

The ASAM Resource User Guide

The Change Companies® and ASAM

The ASAM System combines the comprehensive assessment, service planning and treatment guidelines of the American Society of Addiction Medicine and the evidence-based materials of The Change Companies®. This collaboration provides effective behavioral health services that are better aligned to the six assessment and service planning dimensions of the ASAM criteria.



Visit www.asam.org for more information regarding the American Society of Addiction Medicine.

Intake/Assessment

Intervention/Treatment

Outcomes

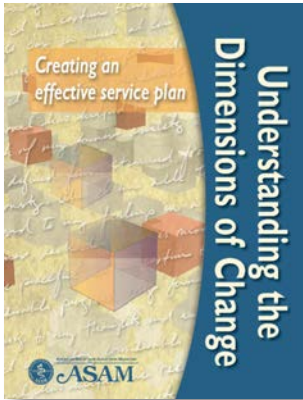
The information provided here will help you best implement ASAM's criteria.

The products and services offered under the collaborative partnership of ASAM and The Change Companies® provide treatment teams and clinicians with support throughout the treatment process.

To see how each product and service fits in the flow of treatment visit: www.asamcriteria.com

 The Change Companies®

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Understanding the Dimensions of Change Interactive Journal

A Shared Resource

The *Understanding the Dimensions of Change* Interactive Journal is unique to the treatment process in that it is a shared resource, with both the treatment team or clinician and participant benefiting from the information provided.

There are several strategies to maximize the use of this Journal with your participants, some of which are detailed below. The Journal functions both as a resource in gathering assessment data and as a shared tool for identifying services priorities and needs. It is up to you to decide which setting will be best for addressing each participant's unique challenges, strengths and resources.

Self-directed Application

The *Understanding the Dimensions of Change* Journal can be used as a self-directed resource, which can be provided to participants prior to assessment, during assessment or during the first scheduled counseling appointment. In any of these settings, participants can be instructed to complete all Journal pages with the exception of the review pages and conclusion section. As a self-directed resource, participants can use this Journal to explore their life areas and prepare them for intake or treatment discussions, while treatment teams can use the information provided to determine an appropriate level of functioning profile and placement decision. Collaborative work using this application of the Journal can be a great way to begin the process of developing an initial individualized service plan for intervention and treatment.

Collaborative Application

Similar to the self-directed application, participants can work in collaboration with their treatment team or clinician to complete both the content and review pages of this Journal within the assessment appointment or early treatment sessions. This application method allows content to be clarified and individual responses or questions to be shared. This differs from the self-directed application as it allows for a more detailed approach to each content and review page. If time allows, this collaborative approach can greatly increase the personalization of the initial individualized service plan.

Pre-treatment and Treatment Group Application

Organizations that promote pre-treatment groups may facilitate the *Understanding the Dimensions of Change* Journal to help individuals prepare to enter formal services. Within a group setting, common responses to specific Journal pages and exercises can be used as the basis for treatment sessions. Upon entering the formal treatment process, participants can then use this Journal to work in collaboration with their primary counselor or change team as the review pages and conclusion section are completed, aiding in the development of an individualized service plan.

Understanding the Dimensions of Change

Interactive Journal (continued)

The *Understanding the Dimensions of Change* Interactive Journal is broken up into three sections. All three sections are designed to assess participants' specific treatment needs and help identify areas of focus for service planning, intervention and continuing care resources.

Introduction (pages 3-7)

The first section introduces participants to ASAM's six dimensions or life areas they will be working on with their treatment team during services. In this section of the Journal, participants describe the reasons they are in treatment and identify challenges and strengths within each of the different life areas. In this section, participants will learn about the different areas they may be focusing on in services. They also will learn more about their "change team."

Dimension Focus (pages 8-35)



In this Dimension, you will be helping participants assess their *Acute Intoxication and/or Withdrawal Potential*. Participants evaluate their current intoxication or withdrawal symptoms, the level of discomfort they feel from their current use or as a result of stopping use and the skills available for coping with withdrawal.



In Dimension 2: *Biomedical Conditions and Complications*, participants describe their overall physical condition and current and past health complications. Participants also have the opportunity to express any other biomedical concerns that may act as barriers to treatment. The information gathered on these pages also explores strengths and challenges relating to participants' medication management, where applicable.



Participants explore the relationship between thoughts, feelings and actions during the *Emotional/Behavioral/Cognitive Conditions/Complications* section. The topic areas covered on these pages help participants and facilitators form connections between participants' substance use and mental health issues.



In Dimension 4: *Readiness to Change*, participants explore different aspects of their willingness to change such as the awareness of their condition, their interest in changing, their willingness to involve others in their change efforts and their personal change goals.



Dimension 5 helps participants identify warning signs or triggers for assessing risk regarding *Relapse/Continued Use/Continued Problem Potential*.



In order to assess the level of risk in their *Living/Recovery Environment*, participants describe their current or planned living situation, as well as the challenges and positive factors of this living environment. Participants then describe the sources of positive and negative influence within their social circle. Finally, participants look at how they can maximize the support of these positive individuals to help them address any risks in Dimension 6.

Understanding the Dimensions of Change Interactive Journal (continued)

Dimension Focus Review Pages (pages 11, 15, 20, 24, 30, 35)

Each Dimension in the Journal concludes with a review page. After learning about each life area, participants will have an opportunity to review with a member of their change team or clinician what is most important to address in and among the given dimensions. These pages are designed to encourage collaboration between the participant and his or her treatment team and aid in the building of individualized service planning. The information gathered and agreed upon on these review pages will help determine needs, strengths, resources and goals specific to ASAM's six dimensions. Below you will find an example and tips for facilitating these review pages.

Here, facilitators and participants come to agreement on whether this area will be addressed in treatment. Be sure participants have a strong understanding of the reasons why this Dimension will or will not be part of the service plan.

When addressing the first three questions on this page, be sure to follow up participants' responses about the challenges or concerns within this Dimension with strengths and resources they can use for coping.

Then, discuss participants' past experiences with any coping skills and help them identify the specific action steps required of these solutions. Be sure to positively reinforce any successful experimentation with coping skills.

DIMENSION 1: ACUTE INTOXICATION/WITHDRAWAL POTENTIAL

Review with your change team

After learning about each life area, you will have a chance to review with a member of your change team what feels most important. This review will help you recognize what is most troubling to you, as well as the strengths, skills and resources you have in this area. If you and your change team decide this is not a life area that needs to be addressed in your service plan at this time, check the box below and move on to page 12.

I have discussed this life area with a member of my change team and we have agreed that it will not affect my service plan.

Think about your responses on pages 8-10. What are some of the biggest concerns or challenges you have faced with your use and withdrawal? When and where did these occur?

Think about the times in your life when you were able to deal or cope with withdrawal. What skills and resources were present that helped you achieve this?

Already may have some strategies and solutions in place for coping with withdrawal. Describe these below and make sure to share them with your change team.

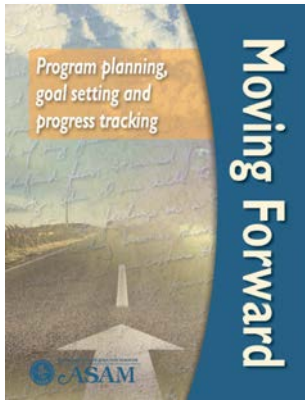
What are the strategies my change team and I have developed to address my needs with withdrawal management:

Name _____ Date _____ Staff Initials _____

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Service Planning and Conclusion (pages 36-39)

During this phase, participants will summarize their life areas that are of the biggest concern and begin thinking about how they can maximize their services and planning effort for addressing specific challenges.



Moving Forward Interactive Journal

The *Moving Forward* Interactive Journal is a shared resource for the service provider and participant to work together to identify and set agreed-upon goals targeted to specific dimensional needs. The Journal includes opportunities for progress review, allowing the participant to expand on and adjust program goals as well as set new goals.

This Journal is designed to be used at the beginning of the intervention/treatment phase. Ideally, using a system approach, participants will start their work in the *Moving Forward* Journal following the completion of the *Understanding the Dimensions of Change* Journal.

Collaborative Approach

Similar to the *Understanding the Dimensions of Change* Journal, participants can work in collaboration with their treatment team or clinician to complete the content, goal-setting activities and review pages of this Journal during treatment sessions. This approach allows content to be clarified and individual responses or questions to be shared. Journal responses can help guide the development of the individualized service plan.

This Interactive Journal is comprised of three sections that assist service providers and participants in service planning, goal setting and progress tracking.

Introduction (pages 3-9)

The first section focuses on helping participants identify what they want for themselves in the future. Using ASAM's six dimensions or life areas participants will be working on with their treatment team during services, they will self-assess challenges to getting what they want and the personal strengths, skills and resources they can tap into to help make positive life changes.

This section culminates with a collaboration between the participant and his or her change team to pinpoint the three life areas that are the most urgent obstacles keeping the participant from getting what he or she wants. This exercise lays the groundwork for the program goal-setting section that follows.

A key point facilitators will want to recognize and emphasize to participants is the unique nature of the *Moving Forward* Journal. This Journal ensures that the participant's voice – his or her thoughts and feelings about what he or she needs and the progress toward achieving program goals – is heard.

The *Moving Forward* Journal is designed to help the participant make the most of the treatment experience. Through the work in the Journal and by providing honest feedback, the facilitator or change team will partner with the participant to help him or her work toward success in making positive life changes.

Research shows that participants who believe their providers of service are working with them to meet their goals are more likely to make positive change.

Moving Forward Interactive Journal (continued)

Setting Program Goals (pages 10-13)

In this section, facilitators or the change team and participants discuss and come to an agreement on the program goals participants will work toward during their program experience. Goals should be practical, gradual and emphasize progress and success.

Based on their work on Journal pages 3-9, participants will turn their ideas about what they want to work on into goals they can get their “ARMS” around.

Probe for reasons why the participant has set a particular goal: What makes this goal important to the participant? Why now? How will his or her life improve as a result of achieving this goal? These responses can be used as motivators to maintain momentum toward achieving goals.

Spend time brainstorming strengths, skills and resources the participant has available to him or her related to the program goal. Note: If the participant completed the Understanding the Dimensions of Change Journal, refer to responses on pages 5, 11, 15, 20, 24, 30 and 35.

Finally, work together to help the participant develop action steps that will help him or her achieve the program goal. Evaluate each action step to make sure it is **achievable, rewarding, measurable and specific** (see Journal page 10).

Note: When appropriate, facilitators may incorporate Dimension-specific Interactive Journals as part of a participant’s action steps. For example, if MEE Journals are an integral part of your program, using the example on page 14, you and the participant may agree on action step 2 as, “Complete the *Family & Other Relationships* Journal, with a specific focus on the qualities of healthy relationships and ways to strengthen relationships.”

On the following pages, you will set your first three goals to work on within this program. Make sure each goal has clear action steps and is something you can get your ARMS around.

A Your goals should be **ACHIEVABLE** – things that are possible and realistic. They don’t have to be easy; it’s okay for your goals to be challenging. Just make them doable.

R Your goals should be **REWARDING** – things you want that would make life better for you or others. When possible, state your goals as things you want to increase, improve, create or strengthen.

M Your goals should be **MEASURABLE** – changes that you and others can observe. How will you know that you are making progress toward them?

S Your goals should be **SPECIFIC** – General goals like, “I want to be a better person,” aren’t clear enough to work on. For a longer-term change project, decide on the steps you want to take.

In this example, you can see how an initial program goal was set, then how the individual was able to review his progress and make the appropriate adjustments

My first program goal: To find a new group of friends who don't drink or use drugs. **Date set:** 3/12/12

Circle the life areas this program goal is related to.

My reasons for setting this goal are:
I think I could be more successful with my recovery efforts if my main friend group wasn't using all the time or trying to get me to use.

This goal will help me move toward getting what I want. Yes No

These are the strengths, skills and resources I will rely on: I make new friends easily if I have good support, I have good success with fighting off cravings.

Here are a few of the specific action steps I am working on taking to achieve this goal:

1) Join at least one fitness or activity group at the local community center.

2) _____

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Moving Forward Interactive Journal (continued)

Review, Reflect On and Revise Program Goals (pages 14-31)

During this section, participants and members of their change teams evaluate progress made on program goals and consider ways to maintain momentum toward positive behavior change. This includes making adjustments and additions to goals and perhaps, setting new goals to work on during their program experience.

Here are some key points for using this section:

1. Establish agreed-upon review dates for program goals. Each goal may have a different review date based on appropriate time allowed to work on action steps.
2. Emphasize to participants that making adjustments to their program goals does not signal failure. Normalize the importance of adjusting goals. The purpose of reviewing progress is to see both what's working and what may need adjusting. Focus on identifying alternate approaches and solutions – not on judging or criticizing a lack of progress. Help participants capitalize on their strengths and work through their challenges as part of a team.
3. The more specific the feedback, the better.
4. Any adjustments made to programs goals should still meet the ARMS criteria (see Journal page 10).
5. Maintaining momentum toward making positive change takes effort. Encourage participants to consider the reasons they set their program goals, any benefits they have already experienced from working toward changing a behavior and potential benefits they expect to experience.
6. Focus on the positive and on the team approach. Keep in mind that participants who believe their providers of service are working with them to meet their goals are more likely to make positive change.

Check Pads

If a participant is receiving services for an extended length of time and/or setting additional program goals throughout his or her time in service, Program Goals and Progress Plan Check Pads are available from The Change Companies®. Check Pads are available as a two-sided, tear-off pad.

System Approach

While the components of the ASAM System are effective when used independently, they work best as a framework for service delivery. Using the *Understanding the Dimensions of Change* Journal followed by the *Moving Forward* Journal and the link to Dimension-specific Interactive Journals ensures a cohesive flow of treatment from intake/assessment through service outcome.

Journal Matching for Targeting Interventions: Adult

A wide variety of adult and adolescent Interactive Journals are tailored to address specific ASAM Dimensions and dimensional combinations. These Journals can effectively serve participants throughout the intervention/treatment phase.

The following chart indicates which adult Interactive Journals match best with a particular ASAM Dimension. The primary dimensional focus of each Journal is indicated by the dark blue boxes. Secondary dimensions are indicated by the orange boxes. For example, the *Getting Started* Journal primarily supports Dimension 4, Readiness to Change, while it secondarily covers Dimensions 3, 5 and 6.

For more information about these Journals, visit www.changecompanies.net/asamcriteria/dimension.php

		ASAM Criteria Dimensions							
		1	2	3	4	5	6		
Interactive Journal	MEE Series	A1 Getting Started			Secondary	Primary	Secondary	Secondary	
		A2 Substance Using Behaviors		Primary	Secondary	Primary			
		A3 Denial				Primary	Secondary	Secondary	
		A4 First Step	Secondary	Secondary	Secondary	Primary	Secondary	Secondary	
		A5 Steps to Spirituality			Secondary	Primary	Secondary	Secondary	
		A6 Looking Within			Primary			Secondary	
		A7 Into Action			Primary	Secondary		Secondary	
		A8 Working Your Program				Secondary	Secondary	Primary	
		A9 Feelings			Primary		Primary		
		A10 Anger			Primary		Secondary		
		A11 Self-worth		Secondary	Primary		Secondary	Secondary	
		A12 Family & Other Relationships			Secondary	Secondary	Secondary	Primary	
		A13 Life Management		Secondary	Secondary			Primary	
		A15 A 12-Step Guide to Relapse Prevention					Primary	Secondary	
		A17 Coping Skills			Primary		Primary	Secondary	
		A18 Successful Living With a Co-occurring Disorder			Secondary		Secondary	Primary	
		A19 The Power of Self-talk			Primary		Secondary		
		A20 Recovery Maintenance					Primary	Secondary	
		Additional Resources	ES Employment Skills			Secondary	Secondary		Primary
			MSM Self-management	Secondary	Secondary	Primary	Secondary	Primary	Secondary
PHJ My Personal Health Journal			Primary	Secondary					
LL Lessons Learned				Secondary	Primary	Secondary	Secondary		
PJ My Personal Journal	Secondary		Secondary	Primary	Primary	Primary	Primary		

Journal Matching for Targeting Interventions: Adolescent

The following chart indicates which adolescent Interactive Journals match best with a particular ASAM Dimension. The primary dimensional focus of each Journal is indicated by the dark blue boxes. Secondary dimensions are indicated by the orange boxes.

For example, the *Why Am I Here?* Journal primarily supports Dimension 3, Emotional/Behavioral/Cognitive Conditions/Complications; Dimension 4, Readiness to Change; and Dimension 6, Living/Recovery Environment, while it secondarily covers Dimensions 1, 2 and 5.

For more information about these Journals, visit www.changecompanies.net/asamcriteria/dimension.php

		ASAM Criteria Dimensions						
		1	2	3	4	5	6	
Interactive Journal	KIDS Series	K1 Why Am I Here?	Secondary	Secondary	Primary	Primary	Secondary	Primary
		K2 Abuse or Addiction?	Primary	Primary	Secondary	Secondary	Secondary	Secondary
		K3 First Step		Secondary	Secondary	Primary	Secondary	Secondary
		K4 Spirituality			Secondary	Primary		
		K5 Personal Inventory			Primary	Secondary		
		K6 Twelve-Step Programs			Secondary	Primary		Secondary
		K7 Anger and Other Feelings			Primary	Secondary	Secondary	
		K8 My Family				Secondary		Primary
		K9 Personal Relationships				Secondary		Primary
		K10 I'm Okay			Primary	Secondary		Secondary
		K11 Faulty Beliefs			Primary	Secondary		
		K12 Living With Others			Primary	Secondary	Secondary	Primary
		K13 How We Change				Primary	Secondary	Secondary
		K14 Moving On			Secondary	Secondary	Primary	Secondary
		K15 My Values			Primary	Primary		Secondary

Additional Resources

The Change Companies® offers a number of additional resources to help you in applying the ASAM criteria to your assessments, service plans and interventions. You can learn more about these tools and resources by visiting www.changecompanies.net

Intake/Assessment

Intervention/Treatment

Outcomes

eLearning

These effective and accessible solutions for training will help practitioners better understand and apply ASAM's criteria. Led by Dr. David Mee-Lee, Chief Editor of *The ASAM Criteria*, each module reinforces material through a variety of interactive exercises and application. Module titles include *ASAM Multidimensional Assessment* and *ASAM From Assessment to Service Planning and Level of Care*.

Training and Consulting

Training, consultation and professional support services help administrators and providers effectively implement and maximize the use of ASAM's criteria.

Diagnostic and Placement/Planning Tools

The Change Companies® offers the industry's most complete system of clinically driven diagnostic, patient placement and planning and outcome resources. These DSM and ASAM criteria compatible tools provide a structure to the assessment process and increase the accuracy of diagnostic and patient placement decisions.