS OF APPROACHING RESISTANCE WITH MALE CLIENTS

1. Examine your feelings about men.
2. Examine the nature of the resistance.
 - A.
 - B.
 - C.
3. Do not assume that all males who enter therapy will be resistant.
4. Decrease resistance in the first session.
 - A. Give a tour.
 - B. Be nonjudgmental.
 - C. Reframe the problem.
 - D. Compliment his style of communicating.
 - E. Focus on strengths and something he does well.
5. Consider the possibility that there is no such thing as a resistant client.
 - A.
 - B.
 - C.
6. Self disclose.
7. Do not assume that silence is resistance; some males need help putting their feelings into words.
8. Base interventions on his level of readiness to change.
9. Deal with cross-cultural and cross-gender tension.
10. Use group activities

ROLES I PLAY VS. THE REAL ME

Below is a list of roles that men find themselves playing sometimes. Circle 3 of the roles that you play sometimes and that are not the real you. Next, circle the role that comes closest to identifying who you really are.

- Hard working man
- The lover
- The loner
- Breadwinner
- Tough guy
- The sensitive man
- Intellectual
- Macho man
- Jock
- The man with no feelings
- Chameleon
- Family man
- Ladies' man
- No nonsense guy
- The man who is not afraid of anything
- Competitive man
- Daredevil
- Hero
- Nice guy
- Humanitarian

Other group activities

1. Male standup
2. Finding our wounds
3. Father-son circle

GENDER-RESPONSIVE SERVICES FOR WOMEN
18 CRITICAL AREAS TO FOCUS ON

1. Strengths

- What do you do well?
- How have you been able to endure so much?
- What do you like to do in your leisure time?
- What are the best 3 moments you can recall in your life?
- What is the best thing you ever made happen?

2. Trauma

- PTSD vs. complex trauma
- The ACE Study

3. Father-daughter pain

4. Mother-daughter pain

What involved mothers provide for their daughters

- Confidence
- A role model
- Rites of passage facilitator
- Empathy
- Nurturing
- Love

5. Abandonment and relationships

Characteristics of addictive relationships

- Lots of drama
- Obsessive
- Smothering

- Extreme jealous
 - Abuse
 - The relationship is based primarily on romantic fantasies rather than reality
 - You suffer withdrawal symptoms when alone
 - You tend to stay in relationship in spite of adverse consequences
 - When you leave one addictive relationship you enter another
6. Self-esteem
 7. Empowerment
 8. Race, ethnicity, and cultural issues
 9. Relationships with family members and significant others
 10. Mental health
 11. Addictions and eating disorders
 12. Sexuality (sexual functioning)
 13. Parenting
 14. Grief
 15. Overall health and self-care
 16. Work
 17. Connections with other women
 18. Isolation
 19. Development of a life plan
 20. Child care and child custody
 21. Interpersonal violence, including incest, rape, battering, and other abuse

Source: SAMHSA

Groups that are reluctant to report domestic violence

- 1.
- 2.
- 3.
- 4.
- 5.

Characteristics of males who batter

1. Exposure to battery in the home as a child
2. Corporal punishment as a child
3. Traditional values concerning the roles of males and females
4. Extreme jealousy and possessiveness
5. Violence toward others in childhood
6. A history of temper tantrums
7. Violence toward animals
8. A previous criminal record
9. PTSD/Secondary PTSD
10. Substance abuse
11. Ability to be charming, seductive, and manipulative

Characteristics of Female Victims of Domestic Violence

- 1.
2. Exposure to battery in the home as a child
3. Physical discipline as a child
4. A history of childhood sexual abuse

5. Periods of loss of power and control in childhood
6. A more liberal/less traditional view of the role of males and females than her partner who batters
7. Substance abuse

Criteria for the Battered Woman's Syndrome

1. Intrusive recollection of the traumatic events
2. Hyper-arousal and high levels of anxiety
3. Avoidance behavior and emotion numbing, usually expressed as depression, dissociation, minimization, repression, and denial
4. Disruptive interpersonal relationships as a result of the batterer's power and control
5. Body image distortion and/or somatic or physical complaints
6. Sexual intimacy issues

Learned Helplessness – Loss of the ability to predict that what you do will make a difference in stopping the battering

Factors Contributing to Learned Helplessness

1. Frequent and severe violence
- 2.
- 3.
4. Efforts to escape fail.
5. Efforts to control the violence fail.
- 6.
7. Psychological abuse
- 8.
- 9.

The Cycle of Violence

The 3 Phases of the Cycle

1. Tension-building phase
2. The acute battery phase
3. Loving contrition phase (Honeymoon)

Intervention Strategies

1. Listen with empathy and without judgment
2. Help her graph the cycle of violence by charting four incidents
 - A.
 - B.
 - C.
 - D.
3. Help her recognize that the loving contrition phase is a part of a cycle, not proof of how much she is loved.
4. Help her recognize that the tension-building phase may be a good time to leave.
5. Help her do a safety plan.

Helping Women to Make the Decision Whether to Leave the Relationship

1. Help her decide whether or not she is actually in an abusive relationship

Types of Abuse

- Verbal abuse
 - Yelling
 - Threatening
 - Name-calling
 - Insulting
 - Belittling
 - Criticizing
 - Humiliating
 - Intimidating
 - Put-downs
 - Threats
- Spiritual abuse
 - Trivializing your ideas, opinions, and views
 - Discrediting your values as unimportant, silly, or unrealistic
 - Stating that his beliefs are the only right beliefs
 - Using sacred texts to justify the abuse
 - Using religion to justify controlling behavior
 - Denying your religious beliefs
 - Preventing you from attending religious services or participating in sacred ceremonies
 - Preventing you from observing religious holidays
 - Destroying books or other materials that represent your philosophical value system
 - Trying to kill your dreams and goals
- Emotional abuse
 - Ignoring you
 - Treating you as though you are invisible
 - Refusing to talk to you
 - Withholding help
 - Discounting your feelings and emotions
 - Controlling you

- Physical abuse
 - Pushing
 - Grabbing
 - Punching
 - Pinching
 - Slapping
 - Hitting you with objects
 - Choking
 - Biting
 - Destroying property
 - Hurting or killing pets
 - Hitting
 - Cutting
 - Physical restraining
 - Forced sex
 - Physical intimidating

2. Help her assess reasons for staying in the relationship

51 reasons women don't leave their abusive relationships

- The children
- Money
- Fear
- Relatives blame her.
- Therapists blame her.
- Police blame her.
- Clergy blame her.
- Her batterer blames her.
- He blames herself.
- No one believes she's being abused.
- She doesn't think she's being abused.
- Her partner says, "I love you."
- Her partner says, "I'm sorry."
- Her partner says, "I'm the best thing that ever happened to you."
- Her partner says, "I'll never do it again."
- Her partner says, "I'll kill you if you leave."
- Her partner says, "I'll take the children."
- Her partner says, "I'll kill myself if you leave."
- She will be homeless.
- The shelters are full.
- She believes the welfare system will abuse her worse.
- She loves her partner.
- Her partner loves her.

- The children love them both.
- Her father abused her.
- Her mother abused her.
- Her partner is an alcoholic.
- Her partner is a drug addict.
- She is an alcoholic.
- She is a drug addict.
- Her partner is a pimp.
- She tried to leave before.
- Her partner found her before.
- She can't speak English.
- She doesn't have papers to be in this country.
- She is in a wheelchair.
- She is deaf.
- She has mental retardation.
- She is blind.
- Her partner is her personal care attendant.
- Her partner is a public figure.
- She is a public figure.
- She can't read.
- She is afraid of the unknown.
- She is isolated.
- She is depressed.
- She has mental illness.
- Her partner threatens to expose her as a lesbian.
- She has never told anyone.
- She is a member of a "perfect minority group."
- It is not the right time – yet.

Source: Transition House, Cambridge, MA

3. Help her analyze the relationship

- List the positive aspects of the relationship
- List the things your partner said or did to make you feel bad about yourself.
- List ways, if any, your partner controlled your relationship
- Explain what effect this has had on your life.
- List anything your partner said or did that made you think you had no choice but to stay in the relationship.
- List anything your partner said or did that made you feel unlovable and what impact this had on you.

- List anything your partner said or did that made you feel threatened or unsafe.
 - Explain the effect that being afraid has had on your life.
4. Encourage a discussion of both sides of her ambivalence and help her do a balance sheet.
 5. Encourage her to look forward – “If you stay in this relationship, based on what you have learned thus far, what is the likely outcome?”
 6. Active helping

Safety Planning

1. The person victimized should write her own safety plan.
2. You, the professional, will offer support, help with problem solving and resources
 - Emergency housing
 - Shelters
 - How to file an order of protection
3. The plan should also involve methods for keeping the kids safe.
4. It is important to have a bag packed.
5. It is important to have a plan in place—where to go—as well as a back-up plan.
6. Help her figure out strategies to make her home more secure
 - Do you have a security system installed where you live?
 - Do you have secure locks on all outside accessible doors and windows?
 - Is there a lock on the inside of your bedroom door?
 - Do you have motion sensor lights outside your home?
 - Do you have a safety plan in place at work or school?
 - Have you informed your workplace or school about this plan?
 - Are you taking alternative routes on your routine trips?
7. Help her rehearse the escape
 - How will you escape if your abuser comes in through the front door?
 - How will you escape if your abuser comes in through the back door?
 - How will you escape if your abuser comes in through the window?
 - Where will the children go if the abuser breaks into the house?

- What actions should your neighbors take if your children go to their homes?
- Have you told your neighbors this plan?
- Have I packed the following items?
 - Identification for myself
 - Children's birth certificates
 - Your birth certification
 - Social Security cards
 - School and vaccination records
 - Money
 - Checkbook, ATM card, credit cards
 - Keys—house, car, office
 - Driver's license and registration
 - Medications
 - Welfare identification, work permits, green card, passport, divorce papers
 - Lease/rental agreement, house deed, mortgage payment book
 - Bank books, insurance papers
 - Address book, pictures, jewelry
 - Children's favorite toys/blankets
 - Items of special sentimental value

8. Provide support as she seeks legal advice.

Implications for Chemical Dependence Treatment

1. We should routinely assess for the victimization and perpetration of the violence.
2. We should include discussions on domestic violence in educational sessions.
3. It is important to be trained in both addiction recovery and domestic violence recovery.
4. It is important for addictions professionals to be aware of the resources available in the community to address domestic violence.
5. It is helpful for treatment to elevate self-esteem, empower, and reduce isolation.

HEALING FROM DOMESTIC VIOLENCE

Looking Back

1. What put me at risk for entering this relationship?
2. How could I have loved an abuser?

List the positive characteristics that originally attracted you to your ex-partner.

3. What have I lost as a result of this relationship?
 - What parts of myself have I lost?
 - What parts of my self-esteem have I lost?
 - What parts of my sexuality have I lost?
 - What trust did I lose?
 - What dreams did I lose?
 - What relationships did I lose?
 - What possessions did I lose?

Healing in the present

1. Psychotherapy
2. Have a love affair with myself
3. A spiritual quest
4. Heal trauma
 - Meditation
 - Yoga
 - Aroma therapy
 - Acupuncture – to reduce stress and anxiety and PTSD symptoms
 - Martial arts
 - Therapeutic massage
 - Stress management techniques to cope with traumatic stress symptoms
 - Continued safety plan
5. The future
 - Establish new hopes, wishes, dreams, and aspirations
 - Where will I be in five years?
 - ✓ Job/career
 - ✓ Family life

- ✓ Friendships
- ✓ physical appearance
- ✓ Intimate relationship

- Establish new friendships and heal important relationships
- Help the children heal
- Financial planning
 - Budget counseling
 - Repairing credit
 - Establishing new credit

5. Dealing with the critical voice in your head

6. Recognizing the differences between healthy, addictive, romantically addicting, and abusive relationships (verbal, emotional, spiritual, physical)

Characteristics of addictive relationships

- Lots of drama
- Smothering
- Extreme jealousy
- You abandon friends and relatives when you are in a relationship
- You tend to stay in these relationship despite adverse consequences
- When you end one unhealthy relationship, you tend to start another

Characteristics of healthy relationships

- Each partner is whole
- Each person is growing and encouraging the other to grow
- Each person has a separate life outside the relationship
- Minimal jealousy
- No abuse

Characteristics of romantic addiction

- You are addicted to the idea of a relationship
- You often fantasize about perfect love
- You are a relationship anorexic
- Your relationships are based primarily on romantic fantasies rather than reality
- You often tie music into the fantasies
- You fear abandonment and thus avoid relationships and get lost in the fantasies instead

Abuse relationships

- Verbal abuse
- Emotional abuse
- Spiritual abuse
- Physical abuse

7. Deciding what you want in future relationships

Qualities I require

- A.
- B.
- C.
- D.
- E.

Qualities I will not accept

- A.
- B.
- C.
- D.
- E.

Red flags for potential abuse

- A.
- B.
- C.
- D.
- E.

BEYOND EDUCATION – HELPING MEN WHO BATTER GET TO THE CORE ISSUES

Key Points

1. Substance use does not cause male battery.
2. Domestic violence perpetration among men is about more than anger.
3. There are a number of things that society does that perpetuate male violence against women.

Family of origin

- Observing violence in an unhealthy relationship between his parents
- Witnessing violence by his father toward his mother
- Violence directed toward him
- Rage directed toward his parents

Society/culture influences

- Receiving messages that it is “a man’s world”
- Patriarchal society emphasizing the subordinate status of women
- Cultural beliefs in male privilege and traditional gender stereotypes
- Sexism

Religion

- Religion often highlights male hierarchy and relegates women to a lesser status.
4. Violence is more than physical
 - Use of intimidation

Examples of intimidation

- Hit walls and doors
- Slam tables
- Throw things
- Destroy property
- Display weapons
- Crowd her space
- Give her an angry look
- Make a fist

- Raise his voice
- Scream
- Leave a threatening note

Exercise

- List several incidences when you have used intimidation with a past or current partner.
 - What was the purpose of your behavior? Describe what you were feeling and thinking.
 - What were the short-term and long-term impacts of your behavior?
 - Looking back at the incident, what could you have done differently in the same situation to avoid intimidating, even if you were upset?
 - If you are in a current relationship, design a plan to keep yourself from being intimidating to your partner.
- Using threats

Examples of threats

- Threaten to leave
- Tell her you will hurt her, family members, the children, her friends, and her pets
- Threaten to take all the money

Exercise

- List several incidences when you used threatening behavior with a past or current partner.
 - Pick an incident from your list that stands out most in your mind. Describe this incident in detail.
 - What was the purpose of your behavior? Describe what you were feeling and thinking.
 - What were the short-term and long-term impacts of your behavior?
 - Looking back at the incident, what could you have done different in the same situation to avoid being threatening to your partner?
 - If you are in a current relationship, design a plan to keep yourself from being threatening to your partner.
- Isolating behavior

Examples

- Made her tell you what she did and whom she talked to, listened to her phone conversations, read her mail, accused her of doing things behind your back, called her job, friends, and family to

monitor her activities, questioned her when she came home, demanded to know where she had been when she came home later, tried to control whom she spends time with.

Exercise

- List several incidents when you have used isolating behavior with a past or present partner.
 - Pick an incident from your list that stands out most in your mind. Describe this incident in detail.
 - What was the purpose of your behavior? Describe what you were feeling and thinking. What were the short-term and long-term impacts of your behavior?
 - Looking back at the incident, what could you have done differently in the same situation to avoid controlling or isolating your partner, even though you might have been jealous or feeling insecure?
 - If you are currently in a relationship, design a plan to keep yourself from controlling or isolating your partner in your relationship.
- Emotionally abusive behavior

Examples

- Called her names
- Made put-downs concerning her body, weight, etc.
- Told her she was stupid, lazy, incompetent, a bad mother, unattractive, that no one else would ever want her, told her she could never do anything right, humiliated her in front of her children, family, friends, and co-workers.

Exercise

- List several incidents when you were emotionally abusive with a past or present partner.
- Pick an incident from your list that most stands out in your mind. Describe this incident in detail.
- What was the purpose of your behavior? Describe what you were feeling and thinking.
- What were the short-term and long-term impacts of your behavior?
- Looking back at the incident, what could you have done different in the same situation to avoid being emotionally abusive, even if you were angry, defensive, hurt, or felt rejected in some way?
- If you are currently in a relationship, identify a plan to keep yourself from being emotionally abuse in the future.

5. Take a time-out when you feel yourself escalating.

Time-out rules

- Do not use alcohol or other drugs during the time-out
 - Take a time-out when you recognize the cues that your anger is about to escalate
 - Take a time-out when you feel as though you want to become abusive
 - Tell your partner you are taking a time-out and how long you will be gone
 - Call a group member for support
 - Do calming exercises
 - Think positive thoughts
 - If you need more time to calm down, let your partner know
 - If your partner indicates that she is afraid of you stay away
 - When you return do not insist that you and your partner should resolve the conflict right away
 - If you notice your cues again, take another time-out
 - Deal with your jealousy
 - Talk to a friend
 - Talk to a group member
 - Practice positive self-talk
 - Try to put the situation in perspective
6. Surround yourself with men who are non-violent, who challenge their sexism, and who are striving for wholeness.
 7. Seek individual therapy to deal with unresolved trauma and resentments.
 8. Strive for egalitarian relationships. This can involve:
 - Continuously confront your possessiveness and jealousy,
 - Letting go of always having to be right
 - Trying to be less critical
 - Practicing communication and negotiation techniques
 - Sharing the load
 - Expressing feelings