

Team Awareness Training

For Workplace Substance Abuse Prevention

Small Business 4-Hour Edition

Module 2

Team Ownership of Policy: The Risks & Strengths Game



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Module 2

Team Ownership of Policy: The Risks & Strengths Game

Participants will:

- Understand how substance use policy protects employees
- Identify ways that policy can enhance team or workgroup health as well as reduce risks
- Understand that effective policy requires shared responsibility

Materials

- ✓ Flip Chart or chalkboard
- ✓ Overhead or LCD projector and screen
- ✓ Markers or chalk
- ✓ Pencils for participants
- ✓ Slides or handout of slides for participants to follow
- ✓ Handout materials (see below)

Risk & Strength Game Board and Materials (see Appendix)

Prepare before class

Handouts: "Getting Help/Getting Caught" activity

Note.

We encourage you to customize the "Risks & Strengths" game spaces. You can make up questions that will be most relevant to your participants. Make sure you bring any materials (handouts, pamphlets, newsletters) that explain wellness programs, health benefits, or alternative paths to getting help for substance abuse (alcoholics anonymous). If possible, incorporate this information into Step 5 overheads. Provide summary of any drug testing policy.

Ideas Behind This Module

This overview, while not part of the training material, may help facilitators better understand the current approach. This Module of the Team Awareness looks at workplace policies from a personal, social, informal, and customized perspective. In contrast, most employee training views policy exclusively as an impersonal document, designed to inform individuals about the formal procedures that administrators will follow in dealing with substance abuse.

Team Awareness Versus Traditional Views of Policy

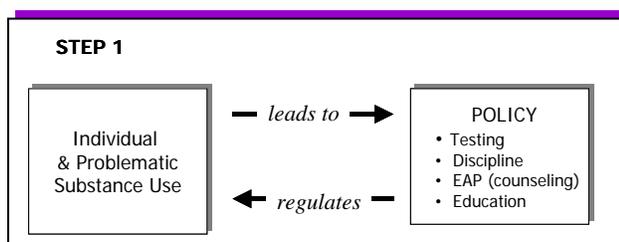
The following table shows the different emphases of the current training versus standard or traditional training programs. This is not a hard and fast distinction but rather a different emphasis or continuum through which workplaces implement policies.

Team Awareness	Standard or Traditional
Personal—Policies address the personal reality of employees: past experience with alcohol and drugs; exposure to other's use; attitudes toward employer attempts to control, punish, educate, or help users.	Impersonal—Policies are tools of accountability so that employers do not have to deal with individual workers on a case-by-case basis. They provide rules that apply equally to all workers.
Social—Policies are enacted according to relationships in the workplace. Abusers may be seen "at risk" by coworkers, who share responsibility for getting help.	Individual—Policies require that individuals understand the rules and follow them so that alcohol or drug abuse does not occur.
Informal—Policies work according to how they are interpreted in informal ways in the day-to-day setting of personal and social activities at work.	Formal—Policies work according to how well they follow legal protocol and adhere to federal, state, or other regulations.
Customized—To be most effective, training on policy should be sensitive to the personal, social, and informal process of policy interpretation and enactment at the local level.	General—Policy training is effective if it adheres to guidelines and includes certain standard and core components, regardless of the particular work setting.

TCU Workplace Process Model of Policy

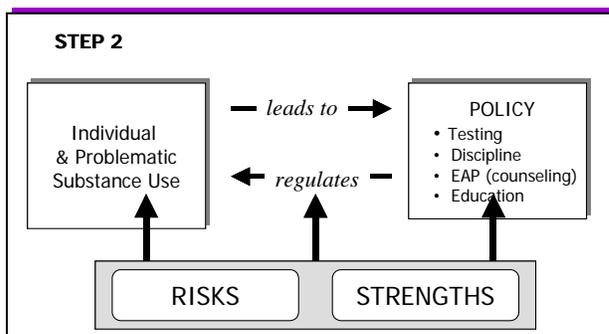
Over several years of research, our team developed a model to help understand social aspects of policy.¹ This model describes—in three steps—a different approach to policy training.

STEP 1. Generally speaking, policies develop because the federal government, employers, and other stakeholders in companies are concerned that an employee may abuse alcohol or drugs. This concern is represented in the first step



¹ For a complete review of this model, see the following reference: Bennett, J.B., Lehman, W.E.K., Reynolds, and G.S., (2000) Team awareness for workplace substance abuse prevention: The empirical and conceptual development of a training program. *Prevention Science*, 1 (3), 157-172

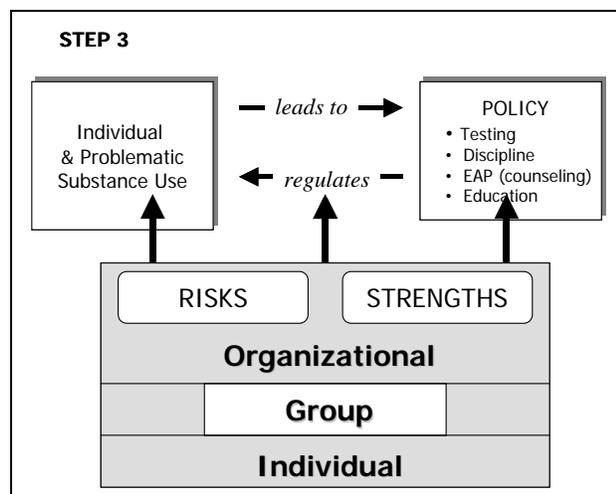
of the process model, shown above. From the standard view, policies develop to regulate individual and problematic substance use. As mandated by law, policies are presumed to be effective if they have four components: (1) drug testing, (2) discipline for violations, (3) availability of counseling (e.g., Employee Assistance Program), and (4) educational training for employees, especially supervisors.



STEP 2. In an ideal and rational world, this model should work. Put simply, substance abusers who are educated about policy should “get help” before they “get caught”. Alternatively, if caught, they should then get help and get better. Unfortunately, many factors prevent this ideal from working so smoothly. Some of these factors were discussed as “risks” in Module 1 of this training. As discussed in Module 1, there are also

protective factors or “strengths” that can make policy more effective. For example, policy is more likely to work for cohesive work groups that have lower behavioral risks (see STEP 5 in Module 1). As shown above, risk and protective factors influence: (1) substance use, (2) policy implementation, and (3) the effectiveness of policy.

STEP 3. The process model suggests that workplace training on policy would be more effective if it helps employees address these risk and protective factors. There are three different types of risk and protective factors. There are risk and strengths in (1) the individual, (2) the workgroup, and (3) the organization. For example, individual risk factors include all those psychological, physiological, and experiential risks that lead someone to use drugs in the first place and that keep someone dependent on alcohol or drugs. Organizational protective factors include healthy work practices, good benefits for employees, and a positive work environment. The focus of the *Team Awareness* training is to help workgroups and relationships at work to increase group strengths and reduce group risks. Specifically, this module emphasizes the importance of the work group as a major factor in helping policy to succeed or fail. One objective of this module is to increase team or workgroup knowledge about policy and substance abuse. Another objective is to help improve work group decision-making about how to use policy as a tool for prevention.



Because this model focuses on group interpretation of policy, it is important that facilitators thoroughly read and understand substance use policy. Before delivering this module we encourage you to become familiar with workplace substance use policies—in general—as well as the particular policy in the workplace where the training will be delivered. If the workplace does not have a policy, then a

general knowledge of policies and some review of specific policies can be very helpful. The appendix to this module provides some resources for facilitators to review.

Step 1: Overview: How Policy Works (Slides 14-16)

SOME IMPORTANT TIPS FOR THIS MODULE

This module was originally designed and implemented to address the specific policy components of the worksite in which the trainees worked. We encourage you to become familiar with current policy before providing this training.

IF THERE IS NO POLICY IN PLACE*--then you may use this module to help the employer and workers see the value of having a policy. You may possibly involve some workers in a task force or committee to help in policy development.

IF YOU HAVE A POLICY IN PLACE—VERY IMPORTANT. The *Team Awareness* training places a great deal of emphasis on GETTING HELP for problems and contrasts the awareness and initiative in self-help (GETTING HELP) with the disciplinary policy and surveillance of drug-testing (GETTING CAUGHT). Please review your policy for any and all indications where employees are:

Encouraged to get help

Given unrestricted and confidential access to an employee assistance program or counseling professional

Provided access to alcohol or drug treatment as part of a health benefits plan

Also, note that while the "RISKS & STRENGTHS" Board Game uses standard questions that should apply to different work settings, facilitators should be prepared to answer any questions about the specific policy at the worksite.

WE ALWAYS RECOMMEND DEVELOPING YOUR OWN QUESTIONS AND KEEPING A COPY OF THE POLICY WITH YOU IN THE TRAINING CLASSROOM.

A number of helpful guides and booklets are available from the Center for Substance Abuse Prevention at http://wmcare.samhsa.gov/frames/frame_resource.htm. See "Drug Free Workplace Policy- Program Development." A good starting place is "Making Your Workplace Drug Free: A Kit for Employers".

INTRODUCE THE SESSION (Slides 14-15)

Read overhead and explain that this is the purpose of Module 2 on policy.

Say: There are two basic components to the module. The first component focuses on understanding policy. The second component is the "Risks & Strengths" board game.

>>**Ask:** What does the term "policy" mean?

>>**Say:** Policy is usually understood as a written document or set of rules and guidelines that we follow when governing and managing affairs. One definition reads “prudence or wisdom in the management of affairs”. In this training, we make the distinction between (1) this written document and (2) how policy actually gets used, implemented, or acted on in the day-to-day realities of your workplace. There is often a difference between “formal” policy and the “informal” reality of daily work life.

>>**Ask:** Do you always do everything by the book? Do you follow all rules and guidelines like you are supposed to every day? (Some will say yes, but note that many adapt, accommodate, and find ways of doing things without having to dot every “i” and cross every “T.” Moreover, some even “bend” the rules.)

>>**Say:** For this training, we see that policy really has three basic components:

1. It tells you what the problems are and how you should avoid substance abuse
2. It encourages you to get help for problems (GETTING HELP – A STRENGTH)
3. It tells you what happens if you don’t get help; substance abuse either effects your performance or you are drug tested positive (GETTING CAUGHT – A RISK)

>>**Say:** In the first part of the module we will learn about policy, in the second part we will explore how policy is a TEAM EFFORT and that it requires SHARED RESPONSIBILITY. You will play a game that looks at team risks and strengths and teaches about substance abuse and policy at the same time.

EXPLAIN HOW POLICY WORKS (Slide 16)

Read overhead and explain that this is the purpose of Module 2 on policy.

>> **Read the overhead as shown.** If you have a copy of the actual workplace policy with you, take a minute to point to phrases or clauses that illustrate or exemplify any of the points in the overhead.

Identify “RESPONSIBLE BEHAVIORS” – most policies have a statement that says employees may not report to work under the influence of alcohol or illicit drugs or use substances while at work. Find the statement in the policy and read it.

Also, read any part that identifies “DISCIPLINE” – most policies have a statement that says employees who are found to violate the policy will be subject to disciplinary action of some sort. Find the statement in the policy and read it.

Step 3: Policy Components (Slides 17-19)

This overhead shows THREE CORE ASPECTS of Policy and provides an overview to the next overhead. (Slide 17)

>>**SAY:** In general terms, we can look at policy as having three primary goals, all with the objectives of helping employees to GET BETTER.

The three objectives are:

- ❑ To know what problems are or identify when alcohol or drug use has become a problem
- ❑ To know how to get help and to reduce barriers to getting help, and
- ❑ To know about consequences of not getting help and any drug testing procedures associated with GETTING CAUGHT

>> **SAY:** Let's look at each of these three components in more detail. (Slide 18)

- ❑ (top panel) **KNOWLEDGE OF PROBLEMS** requires understanding:
 - Different levels of use– USE >>> MISUSE >>> ABUSE
 - Job Warning Signs and what they MAY mean Risks and Hazards associated with misuse or abuse
- ❑ (middle panel) **GETTING HELP** requires understanding that you have alternatives, options, or different ways of getting help:
 - If we are SELF-AWARE, we may be able to help ourselves (SELF HELP) or we can go to the EAP, a counselor or 12 step program (SELF REFERRAL).
 - >> **ASK:** What can be the problem with GETTING HELP on one's own, if you are addicted or have dependence on a drug?
 - If Coworkers or others (friends or family) are aware, they may also encourage us to get help; OR they may ask the EAP what to do.
 - >> **SAY:** We will do an exercise that asks you to weigh the costs & benefits of getting help in a few minutes.
 - [TIP. READ/REVIEW any portion of policy on EAP or getting help]
- ❑ (bottom panel) **GETTING CAUGHT** can happen in several ways:
 - Supervisor observes JOB WARNING SIGNS and decides to drug test (REASONABLE SUSPICION).
 - Other types of drug testing pick up use of drugs; What are these other types of testing? (POST ACCIDENT; RANDOM; Or PRE-EMPLOYMENT (if you leave here to work somewhere else).
 - Also note that there is often, if not ALWAYS, some form of DISCIPLINE involved w/getting caught.
 - >> **SAY:** We will do an exercise that asks you to weigh the costs & benefits of getting caught in a few minutes.
 - [TIP. READ/REVIEW any portion of policy on drug testing/discipline].

>> **SAY:** Generally speaking, we can distinguish three levels of use. (Invite participants to read each of the three from the overhead). (Slide 19)

>> **ASK:** What does policy say about each of these?

>> **EMPHASIZE** (If appropriate): Your policy says nothing about the use of alcohol when you are not at work or in ways that do not affect your work. So, **USE** of alcohol and legal drugs is generally permissible under policy. It is when such use can impair your performance at work that you may be **MISUSING**.

◆◆ **Option:** Copy and distribute handouts of this slide.

Step 4: Getting Help/Getting Caught (Slide 20)

This exercise requires (1) a handout of the overhead, and (2) a flip chart or overhead erasable marker. Follow the steps in conducting this exercise.

Distribute the handout so that each table (of 2 to 5 participants) has one.

Divide the room in half or randomly ask half the room to focus on **GETTING HELP** and the other half to do **GETTING CAUGHT**.

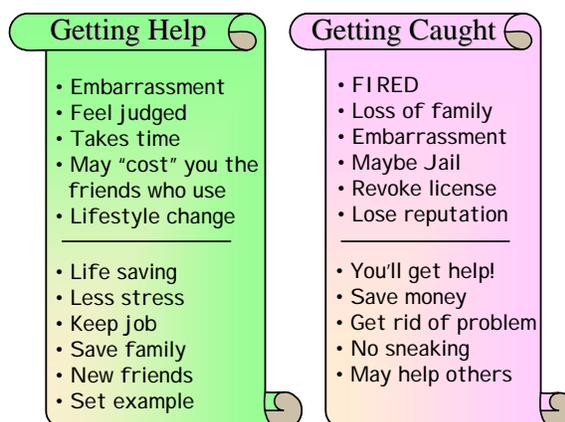
Ask the participants (at their tables) to write out and list as many costs and benefits that they can think of to their assigned list.

Ask for feedback and have a volunteer/participant write down the answers on the flipchart or overhead (using erasable marker).

Ask participants to weigh costs and benefits and decide whether it is better to get help or get caught.

Ask why people do not get help, even when the benefits of doing so seem to outweigh the costs.

Here is an example of previous responses seen in this exercise...



Step 5. Signs of not coping well (Slide 21)

>> **Overhead 21:** Ask volunteers to read the overhead out loud.

Make sure to indicate that if participants are experiencing but a few of these symptoms, they may want to get help or look into changing their habits or coping styles.

◆◆ **Option:** Make handouts of this slide and suggest that participants leave it up on their refrigerator.

Step 6: Additional Components and Complementary Supports

Note.

It is important to include additional information that is vital to employee understanding of policy, especially in the areas just discussed: Getting Help and Getting Caught. The next three overheads are provided as examples of the type of information we suggest you review with participants.

This overhead will require customization depending upon your worksites' Employee Assistance Program

Employee Assistance and/or Other Counseling/Self-Help. In making the case for supporting GETTING HELP instead of GETTING CAUGHT, it is important to provide additional information about the Employee Assistance Program.

Check with your EAP to provide brochures or other handouts that explain the EAP services that are available.

TIP. If possible have an EAP representative come to the session to provide a five minute overview of services that are available.

Very often, the EAP will provide a phone number (sometimes TOLL-FREE) that employees and their dependents can use. Be sure to provide this information as well.

(If there are other community services, Alcoholics Anonymous, or other 12 step programs you may also want to have literature on hand for these groups as well)

Step 7: Preparing "Risks & Strengths" Board Game for Teams

Preparation. To prepare for the game, you will need to take the following steps.

Print out 5 or 6 color versions of the Risks and Strengths Game Board. See instructions in the Appendix of this module for printing and formatting the game board.

Use overheads of the different questions as well as overheads that display the portion of the Game Board that follows each question.

Purchase a box of Red and Green Poker Chips. You should have at least 50 chips of Green and 50 of Red.

Purchase 6 pairs of dice, preferably 6 red-colored dice and 6 green-colored dice.

Design or purchase a set of playing pieces or tokens that a team can use to distinguish itself from other teams (different colored beads, parts of a charm bracelet, or Monopoly pieces).

Use a piece of paper to hide the bottom half of the overheads that displays the answer to the questions. You will want to hide the answer until all teams have provided their response.

Set-up Room for Play.

Divide participants evenly into three to six teams, depending upon number attending the session, so that there are 3 (bare minimum) to 6 in a team.

Ask participants of each team to sit around their own table.

Provide each team with a game board, and two dice, and ask them to choose a playing piece.

Explaining the Rules. (Slide 23)

Explain the rules of the game in the following steps, referring to overhead:

Questions drive the game. All teams will be asked a question, the same question. I will show you the question on the overhead. After you are asked a question, discuss the answer with your team and decide on the correct answer by writing it down. Think quickly, you will have 30 seconds.

Red (incorrect) and Green (correct) Spaces. Look at your game board, and you will notice there are RED and GREEN spaces. If your team gets the answer correct you will advance your token on the game board to a GREEN Square. Your team will also get a GREEN poker chip. (Hold up chip and say "This is a strength.")

Red and Green Chips. If your team gets the answer incorrect you will advance your token on the game board to a RED Square. Your team will also get a RED poker chip. (Hold up chip and say "This is a risk").

Reading the space. I will ask one of the teams to read what it says in the space that you landed on.

Getting Help (Roll One Dice). You want to AVOID accumulating RED chips or RISKS. One way to do so is by GETTING HELP. Take a look at the very top of your Game Board. You will notice that there are spaces on the board where you have the opportunity to get help (after Level 3; 6B; 7F). THERE IS NO PENALTY FOR GETTING HELP. If you choose to get help, someone on your team will roll ONE DICE and read what the DICE tells you to do at the top of the game board.

Getting Caught (Roll One Dice). You will note that some RED spaces indicate that you have to go for TESTING or to GETTING CAUGHT. If you GET CAUGHT you will look at the bottom of your game board and roll ONE DICE to determine what action to take regarding GETTING CAUGHT.

Objective of Game. Your objective—as your team answers questions and moves from space to space—is to keep a positive balance of STRENGTHS OVER RISKS. That is, make sure you have more GREEN CHIPS than RED CHIPS. Ultimately, you should have no RED CHIPS by the end of the game.

Drug Testing.

Note that there are several spaces on the board where a team may be required to go for a drug test. If a team lands on a drug test space they are required to ROLL TWO DICE and use the chart at the right hand side to determine the outcome of the drug test.

1. **KNOW THE TYPES OF TESTS:** There are four types of tests:

Post-accident (game space 6B)

Random Test (game space 7F and 10B)

Reasonable Suspicion (game space 10D and 11F)

Test for Promotion (required as the final question.

There are also other ways of getting tested (see Getting Caught Dice roll 5 and 6 at bottom of board).

2. **SUBTRACT RISKS FROM STRENGTHS:** The grid at the right of the game board shows that a team's chance of getting a POSITIVE TEST depends on the Total Number of Risks when they get tested. As the board indicates "The chance of getting a positive test increases if your group has more risks than strengths." To determine # of risks, the team should subtract the number of RED CHIPS from the number of GREEN CHIPS and give to the facilitator all the green and red chips that are subtracted. For example, if a team had 5 green chips and 3 red chips, they would turn in the 3 red chips and 3 green chips and would be left with 2 STRENGTHS ($5 - 3 = 2$ GREEN CHIPS). Thus, they would have NO or ZERO RISKS left and would roll TWO DICE and look at the result on the right hand chart.
3. **READ THE RESULTS OF THE DICE TOSS:** As Overhead 20 indicates, a team with 0 or ZERO risks can never get a positive test, but a ROLL of "2" (Snake eyes) shows "Possible Tampering" and the team gains an additional risk. With 1 Risk, a team has two chances of getting a positive test (a roll of "2" or "12"). With 2 or more risks, a team can gain a positive test (a roll of "2" "3" "4" "5" or "6").
4. **TESTING POSITIVE.** Any team that tests positive twice for drugs is immediately disqualified from the game.
5. **END OF GAME.** Every team has to roll the dice at the very end of the game to test for promotion.

Winning the Game: Gain Strengths/Avoid and Lose Risks. Be sure to indicate that teams should get as many strengths (GREEN CHIPS) as possible and explain below. (Slide 24)

SUBTRACTING RISKS (red chips) FROM STRENGTHS (green chips): There are three places on the game board where you can remind participants to determine their tally of risks versus strengths. These occur at the end of ROUND 1 (level 4 or column 4 on the game board); the

end of ROUND 2 (level 8), and at the end of the game (Test for Promotion). Overhead # 29 helps you guide participants in assessing their overall level of risk. For example, if a team ends up on Space 3B, they will have answered 2 questions correctly (2 green chips) and 1 question incorrectly (1 red chip). This means that overall they have no risks and 1 strength because $2 \text{ green} - 1 \text{ red} = 1 \text{ green}$. The message here is that STRENGTHS BALANCE OUT RISKS. You can have teams accumulate all risks and strengths to the end of the game or keep balancing them out by turning in the subtracted green or red chips after ROUND 1 and ROUND 2.

Note. The “Risks & Strengths” game has some built-in flexibility. Please see the appendix for how to customize the game board and include questions of your own.

ENDING THE GAME. How you decide to end the game will depend on how much time you have, what the participants want, and how much fun they are having. Generally, the game ends when, after the last question and answer, all teams test for promotion and the final tally of GREEN CHIPS is taken.

DETERMINE FINAL TALLY: Ask each team to subtract the RISKS from STRENGTHS. The team with most STRENGTHS wins.

IN CASE OF TIE: You have the option of providing participating teams with an extra question to break the tie or you can declare the tying teams as both winners.

AWARDS/GIFT CERTIFICATES: We encourage you to provide winning team participants with some sort of award for winning. We have found that participants enjoy a choice of gift certificates from local restaurants, department stores, and movie rental outlets.

Actual play of “Risks & Strengths” Board Game

Familiarize yourself with the game board, questions, and answers: In order to make the game fast-paced, exciting, and fun, it is important to become familiar with the following factors:

Your Role as Facilitator

Set-up of Game

Actual Play

Debriefing

Your Role as Facilitator. Your role when facilitating the actual play of the Risks and Strengths game is like that of a game show host or radio announcer (think “Bob Barker”). You should become very familiar with the sequence and speak clearly but quickly.

Question → Answer → Hand out Chips → Game board →

Question → Answer → Hand out Chips → Game board

Set-up of Game.

- Make sure you place all overheads in sequence.
- Make sure you have your red and green poker chips.
- Prepare to move very quickly from reading the answer—to the question—to the next overhead – and use the overhead to show where participant teams move on the board.

Actual Play. The following sequence for the first question is generally repeated throughout the game. (Slides 26-46)

1. READ THE QUESTION WHILE HIDING THE ANSWER.
2. GIVE PARTICIPANT TEAMS 30 SECOND TO DISCUSS ANSWER (Some teams take a little longer but try to keep it less than 45 seconds before answers are given).
3. ONLY AFTER ALL TEAMS ARE READY, HAVE THEM GIVE THEIR ANSWER.
4. SHOW THE ANSWER.
5. PASS OUT CHIPS. ACCORDING TO WHETHER THE ANSWER IS CORRECT (GREEN) OR INCORRECT (RED).
6. MOVE TO NEXT OVERHEAD.
7. ASK A TEAM THAT RECEIVED THE CORRECT ANSWER TO READ THE GREEN SPACE (1A). After they read say “that is a strength”.
8. ASK A TEAM THAT RECEIVED THE INCORRECT ANSWER TO READ THE RED SPACE (1B). After they read say “that is a risk”.
9. PROCEED TO NEXT QUESTION.

After the Last Round of Play. Please note that there are **three** rounds of play. Following the last round of play, you may have teams “Test for Promotion,” (see left) especially if the green/red chip count is close between the teams. After this final “test” and last question, the game should be over unless there is a tie.

Debriefing. After the game is over, take a moment to ask participants the following questions:

- What does this game teach us about getting help?
- What does it teach about getting caught?
- How does team knowledge about policy help you gain strengths?
- What else did you notice about the game?

Appendix I

Risks and Strengths Game Board

The Risks and Strengths of Policy game is provided as a PowerPoint TM file. If desired, trainers can customize the game's content. The trainer will need to print, and preferably laminate the game board before playing the game. This section will explain how to format and print the game board. The files "RSGAMEBOARD" and "RSGAMEBOARD2" contain two versions. "RSGAMEBOARD" fits the game board onto one page, which requires enlargement. "RSGAMEBOARD2" shows the fully expanded version in the suggested 24.5" by 18.5" format. Directions below explain how to print this version.

Content of the Game Board: Risk & Strength Squares

Various spaces on the game board contain text that describes actions taken by the team as a result of their move. Some actions are strengths ("Your work team decides to go to a class on stress management."), and some actions are risks ("An employee spreads rumors about a coworker's addiction to hard drugs."). Some risk squares also contain text that directs the players to the top of the game board where they "get help" after testing, and some risk squares--"get caught"--directs players to the bottom of the board.

<p>Example of Strength Space</p>	<p>Example of Risk Space</p>
<p>A co-worker tells you he is stressed with a supervisor. You listen and help to solve the problem.</p> <p>1A</p>	<p>Members in your work group believe that getting help is a sign of weakness and loss of control. This keeps some from talking about problems.</p> <p>2B</p>
<p>Example of Get Help Space</p>	<p>Example of Get Caught Space</p>
<p>POST-ACCIDENT TEST Refer to TESTING chart & Roll Dice. After the test, Get Help if you wish.</p> <p>6B</p>	<p>A team member fails to tell a supervisor when taking medications that affect work. Refer to Getting Caught</p> <p>6D</p>

Some facilitators and/or organizations might wish to change the content of these squares to personalize the game for their particular situation. Information on the following pages explains how you can print the "Risks & Strengths" game board as well as modify and customize the information in the different spaces.

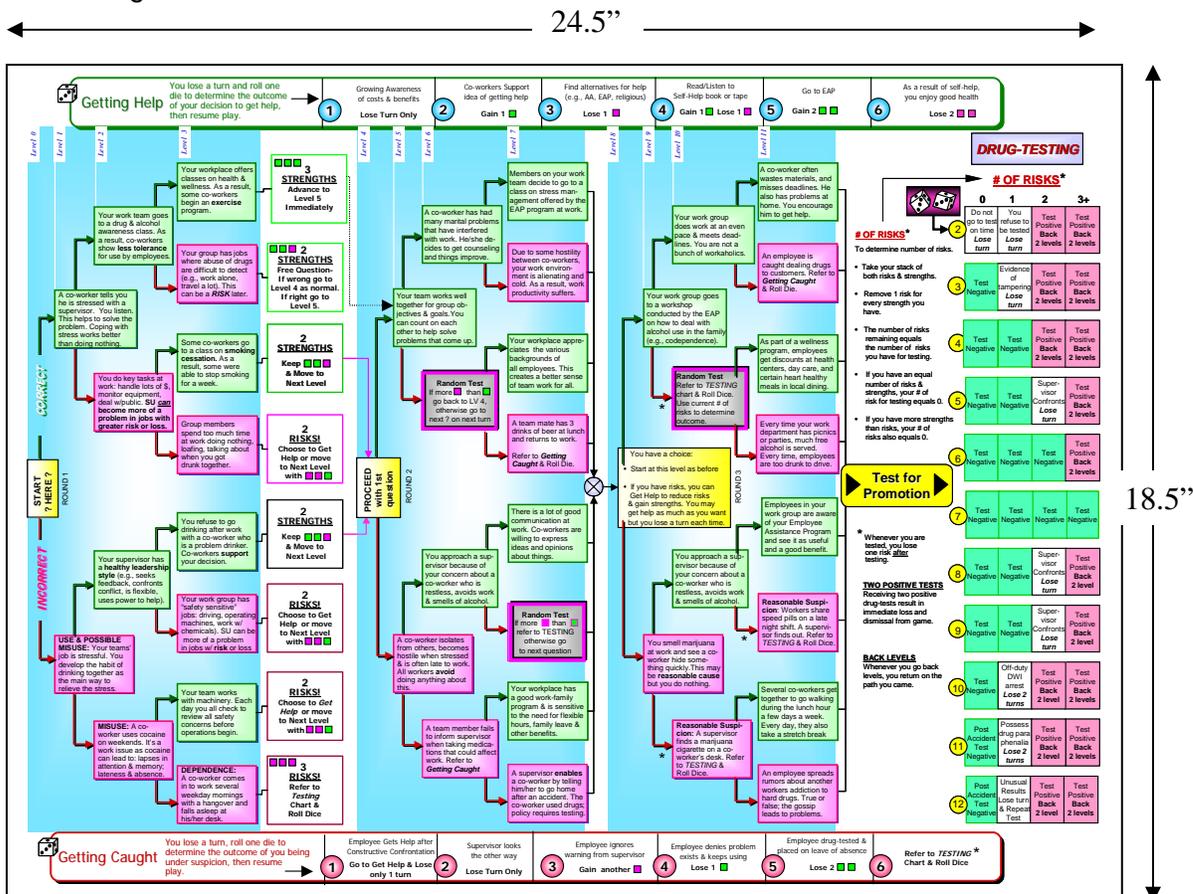
Printing the Game Board

Printing the Game Board requires the use of an oversized printer available at your local copying services store. Contact your local copying services store, and explain that you need to print a copy that

is 24.5 inches by 18.5 inches in size. They should direct you to save the PowerPoint™ Game Board file onto a floppy disk and bring it to the copying services store.

A Word of Caution. When picking-up your printed game board, remember to look over the copy thoroughly for formatting mistakes, which often occur during the printing process. The text should be well aligned and inside the boundaries of each text box. The various lines, text boxes, and “floating text” should be properly aligned, etc.

Reformatting the Size of the Game Board



For various reasons, the trainer might desire to reformat the size of the game board.

To increase the size of the game board:

Open the game board file with the Microsoft PowerPoint™ software program. This file is titled “RSGAMEBOARD.ppt.”

Save the game board as a new file by selecting from the Menu Bar **File**, then **Save As**. In the File Name: field, type a new name for your resized board, and click **Save**.

On the Menu Bar select **File**, then **Page Setup**.

In the “Slides sized for:” field select **Custom**.

In the Width: field enter the desired width in inches. (24.5" suggested)

In the Height: field enter the desired height in inches. (18.5" suggested]

Click OK. The "white space" under the game's content expands to the new width and height.

Each square, line, and image of the game board's content has been "grouped" as one large image. Select this image by clicking once on the image in a non-text area (e.g., on the blue space between strength and risk squares). As described above, clicking on text will only activate a cursor in the clicked-on textbox.

Use the mouse to position the cursor over the lower right corner of the image. The cursor changes to the "resize" cursor.

Click and hold the left mouse button on the corner of the image. Drag the corner down and to the right until the desired size of the game board's content is approximated. Release the left mouse button.

After resizing the game board's content image to match the newly resized game board, some of the objects within the game board's content image might need reformatting.

Increase the font size by selecting the game board's content image (See # 8), and select from the Menu Bar Format, then Font.

Reformatting Content of the Game Board

To reformat the content of the strengths and risks squares:

Open the game board file with the Microsoft PowerPoint TM software program. This file is titled "R&S GAMEBOARD.ppt."

Locate the square that will be changed by clicking on the up-down scroll bars on the right of the computer screen and the right-left scroll bars on the bottom of the screen.

Click once on the text that you wish to change. This will activate a cursor in the textbox containing the text you wish to change.

Press the delete and backspace keys until the existing text is deleted, or highlight all the existing text and press the delete key once.

Type the new text that you wish to appear in the game board space.

Note that only a certain number of characters will fit in the space provided. If only a few characters flow outside of the space's boundary you might try and resize the font of your text, but it is recommended that you shorten the amount of new text. Font sizes less than 12 will be difficult to view by the team of players during training.

After you have reformatted the content, save the new game board. From the Menu Bar select File, then Save.

Appendix II

Resources for Facilitators

There are a number of drug-free workplace resources available for free on the World Wide Web. The following list offers a good starting place.

Center for Substance Abuse Prevention - Workplace Resource Center <http://wmcare.samhsa.gov/>

Click on "Resources & Tools"

Click on "Drug Free Workplace" and then "Assistance in Developing a DFWP"

Click on "Guidance in Developing a DFWP"

The National Clearinghouse for Alcohol and Drug Information - Publications for Workplace <http://www.health.org/workplace/> This will take you to a page "Publications for Workplace" with materials in these five areas

Information for Employees	Information for Employers	Information for Small Businesses	Federal Agencies	Federal Managers
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OVERHEADS

14. Title page
15. Objectives
16. How policy works for you
17. Policy components
18. Policy detail
19. Levels of use
20. Getting help/getting caught
21. Signs of not coping well
22. EAP
- 23-46. Risk & strength game...

Handouts:

3. Company policy (optional, prepare new for Step 1)
4. Getting help/getting caught
5. EAP materials
6. Community resource guide (prepare new – see Appendix II above)