



RECOVERY IN FOCUS · GROUP CURRICULUM · FACILITATOR GUIDE

Work, Purpose & the After-Shift Drink

Work as recovery equipment, workplace hazards, disclosure, purpose. Four parts, two group classes.

Topic category (billing anchor)	Relapse Prevention / Trigger Management, with Recovery-Centered Vocational Life Skills
Clinical focus	Workplace triggers (drinking culture, stress, exhaustion) as relapse risks; structure, rehearsed refusal/disclosure, and purpose as relapse prevention
Evidence base	Relapse Prevention · refusal-skills training · recovery capital (employment) research
Format	One participant packet · two group classes of about 2 hours each · Class 1 = Parts 1–2 · Class 2 = Parts 3–4
Group rules	2 to 12 clients, same time · at least 1 active Medi-Cal beneficiary · no minors mixed with adults

This file: facilitator guide

class agendas, unemployment lane, FIRP

Companion file: participant packet (print one 4 parts · 8 exercises · 1 vignette · three lines · per member) purpose sentence

FACILITATOR GUIDE

How to run this session

- **BOTH LANES, ALWAYS:** every room splits between employed and searching, and the searching members can feel lectured by job talk. The packet carries an unemployment lane (Exercises 2 and 8); use it visibly so both lanes work the same session.
- **LINK:** hazard matches (the Friday bar, the using coworker) pair members into plan-buddies; Oscar's role-plus-line is a template members can gift each other.
- **REHEARSE THE LINES:** the three disclosure/refusal lines get said out loud, twice, around the room. Boring is the finish line, same standard as the Holidays session.
- **LAND IT CLINICALLY:** every segment lands on the trigger math: the workplace is where members spend their most hours, so its hazards are their most frequent cue exposures.

Mixed-functioning group adjustments

- Read everything aloud; the equipment check's four numbers can be collected verbally.
- Lower-functioning rooms: run the whole session on the hazard list, one role-plus-line, and the not-drinking line rehearsed.

GUARDRAILS

No employer names, no coworker names: patterns only; this packet goes home in backpacks. **No legal/HR advice:** questions about applications, background checks, or workplace rights get routed ("your counselor can connect you; legal aid handles specifics"). **The grievance drift:** bad-boss stories are real and bond the room, and they can eat the hour; two rounds, then convert: "and what does that stress do to your Tuesday night?" **Job-shame:** members embarrassed by their current work get the craft reframe, not a pep talk; dignity lives in the doing-it-well.

HOOK SOURCE NOTE: employment's place among recovery predictors is standard recovery-capital research; present as "keeps showing up near the top of the list." Everything else in this session is skills and strategy, not statistics.

CLASS 1

Parts 1 and 2 (about 2 hours)

Opening (10 min)

Frame: "Work can hold a recovery up and knock one down, sometimes in the same week. Tonight we make the job work for your sobriety, and plan the parts that work against it." Icebreaker: "One word for what

work does to your recovery right now." Board the split; the room will produce both "saves" and "wrecks," which is the session's thesis.

Part 1: Work as Recovery Equipment (35 to 45 min)

Teach (5 min or less): the four deliveries (structure, income, witnesses, purpose); the unemployment version stated plainly: same four, sourced on purpose weekly.

PLAIN "What has a job saved you from?"

DEEPER "Who at work would notice by Wednesday if you started slipping? What does that witness mean to your recovery?"

- **Exercise 1** (yes/no): item 3 (job as risk) legitimizes Part 2 before you teach it.
- **Exercise 2** (equipment check): go around on the lowest number and its fix; searching members use the search version and say so normally.

Part 2: The Hazards on the Clock (50 to 60 min)

Teach (5 min or less): the five hazards; named hazards are appointments, unnamed ones are ambushes.

- **Exercise 3** (hazard list): go around on the biggest hazard and its strike moment; pair the matches as plan-buddies.
- **Oscar vignette + Exercise 4:** read aloud. The teaching is the two moves and why vanishing failed (it cost belonging, and belonging is recovery capital too). Question 3 builds each member's role-plus-line; collect them aloud.

Close Class 1 with the talk-it-out questions. Assign: watch your biggest hazard strike once this week and note the exact moment.

CLASS 2**Parts 3 and 4 (about 2 hours)**

Opening (10 min)

Check in: when did the hazard strike, and did the role-plus-line hold?

Part 3: The Disclosure Question (50 to 60 min)

Teach (5 min or less): the two lanes (past vs present), answer-what's-asked plus the pivot, "I don't drink" as a complete sentence, chosen-tellings on sober-you's schedule, legal specifics routed.

- **Exercise 5** (yes/no): item 1 (over-explained and regretted) is the near-universal confession that motivates the lines.
- **Exercise 6** (my three lines): written by all, rehearsed aloud twice around the room; the interview pivot gets a mock-question rep ("tell me about this gap"), facilitator playing interviewer, volunteers answering.

Part 4: Purpose, Beyond the Paycheck (45 to 55 min)

Teach (5 min or less): craft, people, trajectory; purpose as built, not found; the Tuesday-at-2-p.m. test.

- **Exercise 7** (purpose sentence): Tuesday sentences read aloud by volunteers; the room strengthens weak ones together. Ninety-day trajectories get dates; collect them for follow-up.
- **Exercise 8** (between-jobs lane): searching members complete it with the group's help; an application date stated aloud is half-sent.
- **Skill of the day:** run one line in the wild. Promise the check-in.

Close with the group questions and the summary read aloud.

FIRP scaffold (one note per member, per class)

Class 1. Focus: member's relapse-prevention objective, plus today's topic: workplace structure as recovery support and workplace triggers as relapse risk. **Intervention:** *Educated group on employment's protective functions (structure, income stability, accountability, purpose) with a parallel plan for members in job search; facilitated a four-domain audit of current work or search structure; guided identification of workplace hazards (drinking culture, using coworkers, stress transfer, boredom, exhaustion) with strike-moment identification; facilitated vignette analysis of social-role-plus-refusal-line strategy and guided each member's own version; linked members' patterns and processed responses.* **Response:** individualize. **Plan:** observe the primary hazard's strike moment; return for Class 2.

Class 2. Focus: same objective, plus today's topic: disclosure strategy and vocational purpose. **Intervention:** *Reviewed hazard observations and plan performance; educated group on disclosure management for history (brief answer with pivot) and present abstinence (rehearsed refusal lines, elective disclosure); led repeated out-loud rehearsal including mock interview responses; guided construction of a personal purpose statement (craft, relationships, ninety-day trajectory with date) and, for searching members, a structured search-week plan with a dated application commitment; assigned one real-world line use.* **Response:** individualize, including rehearsal participation. **Plan:** use one line in the wild with report-back; trajectory and application dates logged for follow-up; route legal/HR specifics as arranged.

COMPLIANCE NOTES: 2 to 12 clients, same time; at least one active Medi-Cal beneficiary; no one 17 or under mixed with adults (outside a certified school site). Facilitator: licensed/registered clinician or certified/registered AOD counselor, in scope. Participant list each class; one note per member per class with attendance plus that member's specific response, provider-signed, finalized within 3 business days (service day counts as day 0), tied to that member's problem list or objective. Land every segment on the substance-use and relapse link.