

ANNEX 1 MODULES

Module	Description of the Module	Number of sessions, Duration, participants	Assessment of the module
<b>Transdiagnostic (TD) modules</b>			
1. Emotion regulation module	<p>The aim of the module is for participants to be able to observe their thoughts, emotions and behaviours in detail, to identify causes and to find out how they are intertwined. Participants are also helped to: overcome negative and disturbing thoughts, destructive emotions and behaviours, e.g., anger &amp; conflict, and replace them and have better self-control; be able to deal with emotional distress, be open to new challenges and achieve emotional well-being. The module includes topics and themes such as:</p> <ul style="list-style-type: none"> <li>- Recognising cognitive distortions;</li> <li>- Control your own thoughts;</li> <li>- Emotion control - moodiness/ anxiety / anger / irritability, etc.;</li> <li>- Change unwanted behavior;</li> <li>- Problem solving methods;</li> </ul>	<p>The module is delivered over 10-12 sessions.</p> <p>Duration: 90-120 minutes or 45 minutes (if individual)</p> <p>Intervention format: group / individual</p> <p>Number of group participants: 6-8 person</p>	<p>Before and after the meetings, participants are provided with a questionnaire that includes an assessment of knowledge about the concepts discussed.</p>
2. Effective communication and interpersonal relationships skills module	<p>This module incorporates theoretical knowledge and practical exercises that enable participants to improve their interpersonal communication skills, deepen their knowledge of communication channels, barriers, and common mistakes. Group and individual exercises help them practice the acquired knowledge. The module is focused on the following topics:</p> <ul style="list-style-type: none"> <li>- Non-verbal and verbal communication;</li> <li>- Active listening;</li> <li>- Understanding subjective reality and the reality of others;</li> <li>- Communicating needs – “I” message and other assertive communication skills</li> </ul>	<p>The module is delivered over 8 sessions.</p> <p>Duration: 90 minutes or 45 minutes (if individual)</p> <p>Intervention format: group / individual</p> <p>Number of group participants: 4-8</p>	<p>Before and after the meetings, participants are provided with a questionnaire that includes an assessment of knowledge about the concepts discussed.</p>
3. Art-therapy	<p>The aim of the module is to stimulate creativity in young people, to reveal their resources, expose them to knowledge and practical skills, enabling them to better manage emotions and express themselves. The module contains art-therapeutic exercises as well as brief theoretical material. Each session of the module is protocolized and exercises (physical, emotional and verbal) are described.</p>	<p>The module is delivered over 6-8 sessions Duration: 120 minutes</p> <p>Intervention format: group</p>	<p>No formal assessment for the module</p>

		Number of group participants: 5-12	
4. Positive parenting module	<p>The purpose of the module is to help parents build positive relationships with young people, support, and establish effective communication patterns with them.</p> <p>The module manual is group-oriented (though it can be provided individually) and helps participants:</p> <ul style="list-style-type: none"> <li>- Understand specific issues associated with the developmental stages of adolescence and youth ;</li> <li>- Reflect on usual, ineffective behavioural management and communication strategies and their consequences;</li> <li>- Be able to set and enforce rules and limitations;</li> <li>- Get information about the use of psychoactive drugs, prevention and management strategies.</li> </ul> <p>The target groups are parents and educators of young people with delinquent behaviour and other behavioural and emotional problems such as: disobedience; irritability and distraction; anger management problems; provocative behaviour; frequent conflicts; oppositional behaviour; experimenting with psychoactive substances.</p>	<p>The module is delivered over 6-8 sessions.</p> <p>Duration: 90 minutes or 45 minutes (if individual)</p> <p>Intervention format: group / individual</p> <p>Number of group participants: 6-10</p>	<p>Before and after the meetings, participants are provided with a questionnaire that includes an assessment of knowledge about the concepts discussed.</p>
5. Brief addiction module (based on WHO ASSIST)	<p>This module is intended to help people stop or reduce their use of psychoactive substances.</p> <p>The intervention consists of three stages:</p> <ol style="list-style-type: none"> <li>1. Alcohol, tobacco and substance use screening test (ASSIST);</li> <li>2. A short-term intervention as needed, based on the ASSIST score;</li> <li>3. Delivery of extended intervention (teaching self-help strategies).</li> </ol> <p>The intervention includes informing the client about the risks of substance use, motivational interviewing and FRAMES techniques, support for the design and implementation of cessation / intensity reduction strategies<sup>1</sup>.</p> <p>During the sessions, work is conducted in the form of interactive teaching-training. The following activities are used: psychoeducation, discussion, brain-storming, examples from practice, homework assignments and discussions, testing of applied strategies in practice</p> <p>Age group: Young people over 16 years of age with psychoactive substance use experience in their lifetime.</p>	<p>The module is delivered over 7 sessions.</p> <p>Duration: 50-60 minutes or 45 minutes (if individual)</p> <p>Intervention format: individual</p>	<p>Screening test (ASSIST) reveals what risk the client is exposed to by their consumption of different substances (low, medium or high-risk levels). In the case of medium risk, the client is provided with the short-term and extended interventions. In</p>

<sup>1</sup> WHO. The ASSIST-linked brief intervention for hazardous and harmful substance use: manual for use in primary care / prepared by R. Humeniuk et al. 2010. WHO. [https://apps.who.int/iris/bitstream/handle/10665/44321/9789241599399\\_eng.pdf;jsessionid=840B679487466F9D8798975903CE4B83?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/44321/9789241599399_eng.pdf;jsessionid=840B679487466F9D8798975903CE4B83?sequence=1)

			case of high risk, the client is referred for further evaluation and treatment.
6. Brief multicomponent module (for YP in conflict with law only)	<p>A brief TD intervention focused on supporting the development and practice of emotional regulation and conflict management skills and skills to prevent addictive behaviours. The module is aimed at young people in conflict with the law, who receive special psychosocial services as an alternative measure to punishment and who are limited in time under the diversion agreement.</p> <p>The module combines elements from different programmes focused on the development of various skills - anger management, interpersonal relationships, conflict management, and intervention for dangerous and harmful use of psychoactive substances.</p> <p>The programme consists of three main components: emotional regulation (4 sessions), interpersonal relationships (3 sessions) and preventing addictive behaviour (1 session). In the emotional regulation sessions, participants learn different techniques that they practice throughout each session during the intervention. Participants in 'interpersonal sessions' have the opportunity to identify relationship patterns, understand their role / behaviour, learn to apply effective communication skills to everyday and conflict situations. Addiction Behaviour Prevention Sessions raise awareness of different substances, their effects, risks, and opportunities for help.</p> <p>Target group: 14 to 25-year old YP in conflict with law.</p>	<p>The module is delivered over 8 sessions.</p> <p>Duration: 90 minutes or 45 minutes (if individual)</p> <p>Intervention format: group / individual</p> <p>Number of group participants: 4-8</p>	No formal assessment of the module
7. Specific module: "Raising Awareness of Committed Crime" (for YP in conflict with law only).	<p>The programme 2 is focused on understanding the genesis/root of committed crime and aims to prepare the young person for work on his or her internal change, self-reflection, self-esteem, aggression and anger, as well as help him/her find the answers to the following questions - what did I mean by my antisocial behaviour? What did I want to achieve and what did I achieve? What was the alternative solution? What can I do to initiate changes? The main task of the programme is to help a person to realize the harm done to others and to oneself, and to take responsibility for one's own actions.</p>	<p>The module is delivered over 10 sessions.</p> <p>Duration: 90 minutes</p> <p>Intervention format: mixed; 7 group and 3 individual sessions</p> <p>Number of group participants: 4-8</p>	No formal assessment of the module

<sup>2</sup> Adapted from the manual - GCRT. The Step to Change program.2016.Tbilisi

<b>Advanced, Focused Modules</b> based on cognitive-behavioural therapy (CBT) approaches and include interventions for PTSD, addiction and gambling			
a.Trauma-focused CBT module (Previously developed and piloted in Georgia) <sup>3</sup>	TF CBT aims to help an individual process their traumatic memories, reduce suffering associated with the traumatic experience and obtain mental well-being. The evidence-based TFCBT <sup>4</sup> manual consists of 14 fully described sessions, including psychoeducation, emotional regulation skills, cognitive restructuring, exposure and reintegration. The module is for individuals and is conducted only by trained and certified specialists. Target group: people with PTSD of varying levels of complexity.	The module is delivered over 14-18 sessions.  Duration: 45 -60 minutes  Intervention format: individual	Pre- post and follow up assessment is undertaken using the International Trauma Questionnaire (ITQ) <sup>5</sup>

<sup>3</sup> Bisson, Jonathan; Makhshvili, Nino; Javakhishvili, Jana; Cloitre, Marylene. Developing and Delivering a Train the Trainer Programme to Implement Evidence Based Practice in Low- and Middle-Income Countries. 2017, November 8. A workshop presented as a pre-meeting institutes at 33rd annual meeting of ISTSS „Trauma and Complexity: From Self to Cells“ in Chicago, Illinois, USA.

<sup>4</sup> An evidence-based trauma-focused cognitive behavioural therapy treatment for PTSD, developed at Cardiff University, was collaboratively adapted with colleagues from Ilia State University to make it culturally relevant and feasible for delivery in Georgia during 2015-2017. In parallel, a train the trainer programme was designed for its dissemination and implementation. Mental health professionals undertaking a Masters in Mental Health (Psychotraumatology) at Ilia State University underwent an initial two-day training in February 2015 and then provided supervised treatment to PTSD sufferers with local supervision provided by two of the presenters (NM and JJ) and Skype supervision from the third (JB). A further two-day training event was held in June 2015. Initial results were promising with a mean reduction of almost 50% on the PCL-5.

Given the nature of the difficulties experienced by the PTSD sufferers presenting to the local services, further evaluation suggested a need for more work around emotional regulation and interpersonal relationships. This resulted in the incorporation of elements of *Skills Training for Affective and Interpersonal Regulation* (STAIR). In January 2017, three trained trainers from Georgia delivered the training programme to a second cohort of Masters students at Ilia State University and proved effective not for simple PTSD cases, but in complex manifestations. The training programme was initiated in Ukraine in spring 2017. The trained specialists introduced the program to Club Synergy-Tbilisi beneficiaries in 2019

<sup>5</sup> Cloitre, M, Shevlin, M, Brewin, CR, Bisson, JI, Roberts, NP, Maercker, A, Karatzias, T, Hyland, P. The International Trauma Questionnaire: development of a self-report measure of ICD-11 PTSD and complex PTSD. DOI: 10.1111/acps.12956

<p>b. Gambling program - Individual treatment module for problematic players</p>	<p>The module is based on a CBT approach<sup>6</sup> and includes activities directed at individuals to reduce problems associated with pathological gambling. Regaining control of inner impulses and triggers, stopping the gambling and maintaining this result are the main aims of therapy.</p> <p>The YP's understanding of their own gambling problem informs the formulation of the treatment goal and content of the sessions.</p> <p>The first recommendation for the therapist is to align their goals with the goal of the person involved in the gambling. The module works in 3 directions: a. correcting cognitive distortions and irrational beliefs underlying the target behavior; b. developing problem solving skills; c. teaching adaptive social skills.</p> <p>The module is supported by 'the patient workbook' that is designed to help individuals deal with the negative consequences of gambling.</p>	<p>The module is delivered over 6 sessions.</p> <p>Duration: 45 minutes</p> <p>Intervention format: individual</p>	<p>The Lie/Bet Questionnaire<sup>7</sup> is used at initial assessment, post-intervention and follow up.</p>
<p>Cognitive-behavioral therapy for Drug Addiction</p>	<p>This CBT-based module, aimed at developing coping skills, is a short-term, focused approach to support people addicted to drugs. The course helps young people realize, avoid, and deal with risky circumstances. This means - identifying situations where they have a high probability of drug use, avoiding similar situations, and dealing effectively with problems and problem behaviors related to drug use.</p> <p>There are two main components: 1. Functional analysis – allows identification of the reasons why people consume drugs, (e.g., difficulties in interpersonal relationships, depression, etc.). 2. Skills Development - an individualized approach that helps a person replace drug-related behaviors and habits with positive alternatives and develop new skills.</p> <p>The course includes the following tasks:</p> <ul style="list-style-type: none"> <li>- Strengthening Drug Abstinence Motivation - a leading method for motivation is decision analysis that sheds light on what a person will gain or lose if they continue to use drugs.</li> <li>- Identifying and strengthening positive coping skills - helping a young person identify situations with a high risk of drug use and develop more effective coping skills and strategies.</li> <li>- Strengthening Change – an emphasis is placed on identifying non-adaptive lifestyle habits and replacing them with stronger and more positive behaviours.</li> <li>- Facilitate Pain Management - focuses on techniques for identifying and dealing with drug use needs, that means managing strong emotions such as anger or/and depression.</li> </ul>	<p>The module is delivered over 12-16 sessions.</p> <p>Duration: 45 -60 minutes</p> <p>Intervention format: individual</p>	<p>ASSISST is used to measure therapy progress.</p>

<sup>6</sup> Ladouceur R, Boisvert JM, Dumont J. Cognitive-behavioral treatment for adolescent pathological gamblers. Behav Modif. 1994 Apr;18(2):230-42. doi: 10.1177/01454455940182006. PMID: 8002927.

<sup>7</sup> Johnson EE, Hamer R, Nora RM, Tan B, Eisenstein N, Engelhart C. The Lie/Bet Questionnaire for screening pathological gamblers. Psychol Rep. 1997 Feb;80(1):83-8. doi: 10.2466/pr0.1997.80.1.83. PMID: 9122356.

	<ul style="list-style-type: none"><li>- Improving / Strengthening Interpersonal Relationships and Social Support - Includes important interpersonal skills training and strategies to help people grow their social support network and overcome communication difficulties.</li></ul> <p>The course is collaborative - the therapist and client jointly set treatment goals, time, style, skills development training. This helps to better manage the work process and removes the client from a passive role, which in turn is a contributing factor to successful treatment.</p>		
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