



**Prepared for Sierra Vista Hospital**

**Authored by Joanna Jullien, CEO Core Connectivity [joanna@coreconnectivity.org](mailto:joanna@coreconnectivity.org)**

*Based on these resources: [Fresh Start Family Culture Builder: How to Maintain Open Parent-Child Communication in a Cyber-Powered World](#) (Jullien, 2017); and [The Role of a Parent in Healing a Suffering Child](#) (Jullien, 2017)*

**January 16, 2020**

**Title of training:**

*The Role of a Parent in Healing a Suffering Child: Insights about Love in Response to Anxiety and Addiction as a Family Disease*

**Main Education Goal:** As a result of this training, clinicians will embrace a new parenting paradigm that recognizes parents and children are in charge of themselves and must *learn how to collaborate* in order to overcome behavioral health issues and adversity. Participants will:

- a) understand how the insights and tools associated with this paradigm shift can help parents strengthen their role in the treatment of youth suffering from anxiety and addiction, and
- b) enhance the participants' capacity to educate parents as to how they can support treatment and improve wellness outcomes for teen clients.

**Main Learning Objectives:** Participants will:

1. Consider how social media has conditioned us and our children for *authority as a relational experience*
2. Learn about the “*relational model of authority*” for parenting tech-savvy youth
3. Discuss the five guidelines for parents to be an advocate for healing
4. Review exercises for parents to build their own resilience

**1. The impact of the network culture on the power balance in the parent-child relationship.** (APA, 2017 & 2019; Bronson & Merryman, 2009; Clark, 2011; Hayes 2008; Karr-More & Wiley, 2012; Sales, 2016; Turkle, 2011; Twenge, 2017; Christiano, 2019; Levy, 2017; Lonczak, 2019; McLeod, 2018; Rosenthal, 2009; Stevens, 2017.)

This segment will address:

- a) how the advent of cyber connectivity disrupts the pre-internet parent authority paradigm and can impact youth and parents to perceive one another as not relatable or trustworthy;
- b) how tech-savvy youth are conditioned differently for seeing authority as a relational experience, rather than as a legal matter of custody.

**Goal:** Participants will develop an enhanced capacity to appreciate how tech-savvy youth experience power and control issues and encourage parents to do the same.

**Measurable Learning objectives:** Participants will be able to:

- b) name six characteristics of a “digital native”
  - a. **Perceive authority as more as a relational experience, and less as a matter of formal (legal) authority**
  - b. **Online peer communities can become a single point of reference for life**
  - c. **Texting and social media are the main artery of communication**
  - d. **Seeking authenticity**
  - e. **Attention is scarcity**
  - f. **Trust is the currency**
- c) name three ways parents undermine their role as a trusted resource;
  - a. **Worrying, punishing, and insisting on your own opinion as the only understanding that matters**
- d) name two examples of youth online experiences that can convince them that their parents will never understand what they are experiencing and still accept them.
  - a. **Cyberbullying**
  - b. **Sexual exploitation (sexting/internet porn)**
  - c. **Addictions to substances, social media and/or gaming**
  - d. **Exposure to violent ideologies as the way to resolve injustice**
  - e. **Romantic connections with strangers met online**
  - f. **Easy access to drugs and alcohol/low perception of risk of harm**

## 2. Relational model of authority: Intergenerational collaboration

This segment offers a new paradigm of *relational authority* to restore the power-balance in the parent-child relationship. (Campbell, 2010; Daily, 2012; ENDOW, 2014; Hendricks, 1987; Mikal-Flynn, 2012; Myss, 1997; Nelson, 2007; Ruiz, 2004; Smalley, 1984; Walsh, 2004; NIH, 2018; Keye & Pidgeon, 2013; Leaf, 2015; Rippel, 2019.)

**Goal:** Participants will learn to introduce the *relational model of authority* to help parents engage a suffering child as whole persons with the same powers of self-determination as adults.

**Measurable Learning Objectives:** Participants will be able to:

- a) state the dominant wisdom thought associated with authentic connection in the parent-child relationship;
  - **Children possess the same spirit of power and love and sound mind as adults which makes all learning possible; therefore the parent has the authority to educate the child how to use their power wisely and build trust, but does not possess power over the child – the child is in charge of him or herself.**
- b) name the adult faculties of self-determination that inherently belong to children;
  - **Memory, intellect and will**
- c) explain how to share wisdom thoughts in the parent-child bond.
  - **Listen to what your child is willing to share about what is happening. Repeat what you heard and allow your child to clarify or correct what you said.**
  - **Ask if your child is interested in what you know about a situation or a circumstance.**
  - **Then, when they have expressed an interest in what you know, share your insight to help your child**

### **3. Discuss the five guidelines for parents to strengthen their role as an advocate for healing**

This segment introduces specific guidance on how to help parents develop their ability to respond to their child's suffering with confidence, builds trust, and fosters resilience through correction without condemnation (i.e., forgiveness).

**Goal:** Participants will be able to provide concrete instruction for parents to do their own work on their inner world and project less anxiety and more confidence in their response to their child

**Measurable Learning objective:** Participants will be able to:

- a) identify the five guidelines that help parents strengthen their role as an advocate for healing

### **4. Review two exercises for parents**

This segment introduces two thought leadership exercises for parents to do in order to build their own resilience.

**Goal:** Participants will be able to explain these exercises as tools to help parents process their own insecurities associated with their child's condition.

**Measurable objective:** Participants will identify the two exercises for releasing thoughts that torment and conducting their own self-assessment.

## Sources that inform this training:

### Books

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