

**Privileging Voices of Parents influenced by their Adolescent's Relationship
with Substances: Interpretative Description of Generative Dialogue in a
Collaborative Group Process**

Proefschrift

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door

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Abstract

This qualitative study involved an exploration of dialogue generated within a collaborative group therapy process for parents influenced by their adolescent's relationship with substances. Parents experience social and emotional impacts when caring for a teen actively involved with alcohol and/or other drugs. Deterred by perceived stigma and shame, some parents may hesitate to reach out to traditional formal support. When parents do access services, experiences of blame, exclusion, and hierarchical expert directives contribute to isolation and unmet needs. In this study, I reference social constructionist philosophy, providing an account of how historical and cultural contexts have influenced knowledge and conventional understandings of adolescent substance use, treatment, and parenting. I provide an overview of collaborative therapy and aspects of a collaborative group approach for parents influenced by their adolescent's involvement with substances. I applied an interpretive description methodology through which I illuminate descriptions of dialogue generated within a collaborative group therapy program called *Recognizing Resilience*. I explored parents' accounts of the meaning of this dialogue in relation to their experiences of their adolescent's substance use. From my inquiry I learned that the process of participating in dialogue contributed to experiences of commonality and re-authored accounts of a problem-saturated story about parenting a teen involved with substances. Parents identified that they were able to release themselves from notions of singular cause and fix and developed a perceived freedom to experience multiplicity and possibility in regards to their experience of self, others, and their teens. Substance use systems can utilize collaborative therapy as a means to facilitate dialogical and relational practices.