
! "\$%&' () * + , - . / * # 0 \$! (" 1 " ' & ! 2 1 * 2 0 0 " ! & 2) & " 3 " 4 *) (5 * # (& ! # # # & 3 5 0

! " # (KKDK) is a Filipin\$
%&' (&) * % + , - \$. / 0 # 1 ' 1 2 * 3 ' 2 # (& 4 # 2 - ' 5 2 & 3 2 /) ' , " / , ' / 1 1 2 # 0 0 ' + % 1 + 4 + 1 * / 6 '
/ % 1 ' 7 /) + 6 - ' + 0 0 * # 0 8 ' ! " + 0 ' 0 , * 1 - ' # 9 5 6 & 2 # 0 ' , " # ' (" / % 3 # 0 ' + % ' , " # ' 7 /) + 6 - ' / 7 , # 2 '
, " # ' 1 2 * 3 ' * 0 # 2 0 ' (&) 5 6 # , # 1 ' , " # ' 5 2 & 3 2 /) 8 ' : * 2 4 # - 0 ' / % 1 ' + % , # 2 4 + # ; 0 ' ; # 2 # '
used to evaluate changes in family support, quality of family life, and
0 * . 0 , / % (# ' * 0 # ' 1 + 0 & 2 1 # 2 ' < : = > ? ' 0 -) 5 , &) 0 8 ' @ # 0 * 6 , 0 ' 0 " & ; ' 5 / 2 , + (+ 5 / % , 0 '
perceived significant increase in family support and quality of family
6 + 7 # 8 ' / 0 ' ; # 6 6 ' / 0 ' 1 # (2 # / 0 # ' + % ' : = > ' 0 -) 5 , &) 0 8 ' ! " # + 2 ' 7 /) + 6 - ') #) . # 2 0 ' / 6 0 & '
2 # 5 & 2 , # 1 ' + % 1 + 4 + 1 * / 6 ' / % 1 ' 7 /) + 6 + / 6 ' (" / % 3 # 0 ' + % ' , " # ' 5 / 2 , + (+ 5 / % , 0 ' / 0 ' / ' 2 # 0 * 6 , '
& 7 ' , " # ' 5 2 & 3 2 /) 8 ' ! " # - ' 0 " & ; # 1 ' 2 #) & 2 0 # 8 ' . # (/) # ') & 2 # ' 2 # 0 5 & % 0 + . 6 # 8 ' / % 1 '
(&) * % + (/ , # 1 ' . # , , # 2 ' / 7 , # 2 ' 3 & + % 3 ' , " 2 & * 3 " " , " # ' + % , # 2 4 # % , + & % 8 ' ! " # 2 # ; / 0 '
also an improvement in quality of family life, religious rituals, and time

! " # \$ % & ' () * + , - . / : ; < = > ? @ [\] ^ _ ` { | } ~

The first KKDK Family module is

(Knowing and Understanding the

R2&. 6#) 0' E2&*3" , ' . -' J11+(, +&%?8' B%' , " +0') &1*6#A' &%6-' , " #' 7/) +6-') #) . #20' /2# 52#0#%, A' %& , ' , " #' 12*3' *0#28' ! " +0') &1*6# /66&; 0' , " # 5/2, +(5/%, 0' , &' 0' /2# , " #+2' , " &*3" , 0' /%1' 7##6+%30' / . &* , ' , " #' 7/) +6-') #) . #2' ; " &' *0#0' 12*30A' /%1' /112#00#0') +0(&%(#5, +&%0' . -' (6/2+7-+%3 ; " / , ' /11+(, +&% 1�' , &' /' 5#20&%8' R/2, ' &7' , " #' /+) ' +0' , &' " #65' 7/) +6-' members reflect on the effect of drugs on the family and the roots of addiction. This module takes approximately 2 hours and 30 minutes to complete (PAP, 2017).

! " # ' 0# (&%1') &1*6# ' +0'

2 / . / " * 3 ; (B + / . 7 \$ 4 0

This study examined the outcomes of the KKDK interventions on
, " # ' 7 /) + 6 + # 0 ' & 7 ' 5 / 2 , + (+ 5 / % , 0 8 ' 0 + 4 # % ' , " # ' 3 & / 6 ' & 7 ' 0 - 0 , #) + (' , " # 2 / 5 - ' , & ' . * + 6 1 ' 7 /) + 6 - ' 0 * 5 5 & 2 , ' / % 1 ' # % " / % (# ' 7 * % (, + & % + % 3 ' . - ' +) 5 2 & 4 + % 3 ' 2 # 6 / , + & % 0 " + 5 0 ' within the family (Goldenberg & Goldenberg, 2013; Lerner, 2004),
, + , ' ; / 0 ' # 9 5 # (, # 1 ' , " / , ' # % " / % (+ % 3 ' 2 # (& 4 # 2 - ' / % 1 ' 6 + 7 # ' 0 0 + 6 6 0 ' ; & * 6 1 ' # % / . 6 # ' 6 #

= * 43 / 1 + * / (

<O5\$7\$O, (?" # \$%\$/. G(F/) +6+#0' &7' 5/2,+(+5/,+%3' 12*3' *0#20' ; #2# invited to join the Family Modules sessions. Community facilitators /%1' . /2/%3/-' (&&21+%/ ,&20' #%(&*2/3#1' 5/2,+(+5/%,0' ,&' . 2+%3' , "#+2 families to attend the family modules as part of the KKDK program. They were instructed to bring at least one family member. Majority of 5/2,+(+5/%,0' ; #2#'/ . 6#', &' . 2+%3'/'7/) +6-') #) . #2', &' , "#7/) +6-') &1*6#08' Challenges with attendance include dif culties with f nding childcare, %##1+3', &' ; &2Q'&% , "#'1#0+3%/ , #1'0("#1*6#1'/%1' . #+%3'#0,2/%3#1'72&) ' 7/) +6-') #) . #208'

2+00\$O, (7; / (?" # \$%&(# 41+%/ . G(! " #' 7/) +6-') &1*6#0' ; #2# run by trained community workers working side by side with KKDK 7/(+6,/, &20'72&) 'RJR8' ! " #') &1*6#0' ; #2# 2*%' /7, #2' , "# LX'+%1+4+1* /6') &1*6#08' ! "+0'+0' , &' #0*2# , " / , ' , "# 12*3' *0#20' /62# /1-'" /4#52&(#00#1' much of their drug use experience, and has had some time to ref ect &' ; " / , ' , "# -' ; /% , ' , &' 1& '+%6+7#8' B% , " +0' ; /-A+ , '+0' #95#(, #1' , " / , ' , "# -' /2#) &2# 2# /1- , &' #3/3# , "#+2' 2#05#(, +4# 7/) +6+#0' +%') #/%+37*6' 7/(+6,/, , #1'0" /2+%3'0#00+&%08' ! " #'7/) +6-') &1*6#0' ; #2# 2*%'&%(#' / ; ##Q' 7&2' , " 2##' ; ##Q08

I 1# \$O\$. 7/*\$O, (7; / (. +*5/&. G(R/2,+(+5/%,0' ; #2#' /00#1' ,& complete a pretest prior to the frst KKDK module. A posttest #4/6* / , &% ; /0' /60&' 3+4#%' &% , " #' , "+21' /%1'6/0, '7/) +6-') &1*6#8' J7, #2' the closing ceremony of the module, the participants were requested to answer the same scale as the survey in the frst individual module. J66'5/2,+(+5/%,0'2# /1' /%1'0+3%#1'+%7&2) #1' (&%0#%, '7&2) 0' , &' 5/2,+(+5/ , # +% , " #2#0# /2(" 8'

<O7/*5\$/F\$O, (7; / (?" # \$%\$/. G(F/) +6-' 5/2,+(+5/%,0' ; " &' ; #2# willing to be interviewed read and filled out informed consent forms with an overview of the research project. It emphasized that their +%4&64#) #%, '+% , " #2#0# /2(" ; /0'4&6*% , /2-8' ! " #-' ; #2#'/60&'3+4#%/'0" &2, ' briefing that discussed that the research project is an independent endeavor of the PAP and that their answers were strictly conf dential. ! " #' +%, #24+ ; '5" /0#&' ((*22#1' / ; ##Q' /7, #2' /66 , " #'7/) +6-') &1*6#0' " /4# been conducted. These interviews were conducted for about 30-45) +%* , #0' 5#2' 7/) +6-') #) . #28' B%(6*0+&% (2+ , #2+/' 7&2' , " #' +%, #24+ ; ##0' " /1' , &' . #') # , /%1'+%7&2) #1' (&%0#%, '7&2) 0'2# /1' /%1'0+3%#18'

C7; \$3''%(=*43/1+*/.

G,"+(/6'(6#/2/%(#'7&2',"+0'0,*1-' ; /0'&. ,/+%#1'72&) ', "#'J,##%#&'1#
I /%+6/'=%+4#20+,-'2#0#/2("'#,"+(0'. &/218'D/2#'; /0') /1#',&'7&66&; ', "#'
principle of informed consent and benef cence. The program promoted
4/6*#0'&'2#05#(,'7&2'2+3",0'/%1'1+3%+,-'&'5/2,+(+5/%0A'7/(+6+,/,&20A'/%1'
stakeholders, both in the design and how it was facilitated. Reflexivity
; /0'52/(,+(#1'. -', "#' 2#0#/2(" #20A' #05#(+/66-'+' (&%1*(,+%3', "#) /,+(
analysis of qualitative data, cognizant of potential personal and
+%0,+*,+&%/6'. +/0#08' > *#'(/*,+&%'; /0'52/(,+(#1'+%+%,#252#/,+&%'/%1'
+%,#22/,#2' (&%0*6/,+&%0'; #2#'*%1#2,/Q#%'+% (&) +%3'*5'; +, "' , "#) #08'
Consensus for the final categories and sub-categories was obtained.

) "7"(I O"%&.\$.

(

! "#) /,+(/%/6-0+0'; /0'*0#1',&'#9,2/(, '#', "#) #0'72&) '+%1+4+1*/6'
+%,#24+#; 0'/7,#2', "#'6/0,'7/) +6-') &1*6#8!' "#) /,+(/%/6-0+0'; /0'*0#1'
,&' #9/) +%#', "#' 1/,/' (&66#(,#1'72&) ', "#' +%,#24+#; 0A' %/22/,+4#0A' /%1'
records of the participants (Creswell, 2009). The phases of thematic

2CA- JDA

6; "O, /.(EH. / * 5 / 1(H&(= " * 7 \$ 3 \$ > " 07.(" O1(D; / \$ *(! " # \$ % & (9 / # H / * . (((

Four weeks after the conclusion of the KKDK program, the family) #) . #20' ; #2# '+%, #24+#; #1' / . & * , ' , "#' ("/%3#0' , "#-' "/4#& . 0#24#1' and three themes emerged: being responsible, asserting thoughts and feelings, and asking for forgiveness/reconciliation.

In the 19 interviews, three themes surfaced frequently regarding (" /%3#0' +% '+%1+4+1* /6' (" /2/(, #2+0, +(0' /) &%3' , "#' 7&2) #2' 12*3' *0#20A' /0' &. 0#24#1' . -'7/) +6-') #) . #208' ! "#-' ; #2# '5#2(#+4#1' /0' . #+3') &2# '2#05&%0+. 6#A' /00#2, +%3' , "#+2' , "&* 3" , 0' /%1' 7##6+%30A' /%1' /0Q+%3' 7&2' 7&23+4#%#00'7&2'5/0, ', 2/%032#00+&%08''

8/\$0, (* / . >40. \$H%/G(F/) +6-') #) . #20'0" /2#1'"& ; ', "#-'&. 0#24#1' , "#' 7&2) #2' 12*3' *0#20' ,& . #" /4#') &2# '2#05&%0+. 6-' +% '5#27&2) +%3' , "#+2' 1&) #0, +(' 2&6#08' J0' 5/2#%, 0A' , "#-' 0"& ; #1') &2# ' +%4&64#) #%, '+%' , "#+2' (" +612#%)0' 0(" &&6' ; &20' /%1' &. 6+3/ , +&%08' ! "#-' "#65#1' ; +, ' , "#' /00+3%) #%, 0' /%1' / , , #%1#1' 5/2#%, \$, #/ (" #2' (&%7#2#%(#08' ! "#+2' 5/2#%, +%3' 0, -6#0' /60&'0##) #1' ,&' (" /%3#8' C%# '7/ , "#2' /66& ; #1' "' +0' (" +61' ,&'56/ -'&* , 0+1#'; +, ' , "#%#3" . &20'7&2' /' (#2, /+% , +) #'; +, "&* , '2#0&2, +%3' ,&'0(&61+%38' J0'5/2, %#20A' , "#'7&2) #2' 12*3' *0#20'; #2# /60&'&. 0#24#1' ,&' "#65') &2# /2&*%1' , "#'"&*0#8'R/2, %#20') #%, +%#1'"& ; ', "#-'%& ; '(&&QA' (6#/% , "#'"&*0#A' /%1' #4#%" #65'; +, "'6/*%12-8

7&2' , " # ' 7 /) + 6 - A ' 0 * (" ' / 0 ' 7 & 2 ' (" + 6 1 2 # %] 0 ' / 6 6 & ; / % (# ' / % 1 ') & 2 # ' +) 5 & 2 , / % , ' # 9 5 # % 1 + , * 2 # 0 8 ' ! " # - ' / 6 0 & ' 2 # 7 2 / + % # 1 ' 7 2 &) ' / 0 Q + % 3 ') & % # - ' 7 2 &) ' , " # + 2 ' 5 / 2 , % # 2 0 8

' ^ Z & ; A ' " # ' + 0 ' 7 & (* 0 # 1 ' & % ' " + 0 ' 1 2 + 4 + % 3 8 ' K # ' + 0 ' / 6 0 & ' / . 6 # , & ' 3 + 4 # me adequate allowance. Unlike before, he often could not give me / % - ' / 6 6 & ; / % (# 8 _ ' < D " + 6 1 ?

I . . / * 7 \$ O , (7 ; 4 + , ; 7 . (" O 1 (? / / % \$ O , . G (: &) # ' +) 5 2 & 4 #) # % , 0 ' + % ' , " # ' + % , # 2 5 # 2 0 & % / 6 ' (&) * % + (/ , + & % ' 0 , - 6 # ' & 7 ' , " # ' 7 & 2) # 2 ' 1 2 * 3 ' * 0 # 2 0 ' ; # 2 # ' / 6 0 & ' & . 0 # 2 4 # 1 8 ' ! " # - ' , # % 1 # 1 ' , & , / 6 Q ') & 2 # ' / . & * , ' , " # + 2 ' 5 2 & . 6 #) 0 ' ; + , " & * , ' hesitation. They had more ef ective ways of talking to each other, # 4 # % ' ; " # % ' , " # - ' ; & * 6 1 ' / 2 3 * # 8 ' F /) + 6 - ') #) . # 2 0 ' / 6 0 & ' 6 # / 2 % # 1 ' " & ; ' , & communicate ef ectively. They were f rmer with their beliefs and less afraid to f ght for what they think is right.

LNV ! "#\$%&'\$(") * + , ' * - . / 0 - * & '\$ (1 - * 0 - (1 \$ / (

' ^! " & 0 # ' 0 +) 5 6 # ' , " + % 3 0 ' , " / , ' make a wife happy. Even just him saying, "I love you." Before 3 & + % 3 ' , & ' 0 6 # # 5 ` ' " # ' 1 + 1 ' % & , ' * 0 # 1 ' , & ' 1 & ' , " / , ' . # 7 & 2 # 8 ' T " / , B] ' 0 / - + % 3 ' + 0 ' , 2 * # A ' / 0 Q ' " +) 8 ' K # ' 2 # / 6 6 - ' (" / % 3 # 1 ' 0 & ') * (" 8 _ ' < T + 7 # ?

I . K \$ 0 , (? 4 * (? 4 * , \$ 5 / 0 / . . L * / 3 4 0 3 \$ % \$ " 7 \$ 4 0 G (@ # (& 4 # 2 + % 3 ' * 0 # 2 0 ' / 6 0 & ' 2 # 5 & 2 , # 1 6 - ' 0 " & ; # 1 " 2 #) & 2 0 # ' & 4 # 2 ' , " # + 2 ' 5 / 0 , ' 5 2 & . 6 #) / , + (. # " / 4 + & 2 0 ' / % 1 ' / 0 Q # 1 ' 7 & 2 ' 7 & 2 3 + 4 # % # 0 0 A ' ; " + (" ' ; / 0 ' 4 # 2 - ') * (" ' / 5 5 2 # (+ / , # 1 ' . - ' , " # + 2 ' 7 /) + 6 - ') #) . # 2 0 8 ! " # ' 1 2 * 3 ' * 0 # 2 0] ' 2 # 6 / , + & % 0 " + 5 0 ' ; + , " " , " # + 2 ' 2 # 6 / , + 4 # 0 ' +) 5 2 & 4 # 1 ' 5 / 2 , + (* 6 / 2 6 - ' ; " # % ' , " # 6 / , , # 2 ' % & , + (# 1 ' 5 & 0 + , + 4 # ' (" / % 3 # 0 + % ' , " # + 2 ' behavior. Mutual trust was identified as a key ingredient in healing / % 1 ' 1 2 * 3 ' 2 # (& 4 # 2 - 8 '

F*2," #2) &2#A' ," #-' 0" /2#1' /. &*,' "&; ' 7&2) #2' 12*3' *0#20' /60&' +%0+0,#1' &%' #/,+%3' 1+%#2' ,&3#," #2' /0' /' 7/) +6-A' (&) 5/2#1' ,&' . #7&2# ; "#%'," #+2'72##',+) #' ; /0'/6) &0,'/6; /-0'05#%,'&* ,0+1#'," #'" &) #8

[Before he would just hand me money and then leave and stay outside. Now, we eat together. These days, even if it is still f ve pm, he just stays at home and watches TV. He does not leave anymore.]

6; "0, /. (\$O(! "# \$%&(! +O37\$4O\$O, '(=/*3/\$5/1(! "# \$%&(A+>>4*7(' "O1(A-) (A&# >74# .

Participants who went through the KKDK program reported signif cant improvements in family support and family functioning. They also had signif cant decrease in SUD symptoms before and after , "# 52&32/) 8'! /. 6# 'L'0" &; 0' /'0*) /2-' &7' (" /%3#0'+%'," #0# 4/2+/. 6#0' 72&) '52#,#0,' ,&'5&0,,#0,8'

Family functioning items covered diferent areas such as acceptance, communication, and decision-making. Signif cant dif erences were evident in family functioning items particularly in acceptance (Item 4, =3.44) and communication (Item 3, bX8LW?8' ! "&*3"' &%# ' &7' ," #' ," 2##' 1#(+0+&%\$) /Q+%3' +,#) 0' <B,#) ' U?' /%1'

! /. 6# ' L8' :*)) /2-' &7' F/) +6-' F*%(, +&%+%3A' F/) +6-' : *55&2,A' /%1': =>': -) 5,&) 0''

	R2#,#0,'	R&0,,#0,'			
F/) +6-'F*%(, +&%+%3'	2.96 (0.52)	3.29 (0.48)	4.5	UL	.04
R#2(#+4#1': &(+/6': *55&2,	6.39 (0.78)	6.67 (0.59)	3.0	UL	.03
: =>': -) 5,&) 0	0.39 (0.71)	0.30 (0.75)	L8W	UL	8LU

communication items (Item 5) did not show a significant difference in their mean scores, other items showed a difference in the paired 0/) 56#0' , \$, #0,8' C4#2/66A' 2#0*6,0' 0" &; #1' /' 3#%#2/6' +) 52&4#) #%, ' +%' 7/) +6-'7*%(, +&%+%3' . #7&2#'/%1'/7, #2' , "#'52&32/) A'/0'0" &; %'+%!' / . 6#X8 R/2, +(5/% , 0' 2#5&2, #1' /%' +%(2#/0# ' +%' 7/) +6-' 0*55&2, ' /7, #2' (&) 56#, +%3' , "#' 52&32/) 8' J66' +, #) 0' "/1' /' "+3" #2') #/%'0(&2#'+%' , "#' posttest than the pretest scores. Statistically, the difference between B, #) 0' L' < bX8LU?' /%1' X' < bX8WW?' +%' , "#' 52#, #0, ' /%1' 5&0, , #0, 0' ; #2#' significant at = 0.05 level. The difference between item 3 (t=4.06) in the pretest and posttest on the other hand was significant at = 0.01 6#4#68'R/2, +(5/% , 0' 2#5&2, ' , / , ' , "#+2'7/) +6+#0'0, 2+4# , '&' "#65' , "#' '<B, #) ' L?A' , " / , ' , "#-'2#(#+4#7/) +6-'0*55&2, '/%1' #) & , +&%/6" "#65'<B, #) 'X?A' /%1' , "#-' /2#' / . 6# , '&' 1+0(*00' 52& . 6#) 0' ; + , " , "#+2'7/) +6-'<B, #) 'W?8' ! "#0# (' /%3#0'+%'5#2(#+4#1'7/) +6-'0*55&2, '/2#'0" &; %'+%!' / . 6#"W8 : = >'0-) 5, &) 0A' #05#(+/66-' #95#2+##(#0' &7' (2/4+%30A' ; + , " 12/ ; /6' 0-) 5, &) 0A' /%1' 5#20+0, ##, ' *0#' &7' 0* . 0, /% (#' 1#05+, #' " /2) 7*6' consequences, showed significant decline after participating in the program. Table 4 contains the items that look into SUD symptoms /%1' (" /%3#0'+%' , "#' #95#2+##(#' &7'0-) 5, &) 0' 1*2+%3' , "#' (&*20#&7' , "#' 52&32/) 8

) <A6- AA<EM

Significant changes emerged in family functioning, perceived social support, and SUD symptoms in the KKDK participants. These changes appear consistent with the qualitative changes observed by 7/) +6-') #) . #20'+%' . & , " , "#' 5/2, +(5/% , 0' /%1' , "#+2'7/) +6+#08' F/) +6-'

! " #\$\$%#&'(\$!)&! \$" (+(\$&', -. %\$/&'0) &'1'2-02\$#) 3\$ LSW

! " #\$\$%#&'(\$!)&! \$" (+(\$&', -. %\$/&'0) &'1'2-02\$#) 3\$ LSM

! /. 6#W8D&22#6/ ,+&0'&7'F/) +6-'F*%(,+&%+3M'F/) +6-' : *55&2,N/%1': = > ': -) 5,&) 0

	L	X	W	4	M	N
L?'R2#7/) +6-'F*%(,+&%+3	\$					
X?'R&0,7/) +6-'F*%(,+&%+3	8LN'	\$				
W?'R2#7/) +6-' : *55&2,	.45**	8LL'	\$			
4) Postfamily Support	.47**	.08	.35**	\$		
M?'R2#\$: = >	-.21*	.09	-.25**	.06	\$	
N?'R&0,\$: = >	-.27*	.00	-.01	-.30**	-.06	\$

** < .01, * < .05.

! " # \$ % & ' () * + , - . / : ; < = > ? @ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [\] ^ _ ` { | } ~ ¡ ¢ £ ¤ ¥ ¦ § ¨ © ª « ¬ ® ¯ ° ± ² ³ ´ µ ¶ · ¸ ¹ º » ¼ ½ ¾ ¿

some reflection. Since drug use is associated with weakness in life skills such as decision making (Bechara, 2005; Grant, Contoreggi, & London, 2000), helping families of recovering drug users to engage in

influence on their relatives' recovery process. of SUD symptoms finds support in the literature (Daley, 2013). Engaging the family in the recovery process appears to be beneficial

2/34# # /O1"7\$40. (?4*(2/. /" *3; (" O1(=* 37\$3/

The study has limitations in terms of generalizability and scope. utilized, which limits generalizability. The conditions in the community,

research and practice. The study is embedded within the bigger KKKK research project engaged in assisting LGUs with implementation of

in quality of family interaction and capacity to resist relapsing into

2C! C2CM6CA

J6/) 5/-A'P8'R8A'P/(") /%A'c8'I 8A'P/%1&-A'E8'H8'P8A'I /12+1A'E8'c8A'T /21A'
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&7'1+0/0,#2\$2#6/,#1'2#0+6+#%(-'/) &%3'&61#2'/1*6,'! -5" &&%'K/+-%'
0*24+4&208' (6), 629-634.

! " # \$ % & ' () * + , - . / : ; < = > ? @ A B C D E F G H I J K L M N O P Q R S T U V W X Y Z [\] ^ _ ` { | } ~ ¡ ¢ £ ¤ ¥ ¦ § ¨ © ª « ¬ ® ¯ ° ± ² ³ ´ µ ¶ · ¸ ¹ º » ¼ ½ ¾ ¿

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