

***The contribution of Education  
in the process of  
Drug Rehabilitation and  
Social Reintegration***

The example of an adolescent  
day-care therapeutic community  
in Greece

***Kalliopi Bousia, MA  
Therapeutic Consultant on Substance Dependencies  
KETHEA Greece***

# **Therapeutic community (TC)**

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- TC = miniature society
- Peer-to-peer relations facilitate social & psychological change to individuals
- The TC itself is an integral part of the therapeutic approach to recovery (esp. on adolescents)
- Treatment process = Therapy, Education, Training

## **Educating the TCs**

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- Reintegration into society is a transitional process over time
- Society requires the development of coping skills
- Education = academic + experiential learning → skill development
- Education through group work (task group) = high priority

## **Our Task Group - General**

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- TG within the TC
- TGs are based on self-help values, positive peer support
- TGs incorporate psycho-educational, skill development and cognitive-behavioural elements
- Aims: Educational & Training

## **Our Task Group - Process**

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- The individual is being helped & supported on educational & occupational issues (by the coordinator and the rest of the group)
- Emphatic on: personal growth & knowledge, creative time spending outside the TC, decision making & future planning

## **Our Task Group - Methods**

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- Group meetings
- Individual meetings upon request
- Role-playing
- Questionnaires
- Seminars (case studies, printed material)
- Duration: 15 group sessions (90')

# Our Task Group - Results

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**Transition  
from refusal  
and passivity  
to belonging  
and active  
participation**

Adolescents'  
chance  
for a corrective experience  
of school  
& education

Connection to the  
wider community-  
reality testing-  
Deinstitutionalisation (DI)

Formation of a  
new identity  
(self esteem,  
self effectiveness)

# Corrective Experience

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- Members (former substance-dependent individuals) abandon school before completing secondary education
- Negative (disappointing) school experience + age-sensitive adolescents  
→ abstinence from educational process
- Chance for corrective experience – major therapeutic factor

## **Deinstitutionalisation (DI)**

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- Day life in TCs is highly structured – Influences from the real community are minor
- Members need transitional space to deal with real everyday life situations
- The TG provides a safe space (contains) for members to cope with daily matters  
→ Delivers members to the real world

# **New Identity Process (NIP)**

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- The person as a whole
- Experiential learning → Self awareness (personal characteristics, skills, interests, values)
- Cognitive realization of unconscious fears or personal reservations
- NIP facilitates all relations formation

# Conclusion

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- Education is the vehicle that carries the individual from a passive state of existence to active participation in everyday expectations
- Education complements the role of psychotherapy within a TC in terms of group work, group dynamics & socio-therapy

## **Conclusion**

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- Education is proven to be of outmost importance for the treatment of the sensitive adolescent individuals
- Education enables the TC to keep up with society's current demands and thus leads to improved services for the unit and its members.

**Questions ?**

