Team Awareness Training For Workplace Substance Abuse Prevention

Developed by

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Principal Investigator

The Workplace Project

Institute of Behavioral Research
Texas Christian University
Fort Worth, Texas, 76129

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Introduction & Facilitator Overview

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☞ **NOTE: A PowerPoint™ version of this module is also available.**

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The purpose of this 3-year project was to refine, implement, and evaluate a team-based substance abuse prevention program for work settings. The program is designed to increase employee awareness of issues relating to workplace alcohol and other drug use and its consequences. Because these issues and consequences occur within an organizational context, the training addresses specific factors that aggravate employee substance use and prevent effective policy implementation.

ACKNOWLEDGEMENTS

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Thanks to Barbara Thomsen for providing support in several areas: recruitment and scheduling of research subjects, training assistance, and editing of manuals.

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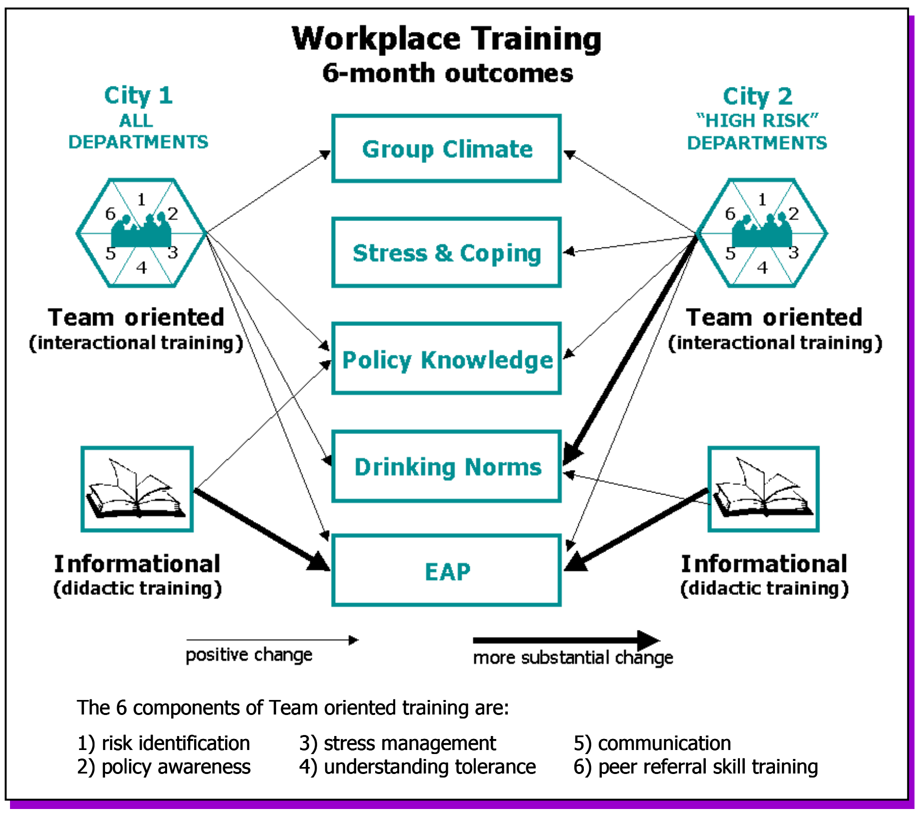
We wish to thank Michael L. Czuchry and Tiffany L. Sia for helping us to think through design of the "Risks & Strengths" game board, showcased in Module 2.

Finally, and most importantly, we have the greatest appreciation for the many employees in focus groups and in training sessions who provided extremely valuable feedback on the training contents and whose willingness to share time and experience helped to create and refine the training program.

OVERVIEW OF THE TCU DRUGS IN THE WORKPLACE PROJECT

The Drugs in the Workplace Project at Texas Christian University has studied the prevalence, antecedents, and consequences of employee substance use for over 12 years. Results have emphasized the importance of work environments, policies, and employee characteristics in understanding the pervasiveness and impacts of substance use in the workplace.

In recognizing the changing social contexts in today's workforce, Principal Investigator Dr. Wayne Lehman and researcher Dr. Joel Bennett spearheaded the development of two prevention programs. This manual contains material from the participatory "team-based" program and emphasizes the impact of substance use problems on all team members in a work group (in terms of lost productivity, having to cover for absent co-workers, and work-place safety). The approach promotes awareness of group dynamics that serve to condone or create tolerance for drinking or drug use in a workgroup. Issues such as stress management, communication, risk identification, and how to gently "nudge" a troubled co-worker to seek professional help are discussed. The second program is an enhanced "informational" training that primarily uses didactic presentations to familiarize employees with their workplace substance abuse policy, the effects of alcohol and various drugs of abuse, and Employee Assistance Programs (EAP).



Both programs have been evaluated in two municipal workforces -- a medium-sized suburban city in which work groups from all city departments (except uniform fire and police) were included, and departments that had previously been identified as "at-risk" for substance abuse problems from a larger urban city.

Work groups were randomly assigned to receive either the team-based or informational training, or were assigned to a no-training control group. Work groups were assessed two weeks before and after the trainings, and again at six months post-training. Overall, employees who attended either of the two training conditions showed improvements in important areas compared to employees in the control condition. **Figure 1** summarizes the results at 6-month follow-up for both cities. Five domains of outcomes were examined, including a supportive group climate, stress and coping, drinking norms, policy knowledge, and information about the EAP. Arrows from the training condition to the outcome domain indicate a positive change. The bold arrows indicate more substantial change.

TEAM AWARENESS – TABLE OF CONTENTS TO ALL MODULES

In its original form, the Team Awareness program was delivered as two 4-hour (half-day) sessions, each session delivered a week apart. Session I consisted of Modules 1 and 2. Session II consisted of Modules 3 through 6. We used slightly different steps in different work sites and so the length of the modules here are longer, if facilitators choose to use all the steps provided. These different options and an overview are explained in the manual titled "Introduction and Facilitator Overview." Each module has (1) an accompanying manual in Acrobat/PDF format and, (2) overheads and speaker notes as separate PDF files.

Module	Manual	Overheads/Speaker Notes
Introduction & Facilitator Overview	Teamaware.pdf	None
Session 1		
(1) Relevance to you and your work group: Orientation and Risk Identification	Module1(Relevance).pdf	Module1(Relevance)ho.pdf Module1(Relevance)ho-notes.pdf
(2) Team Ownership of Policy: The Risks & Strengths Game	Module2(Policy).pdf	Module2(Policy-Part1)ho.pdf Module2(Policy-Part1)ho-notes.pdf Module2(Policy-Part2)ho.pdf Module2(Policy-Part2)ho-notes.pdf Module2(gameboard).pdf
Session 2		
(3) Reducing Stigma & Tolerance and Increasing Responsiveness	Module3(Tolerance).pdf	Module3(Tolerance)ho.pdf Module3(Tolerance)ho-notes.pdf
(4) Work Stress, Problem Solving, and Substance Use	Module4(Stress).pdf	Module4(Stress)ho.pdf Module4(Stress)ho-notes.pdf
(5) Improving Workplace Communication	Module5(Communication).pdf	Module5 (Communication)ho.pdf Module5 (Communication)ho-notes.pdf
(6) Encouragement: The NUDGE Model	Module6(NUDGE).pdf	Module6(nudge)ho.pdf Module6(nudge)ho-notes.pdf Module6(casestudies)ho.pdf Module6(casestudies)ho-notes.pdf

Introduction & Facilitator Overview to the Team Awareness Training

Table of Contents

Introduction & Facilitator Overview to the Team Awareness Training

Welcome

Welcome to the **Team Awareness** training. This manual will help guide you through the main elements of the training. These elements include preparatory focus groups and the six trainer manuals for each of the modules in the training. This overview is not a substitute for the content and other overview information that is provided in the six module manuals. We strongly recommend that you read through certain sections of these manuals to round out your knowledge of the overall goals and nature of **Team Awareness.** These sections are described below (page 2).

This introduction and the other manuals are intended to give you the practical knowledge you will need as a facilitator. We think it very helpful, however, for you to have a grounded conceptual and process overview of the program. Indeed, the **Team Awareness** program is based on a conceptual model of workplace risk and protective factors. This manual is divided into three main sections:

- **Team Awareness** Conceptual Background
- **Team Awareness** Structure & Fidelity
- Use of **Team Awareness** Manuals and Materials

The training is designed to be a mixture of experiential and group-related activities and informational overviews, with emphasis on the experiential aspect. We hope this introductory manual provides sufficient background so that when facilitators come face-to-face with participants they can provide them with an enjoyable as well as influential experience. We believe that this experience, along with tools, skills, and information will help workers make wiser choices in their use of alcohol and drugs as well as in how they relate to others who have substance use problems.

Team Awareness Conceptual Background

Risk and Protective Factor Model

The Team Awareness program is based on a risk and protective factor model. This model is described in full in the following reference.

Bennett, J.B., Lehman, W.E.K., Reynolds, 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.

The model argues that risk and protective factors exist in the work environment or overall organizational culture, the immediate work group, as well as in the individual employee. The focus of Team Awareness is on social factors in the work group and on:

1) Reducing coworker enabling of problem employees or neutralization of deviant workers (e.g., ignoring, tolerating, and minimizing problems).
2) Reducing drinking climates or social norms that promote the heavy use of alcohol as the sole method of social bonding. (We do not advocate the elimination of drink as much as moderation in such climates).
3) Increasing the sense of work group cohesion or team spirit as a protective factor in regards to focus on team productivity and safety.

To learn more about this model, please review the Web Presentations available for free download at:
(http://www.ibr.tcu.edu/projects/workplac/prevention.html)

- Workplace Substance Abuse Prevention: An Integrated Research Model
- A New Model for Workplace Substance Abuse Prevention: Research, Theory, and Initial Evaluation Results

In addition to the above reference and Web Posters, we strongly encourage facilitators to preview the following sections from the different modules.

- Module 1 (Relevance); Page 9 - "Advisory & Support to Trainers."
- Module 2 (Policy); Pages 5 to 7 – "Ideas Behind this Module."
- Module 3 (Tolerance); Appendix (pp. 32-34) – "Theoretical Background on Tolerance."
- Module 5 (Communication); Page 10 – "How communication is involved in previous modules."
- Module 6 (NUDGE); Pages 6 and 7 – "Explore relationship between communication and stress."

The Three Functions of Team Awareness

Concepts help facilitators grasp the main ideas of training. Functions help facilitators understand how to best use, or how any particular workplace could benefit from, the program. The figure shows three primary functions.

First, training may be viewed as an *enhanced drug free workplace program*. Some workplaces may wish to make an extra effort in increasing EAP awareness and providing skills training in peer referral. This function may be best suited for "high risk" groups where there is potential for misuse or where any misuse poses a serious safety risk.

Second, the training may be viewed as an *adjunct to any team building or communication program*. There is still much stigma associated with substance abuse and with attending programs on mental health. Instead of advertising as a substance abuse training, we recommend piggy-backing modules onto any existing team programs and weaving in the safety/productivity theme. Most business owners will understand substance abuse as a risk to productivity, performance, health, and safety. The figure reviews 5 elements (e.g., find your voice, listening skills) that are relevant.

Third, some workplaces may suspect drinking climates, enabling, or the presence of shared illicit drug use among coworkers. If this is the case, the full **Team Awareness** program should be implemented as a *work culture intervention*. Certain occupations and work groups may have developed a long-standing subculture that "protects" problem employees by picking up the slack or covering for them when sick, hungover, or otherwise effected by addiction. Here it is recommended to conduct focus groups to create a sense of trust and rapport with the facilitator prior to delivering training.

Team Awareness Structure and Fidelity

Team Awareness is an *experimental* model and the design presented here and in the accompanying six modules should be considered a work in progress. The ideas and functions described in the preceding section dictated the current structure and design of the training. There are likely other training strategies that can follow from the same ideas.

This section provides an overview of design elements in sufficient detail so that facilitators can replicate the original **Team Awareness** design. There are several reasons for following this original design, which we enumerate below:

1. The initial studies of effectiveness are based on this design. We cannot guarantee that similar effectiveness will be obtained if facilitators deviate from this design.

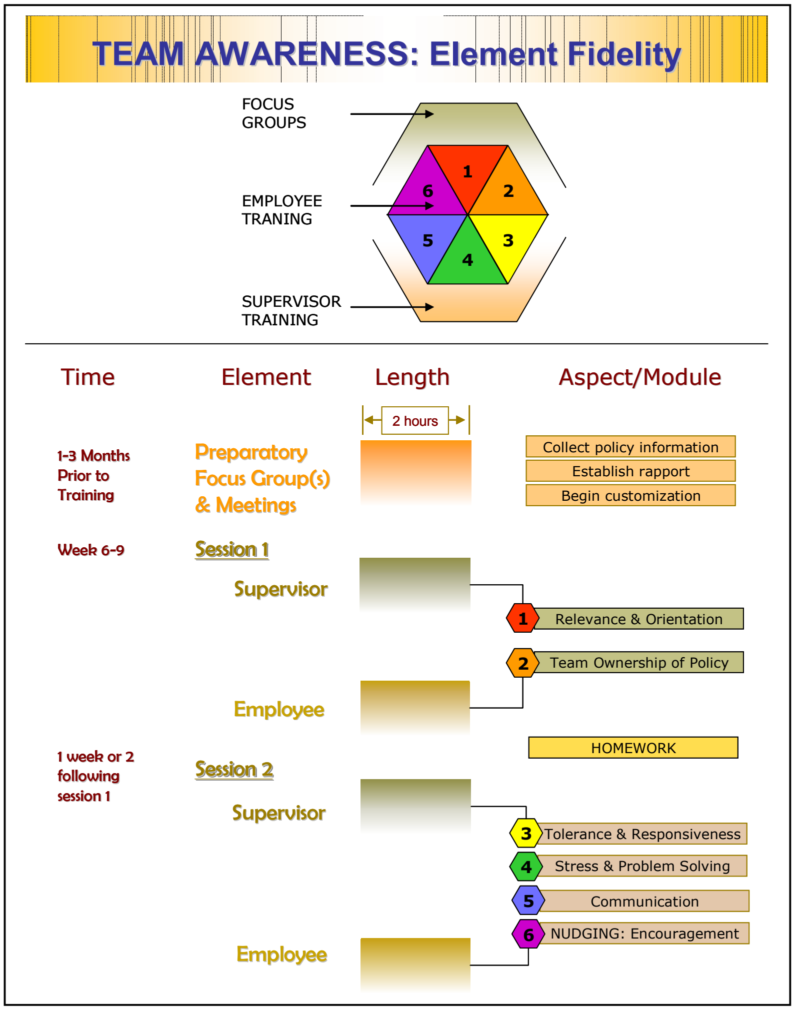
2. At this point, we cannot identify which of the modules or specific steps within modules are most effective. Further research is necessary to identify the "core" elements of effectiveness. Skipping or adapting certain elements may damage effectiveness.

3. There is potential for misuse of the training because of the sensitive nature of some of the exercises and the specific training in peer referral (nudge) skills in Module 6. Peer referral skills require sensitivity and certain psychosocial awareness in coworkers to be carried out effectively. ***We strongly discourage facilitators from using Module 6 alone in any context. For this reason, we advocate that facilitators themselves first receive a full training in all modules and understand peer referral in context of the other ideas and materials.*** Please review the section below, entitled "Peer Referral (NUDGE) as Capstone of Team Awareness."

Overall Structure and Group Size

In its original design, **Team Awareness** was delivered in 3 stages: (1) Focus groups and human resource meetings; (2) Supervisory training, and (3) Employee training. Training was delivered in two 4-hour sessions spaced one to two weeks apart. Supervisors attended sessions separately from their associates. Because there are a number of communication activities and exercises, we found it best to have between 12 and 20 attending classes. It is possible to do the training with as little as 9 and as many as 25 but the dynamics and impact are weakened. Training impact will also depend on your ability to work with smaller and larger groups. We recommend between 12 and 20.

Fidelity Elements



As just described, **Team Awareness** has three core elements: focus groups, supervisor training, and employee training. The figure provides an overview of the time and length of each element. To implement the training with high fidelity, we encourage facilitators to follow this format.

First, it is important to collect any information that pertains to current health efforts at the worksite. This includes substance abuse policies, the employee assistance program (EAP), behavioral health benefits, and any related safety or behavioral health trainings (e.g., sexual harassment, workplace violence). This information may be used to customize Module 2 on policy and helps to gauge the level of health promotion in the work culture.

Second, we solicit input from employees and supervisors in focus groups. The number of focus groups required will depend upon the size of the organization. The methods for focus groups are described below and in the Appendix.

It may require anywhere from a few weeks to a few months to take the information gleaned in initial meetings and focus groups and customize or add content to the **Team Awareness** training. *It is most important* that facilitators are aware of job-related resources, whereby employees can get help for behavioral health and substance abuse concerns in themselves and their dependents. Pamphlets, handouts, and phone numbers from the Employee Assistance Provider are *essential* to incorporate. It is also important to become familiar with specific drug-testing policies. When an EAP is lacking, facilitators should collect information for referral support in the local and surrounding communities. When a policy is lacking, the facilitators should consult with key personnel (e.g., business owner, human resources) about developing a policy prior to delivering training. In some instances, focus groups can be used as a way to get input from workers about policy ideas.

Third, supervisors should be trained prior to employees. The supervisor training is nearly identical in content to the employee training, with the exception of Module 3 on Tolerance and Responsiveness. The key difference is that the training should help supervisors review their specific responsibilities concerning referring employees for help (EAP supervisory referral) and initiating reasonable suspicion drug-testing, especially if current policies detail these responsibilities. Many worksites also have supervisory policies on coaching, counseling, and discipline that are important to review. Other worksites that come under Department of Transportation regulations, also require mandatory supervisor training. (Visit the U.S. Dept. of Transportation, Office of Drug and Alcohol Compliance; http://www.dot.gov/ost/dapc).

The skilled facilitator will have used initial meetings and focus groups to become familiar with these specific responsibilities. Module 3 is adapted to help supervisors and managers probe for factors that help or hinder them from carrying out these responsibilities. Put another way, what makes supervisors more or less responsive to employees with problems (problem employees)? Alternatively, what makes them more or less tolerant?

Ideas and methods for this supervisor module are described in: Bennett, J.B., & Lehman, W.E.K., (2002) Supervisor tolerance-responsiveness to substance abuse and workplace prevention training: Use of a cognitive mapping tool. Health Education Research, 17 (1), 27-42.

Fourth and finally, the core of **Team Awareness** training lies in providing all six modules of the employee training. In keeping with the original design, we encourage the following guidelines be used whenever possible.

1. Train supervisors a few days before the employee training so that supervisors can "prepare" employees for optional assignments in Session 1.
2. Limit each session to no more than 4 hours. Do not provide the full training in one full day.
3. Be sure to cover information about policy and the EAP. The training should build upon policy knowledge that employees already have. When they lack such knowledge, facilitators should provide a separate information session that covers policy and EAP only. If possible, fully incorporate information into the training (in Module 2 through quizzes and game questions).
4. Provide options and incentives for homework to be done between Session 1 and Session 2. This can include bringing in newspaper articles relevant to the training (see section "Homework" below).
5. Provide healthy snacks (nuts, fruit, juice) when possible.
6. Provide ample breaks during sessions.

The Two Sessions

Session 1 is comprised of the following:

❖ Module 1 “**Relevance to you and your work group**” generally runs between 2 hours and 2 hours and 30 minutes

❖ Module 2 “**Team Ownership of Policy: The Risks & Strengths Game**” generally runs between 1 hour and 30 minutes and 2 hours.

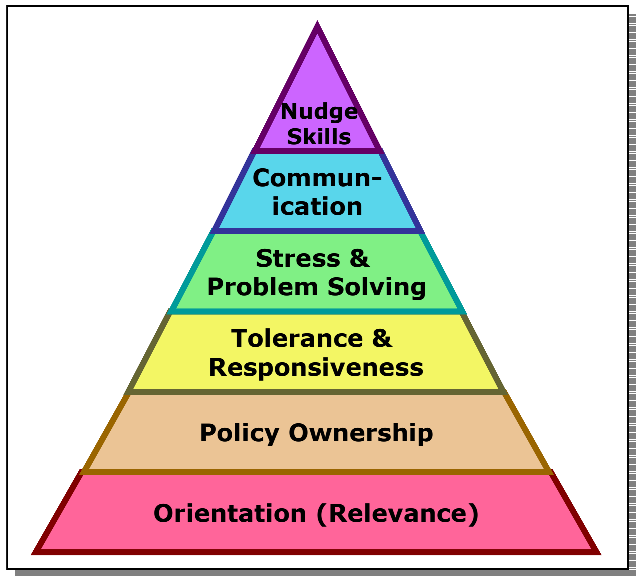
These sessions and times included breaks and each of the manuals provides suggestions for when to take your breaks (Page 3 of each manual describes **“Session Structure.”**) The time varies because some groups require more time for orientation than others. How much time you spend on different steps will depend on participants, your pace, and your understanding of the material.

Session 2 is comprised of the following:

- ❖ Module 3 “**Reducing Stigma and Tolerance and Increasing Responsiveness**” generally runs between 45 minutes to 1 hour.
- Include a 5 to 10 minute **break** between Modules 3 and 4.
- ❖ Module 4 **“Stress, Problem Solving, and Substance Use”** generally runs between 30 to 70 minutes. Length will depend on which steps and versions of Module 4 you use, as explained below in the section on **“Field Tests.”**
- Include a 5 to 10 minute **break** between Modules 4 and 5.
- ❖ Module 5 **“Workplace Communication Skills”** generally runs 60 minutes. Length will depend on which steps and versions of Module 5 you use, as explained below in the section on **“Field Tests.”**
- Include a 5 to 10 minute **break** between Modules 5 and 6.
- ❖ Module 6 **“Encouragement: The NUDGE Model”** generally runs 80 minutes.

Peer Referral (NUDGE) as Capstone of Team Awareness

The modular and sequential structure of **Team Awareness** helps facilitators set the stage in which peer referral (nudging) is most likely to work. "Setting the stage" means that facilitators should refer to elements that participants are familiar with, especially the social context or team climate back at their work site. In this way, the act of encouraging a coworker to get help is presented as a natural and obvious outgrowth of the knowledge acquired in the previous modules. Nudging may be seen as the capstone of **Team Awareness.**



First, the *orientation* module seeks to help participants understand that substance abuse and related risks either are or can become a relevant concern for them. The concern may be personal, family or coworker related. It could be in terms of safety problems or having to pick up the slack for troubled colleagues. The first module begins to touch on the motivation for getting help or encouraging help-seeking in others. The motivation to reduce risks may be seen as the foundation of the training (see diagram above).

Second, the *policy ownership* module describes how policy is a safeguard or protective factor in that it encourages workers to ***get help.*** Workers should get such help before a problem reaches the point where they are either disciplined or run the risk of receiving a positive drug test. The module downplays the "rules and regulations" or bureaucratic aspects of policy. Instead, policy is presented as a helpful tool that groups can use for reducing the risks identified in the orientation (1) module. Those aspects of policy that encourage prevention, awareness, and help-seeking are emphasized. Ideally, policy information should be provided in the context of more personal ideas and concerns. In this way, module 2 builds on module 1.

Third, facilitators present the idea that written or "formal" policy may be very different from the "informal" ways that employees interpret and enact policy. Supervisors and employees may know what policy says or know "the right thing to do." However, personal beliefs and social norms can cause them to tolerate rather than respond to problems more proactively or directly. Facilitators introduce the concept of "drinking climates" and how such climates may evolve when we tolerate problem drinkers. This third *tolerance and responsiveness* module helps participants understand that they have personal and group choices to make about tolerating problems. Responsiveness and accountability is encouraged. This module builds on the policy module by showing that such accountability is really an internal choice and that policy is really a set of guidelines to aid in responsiveness.

Fourth, the *stress and problem solving* module continues with the idea that individuals and groups have a choice about how to respond to problems. How we think about or evaluate stressors is critical to the success of any coping effort. We choose how to evaluate difficulties. Our beliefs and lifestyle can support or detract from effective coping. Thus, stress is presented as an opportunity for problem solving. This module builds on the concept of drinking climates (from module 3) by discussing drinking as a stress response. Healthy alternatives to coping are presented and employees are encouraged to solve problems together as a group.

Fifth, the *communication* module reviews communication responsibilities in the work setting and guidelines for effective communication. This module seeks to build on employees' awareness of policy (module 2), and knowledge about workplace social climate (module 3), by focusing more on the skills necessary for communicating this awareness and knowledge effectively. Communication is also a critical skill for team problem solving (module 4) and provides the necessary foundation for the introduction of the peer referral (nudging) process.

Sixth, the *encouragement* module is the capstone of **Team Awareness** because it builds upon or uses elements within the previous modules. Facilitators should ask themselves these two questions "Why would anyone want to go through the trouble of encouraging someone else to get help for a problem?" and "Do participants have enough motivation and knowledge to effectively use peer referral/encouragement skills?" It is likely that employees themselves have to be "nudged" in order to nudge others.

In a few cases, the peer referral aspects of nudging may be able to "take root" without previous modules. In many cases, work groups will need all modules, and others may need only some of the previous modules. The **Team Awareness** model has been examined in only a few organizations and it is an empirical question how much is needed or which components are essential.

While the **Team Awareness** training makes reference to the problem of substance abuse, the motivation, knowledge, and skills, developed in the training may apply to any behavioral health problem. Thus, when employees are aware of or suspect problems in coworkers or family members, they may use their nudging skills to help for a variety of concerns.

Homework

While homework was not mandatory in the initial research trials, a portion of workers (15% to 25%) would complete homework from Session 1 and bring it in to share at the beginning of Session 2. When these workers shared their ideas, it often contributed to the lively and conversational nature of the training, and helped set a positive tone for Session 2. Thus, we strongly encourage homework and providing incentives for completion. The incentives we used were entry into a raffle for prizes. Generally, there were several options for homework assignments given at the end of Session 1.

1. Ask participants to bring in any newspaper or magazine articles that touch on the topics reviewed in Session 1. This includes anything related to alcohol and drug abuse, workplace policies, drug testing, workplace health, and national, state, or local reports on community health and stress. Workers may also hear a radio show or watch a television show that they can summarize and report on.
2. Ask participants to do some research while they are on the Internet or with anyone they know who works in the field of substance abuse.
3. Ask participants to complete Personal Exercises 1 and 2 (provide additional handouts) from Module 1 at home or with other groups that workers belong to. This can include their own work group when not all members attend training. Be sure to review Step 2 in Module 1.

    a. **Personal Exercise 1** ("The Big Picture") - See Step 3 in Module 1 (pages 15 to 18). Participants can distribute the survey to others (e.g., church group, civic meeting, other gathering) and conduct a discussion on the topic: "Is there a relationship between the level of cooperation/community/solidarity in a community and the level of substance abuse in that community?," "Are communities that stick together and work together less likely to have problems with substance abuse?"

    b. **Personal Exercise 3** ("Finding Your Voice") - See Step 5 in Module 1 (pages 26 to 27). Participants can use this handout to actually have a meeting with someone in their personal life. The exercise can help participants "get something off their chest" or "clear the air" in a relationship they have at home or work.

Focus Groups (Background)

As described below (see section "Functions of **Team Awareness**"), this training program may be considered an intervention in work group culture or social ecology. In other words, **Team Awareness** seeks to help work *groups*, the *relationships* between coworkers, or the social *environment* of the workplace.

Team Awareness provides skills training and enhances current drug free workplace policies. It also has the potential to move beyond formal training programs by delivering these messages in the context of current work practices and social relationships, as these practices and relationships are perceived and construed by employees.

In our original studies, we consulted with some employees and supervisors before actually delivering the workplace training. These meetings were **focus groups** that helped to meet several objectives:

- Obtain employee perceptions of policies, work culture, and stressors
- Informally assess level of readiness for the training
- Evaluate current substance use policies and procedures, as understood by employees
- Establish rapport between trainers and employees
- Solicit input into training design (since several modules are customized to information about the worksite)
- Provide samples of training activities

Transfer Climate and Social Construction. The philosophy behind our use of focus groups draws on two fields of research: (1) Transfer Climate, and (2) Social Construction of Policy. The idea behind ***transfer climate*** is that training programs can be made much more effective if the environment is receptive to the program and has the resources to transfer information, skills, and attitudes from the training environment back into the work environment.

Too often, employees receive training but—once they go back to work—the climate takes over and employees can learn a less effective way of working. For example, job stress, unmotivated supervisors, and policies that are incongruent with training messages can block transfer of training. Focus groups are an effective way of gaining insight into both the positive facilitators and negative blocks of transfer.

The ***social construction of policy*** refers to the gap between policies as they are formally written and as they are carried out in the day-to-day atmosphere of the workplace. As trainers, it is critical to understand how employees and supervisors *construe* and *enact* policy in their own (often idiosyncratic) ways. The power of coworker social relationships should not be underestimated. Such relationships mediate how policies are implemented. Focus groups are an effective way of understanding the social construction of policy.

Research on Transfer Climate and Social Construction

Some facilitators may have an interest in reading the research articles behind these ideas. If so, please see:

Bennett, J.B., & Lehman, W.E.K. (1999). Change, transfer climate and customer orientation: A Contextual model and analysis of change-oriented training. Group and Organization Management, 24 (2), 188-217.

Bennett, J.B., & Lehman, W.E.K. (1997). From dual policy to dual attitudes: The social construction of substance use policy. Review of Public Personnel Administration, 17(1), 58-83.

Focus Groups (Procedure)

There are a number of good resources on the World Wide Web that provide a background and introduction to focus groups. To best understand the methodology and adequately prepare focus groups, we suggest reading through the following books:

Krueger, R. A., & Casey, M. A. (2000). **Focus groups: a practical guide for applied research** (3rd ed.). Thousand Oaks, Calif.: Sage Publications.

Morgan, D. L. (1997). **Focus groups as qualitative research**. Thousand Oaks, Calif.: Sage Publications.

In the original trials of **Team Awareness**, facilitators conducted focus groups with various types of employee sub-populations. These different groups were assembled to make sure that trainers understand any differences in group subcultures. It is particularly important to implement several such groups in large organizations (200 or more workers), because it cannot be assumed that employee populations are uniform or homogenous. Indeed, it is critical to get a wide representation of workers as some may be more aware of risks than others. We have found that employees from the same organization are surprised to hear stories from coworkers they usually do not interface with. The following are examples of the composition of different types of focus groups that we have conducted.

- Supervisors only
- Males only
- Females only
- Mixed groups

- Ethnically diverse groups
- Employees only from safety sensitive jobs
- Employees from internal safety teams

The Appendix provides the protocol used for conducting these focus groups.

The Trade-off between Flexibility and Fidelity

While we strongly encourage fidelity to initial design, we are aware that not all workplaces will provide a full 8 hours for training. Also, important group discussion in training may take more time than anticipated. As you read through the six modules, you will note that several modules provide various options for using materials. For example, Module 1 can take from 1 hour to 2 hours and 30 minutes. There are other options for adapting materials (noted with the "◈◈ Option**:"**). These options are provided to give facilitators a sense of flexibility rather than rigidity in following the *core philosophy* of **Team Awareness.** More importantly, the materials should be used to promote the goals and philosophy of the training. When spontaneous opportunities arise to promote these goals, facilitators should know how to condense materials.

The core philosophy of **Team Awareness** is the **promotion of social health in the local work culture of specific work groups.** Team Awareness seeks to promote healthy communication, reduce social distance and isolation, build team spirit, increase trust in coworkers, reduce stigma associated with help-seeking, and improve work group accountability for handling stress and solving social/communication problems that lead to stress.

In order to promote this philosophy, facilitators need to be sensitive to the specific issues and concerns of participants and, whenever possible, encourage some discussion and appropriate self-disclosure about issues and concerns. Some groups will be more open than others and skilled facilitators will know when to probe or push for discussion.

In facilitating discussion, it often happens that there is not enough time to cover all the training materials provided in **Team Awareness**. Facilitators may be concerned about missing important material for those groups that need it. For this reason, we encourage you to become familiar with all steps in all modules. You may have to offer condensed versions, skip steps, or adapt programs to the setting and time frame available.

Use of Team Awareness Manuals and Materials

How to Use the Manuals

Each of the six manuals has the same structure. It begins with module objectives, the steps involved and the times for each step, and a review of handouts, slides, and other materials needed.

Objectives: What participants should **do** as a result of the training.
Steps: The particular elements of any module (between four and six).
Handouts: All modules have handouts for distribution.
Slides: All modules are driven or guided by overheads or slides.
Materials: In addition to handouts and slides, facilitators may need to prepare other materials (e.g., policy handouts, game board, Internet downloads).

The best way to use the module is to

1) preview and become familiar with the first four pages of the manual, and
2) skim through the sidebar symbols and notes (see section below "**Sidebar Symbol and Notes**")

The first four pages of each manual show:

Page 1: Outlines the three or four ***objectives*** of the module and gives a brief overview.
Page 2: Provides a map or outlines of the different ***steps*** in the session, different options for using or skipping steps, and an outline of core **TOOLS** [🛠] (See section below on "**Tools**").
Page 3: Synopsizes the objectives, the session structure, and times involved in each step.
Page 4: Describes the ***materials*** needed, any pre-class ***preparations*** that are required, and the number of ***handouts*** and ***slides.***

*** Guidelines for classroom set up are described in Module 1 (page 5).**

Obtaining Locally Relevant Materials

Facilitators are encouraged to obtain materials that are locally relevant to the participant population and that show the facilitator has interest and knowledge in their policies, risks, and concerns. Suggestions for finding such materials are provided in the modules themselves but are briefly reviewed here because of the importance of customizing **Team Awareness.**

The two most important sets of materials to obtain are: (1) the substance abuse policy of the worksite and related disciplinary and safety policies, and

(2) any and all information concerning getting help through counseling or therapy as provided by the employer (i.e., Employee Assistance Program and Behavioral Health Benefits). When either policy or benefits are lacking, facilitators should consult with key personnel (see section "Fidelity Elements" on page 5). The policy and benefits information is useful in Modules 1, 2, and 6 primarily but should be referred to throughout the training.

In addition, Module 1 reviews local (state, city) statistical information about substance abuse (see Page 17 of Module 1). It helps to do your own research and obtain this information to make the substance abuse issue as relevant as possible through reference to the local community. You may also obtain statistical information relevant to the particular industry, occupation, or other distinguishing characteristic of relevance. Below are some questions to consider for customizing training by bringing in such local information.

1) Is the training in a small, medium, or large size business? What special concerns or risks is involved regarding business size?
2) Are the participants mostly younger, older, or mixed? What special concerns or risks is involved regarding age group?
3) Are the participants mostly male, female, or mixed? What special concerns or risks is involved regarding gender?
4) Is the worksite run as profit, non-profit, private, public, local, state, or federal government? What special concerns or risks are involved regarding the regulations associated with these different types?
5) Are employee participants mostly involved in working together as a group or team or do they work alone more often?
6) What is known about the level of crime associated with substance abuse in the local community?
7) Are occupations involved that may have particular risks associated with access to alcohol or drugs (e.g., entertainment, restaurant, pharmaceutical workers)?
8) Do employees work more in an urban or rural environment?

We strongly recommend doing some research on these questions whenever possible. Some sources available from the Internet are listed here.

- **Center for Substance Abuse Prevention – Workplace Resource Center** **http://wmcare.samhsa.gov/**

- **Office of Applied Studies – Drug Abuse Statistics** **http://www.drugabusestatistics.samhsa.gov/**

- **National Clearinghouse of Alcohol and Drug Information – Workplace Publications** **http://www.health.org/workplace/**

- **Institute for a Drug Free Workplace – Gallup Survey** **http://www.drugfreeworkplace.org/survey.htm**

Tools

As noted above, each manual has a set of experiential "tools" that can help you to organize your classroom experience. These tools are handouts, exercises, or informational presentations that focus on the experience of participants and help you to emphasize a particular point of any given step within the module. For example, Module 3 has four such tools, represented by the symbol:

The four tools in Module 3 provide an example of how you can organize a step or a session going from one experiential activity to another.

Tool 1 is a flipchart that asks participants what their typical response is to people with mental health problems.

Tool 2 is an overhead that asks participants to describe a situation involving coworker drinking.

Tool 3 uses a flipchart to get responses about the causes and consequences of stigma, tolerance, and enabling.

Tool 4 is a flipchart that asks participants to list the ways they can be more responsive (in positive ways) to coworkers or others with problems.

Following these tools in sequence, facilitators get a sense of the flow of a step or session. We encourage you to become familiar with tools and how one tool often leads to another in a session.

Sidebar Symbols and Notes

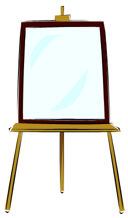
Each manual is designed so that facilitators have sidebar symbols and notes to assist them in their own ***action steps*** within a particular session step. These action steps are of four different types.

1) They remind you to focus on explaining, telling, or clarifying a point
2) They remind you to use an overhead, handout, flipchart or other prop
3) They remind you to encourage participation or feedback
4) They provide some additional tip or option that you may wish to use

The following page provides some examples of the different sidebar symbols and notes that you will see in the manuals. We hope these are helpful.

SAMPLES OF SIDEBAR IMAGES

This image is provided whenever the facilitator is required to emphasize, explain, provide directions, or encourage response from participants.



This image is a reminder that a flipchart or blackboard will be needed or is recommended.

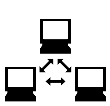
This image is a cue to use an overhead.

This image is cue to encourage participation and interaction among and between participants.

This image is a cue to take extra precautions to prepare certain materials or activities in the current or upcoming step.

This image is a cue to show extra enthusiasm or a playful attitude when conducting the exercise.

Link to other Modules



This image is a cue to remind or prepare participants of ideas that are covered in other modules.

PDF Notes Files

Facilitators can also conduct the **Team Awareness** training by using the notes that are written in the "ho-notes" PDF files that accompany the modules. When printing out the overheads, print the pages in the "ho" PDF files. When viewing the overheads notes, use the "ho-notes" PDF files. An example of a "ho-notes" page from a PDF is given below of Overhead # 8 from Module 5.

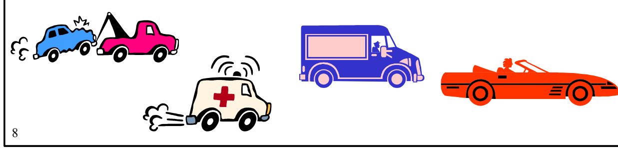
Each slide or overhead can be printed out onto a transparency and used. For example, the Grapevine Activity (Step 3 in Module 5) uses this overhead.

Facilitators can follow directions for using this overhead from the Module 5 manual (pages 12 through 14).

In addition, they can print out the **Notes Pages** and use these to provide direction in the classroom.

The Notes are abbreviations and not a substitute for material in the manuals. They are provided as a trainer accessory.

I cannot wait to report this accident to the police. I must get to the hospital as soon as possible. The delivery truck was heading south and turned right at the intersection just when the sports car that was heading north attempted to turn left. When they saw that they were turning into the same lane, they both honked their horns, but continued to turn without slowing down. In fact, I think the sports car actually sped up just before the crash.



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>>> STEP 3

1. Ask 5 or 6 volunteers to leave the room. The rest of the participants act as observers.
2. Explain to the volunteers that they will be called back into the room one-at-a-time to receive a message, which they must then pass on to the next person.
3. Call the first volunteer back into the room, and read the message aloud (see Overhead # 8). It is then passed on from memory.
4. Call the second person back into the room to hear the message from the first person. Repeat the process until the last person hears the message.
5. Ask the last person to say the message aloud, as he/she understood it.
6. Show overhead (#10) of original message and read it aloud.

Have participants **discuss these questions**:

Which parts of the message got distorted, omitted, or changed?

1. How did this happen?
2. In what ways does this exercise remind you of the office "grapevine'?
3. What does it say about "grapevine" communication?
4. What does it say about "grapevine" communication?

APPENDIX MATERIALS

The following was sent to department managers along with a cover letter to help recruit participants for focus groups:

Focus Group Announcement:

A Training Module on Substance Abuse

Purpose of Group. Members of the focus group will serve as consultants - offering knowledge, opinions, and insights - on how to best design a training module that can meet employee and supervisor concerns about the following:

(1) substance use among co-workers,
(2) the effect of such use on individual and group performance, and
(3) the effect of such use on the workplace as a whole.

The group is not a task force that has to actually design a training but rather a panel of "customers" who tell the group facilitators what kind of training will work best, be the most helpful, and will involve and interest the widest spectrum of workplace staff.

Who are the members? Between 6 and 10 members will be chosen who have credibility with co-workers, a positive attitude, and who (as much as possible) represent the department with regard to varying departmental, managerial, gender and diversity needs. Some background with recovery, 12-step, or sensitivity to these issues will also be included.

Purpose of the Actual Training. To provide a team-oriented, high participant involvement training session that links substance abuse issues to providing better service and that gives employees an opportunity to express concerns about these issues. Possible skills training may entail learning about EAP-supervisory referral options, understanding policy better, and dealing with problematic employees or difficult situations.

Focus Group Orientation and Guidelines

Note*: This text is a more detailed version of facilitator text than can be used in the focus group. The exact wording of this orientation is up to the discretion of the facilitator. However, the spirit of creating a safe discussion environment is of utmost importance to the success of the group. After each section (IA, IB, IIA, IIB), facilitators should stop and ask if there are any questions.*

A primary goal of this focus group is to establish rapport between the trainers and the employees. Facilitators should be conscious of the tone that is set in this introduction and assure that appropriate guidelines are followed in the discussion. These guidelines manner apply in three areas (a) professionalism – making sure that the facilitator follows the guidelines, (b) protection – making sure that individuals are not persuaded or influenced in any way to disclose information of a private nature, (c) honesty – as discussion proceeds, the facilitator may describe incidents or situations that feed into the discussion. This can be very effective in enhancing rapport but should only follow the guidelines set below.

The following is to be shared with focus group participants:

There are two aspects to this orientation/guidelines:

1. Orientation to Role and
2. Orientation to the Content.

I. A. Orientation to Your Role in the Focus Group

You have two basic roles in this focus group:

- The first is the role of a customer. We want you to tell us what is needed in the way of training to help employees deal with substance use issues in the workplace (both for themselves and for co-workers). We want you to take the opportunity to voice your opinions and concerns about all the issues related to employee substance use. Your feedback and your ideas will help us to make the training relevant and enjoyable.

- The second role is that of an actual trainee. We will be previewing some of the exercises that we will – in some form – be using in the training. You will be participating in these exercises as if you were actual participants in the training. Your honest reactions to this material will help us to improve upon the training when we actually conduct it.

I. B. Guidelines Concerning Roles

Our Role: Because we are interested in your responses we will be writing down as much as possible of what you tell us. This information will be recorded on FLIP CHARTS, which we will put up around the room so you can see and refer to your previous comments as we proceed. Whatever you say will be "out in the open" unless you tell us otherwise. That is, we will record much of what is said unless you tell us "Don't write that down." Alcohol and drug use issues can often be associated with very personal, private, and emotional experiences. The information you give will only be used for training development and will not be used to identify any individual, focus group, department, or (name of business). Because we want to encourage you to talk, we hope you follow these CHAT guidelines to help make this a safe environment.

- **C**ONFIDENTIALITY – What is said in this room should stay in this room. This includes what was said, who said it, and where they said it. As we proceed you may find that other participants share some information that may be sensitive and that they do not want others to know they have said. Please remember that when you leave here, each of you may have more information than before. We ask that you do not refer to this focus group as a place where you heard certain information.

- **H**ONOR (DISAGREEMENT, PRIVACY) – As mentioned earlier, alcohol and drug use issues can often be associated with very personal, private, and emotional experiences. Your views and opinions may or may not be the same as others. This can be a very good thing for discussion. If something is said that you disagree with, we ask that you respect that viewpoint by speaking in a respectful, non-condemning and friendly way. We are very interested in what you have to say, so please try and find a way to express yourself. You could begin with.. "This is how I see it…"

- **A**NONYMITY – As we proceed you may have experiences pertaining to alcohol or drug use in yourself and others that you know. If you choose to talk about these experiences, please do the best you can to refrain from mentioning any names, departments, work groups or including any information that could be used to identify who you may be speaking about (even if you are talking about you). You can do this easily by saying… "I know someone.." or "There was this situation once…" or "Let me give you a hypothetical situation, suppose…"

- **T**EAM TRUST – In a way, this focus group is like a temporary team. Like a team, everyone should have the opportunity to participate, should they choose to. We ask that you give each other the opportunity to speak. On one hand, no one person or group of persons should dominate. On the other hand, some people may not wish to share or may not have any thing they think will be helpful to share. This is their choice. In other words, we trust that you will trust each other to share what you need to share and let others talk as well.

II. A. Orientation to the Content of the Focus Group.

This group is designed to share as much information as possible in the shortest amount of time. When we say "share," we mean that we (the facilitators) will be sharing with you and you will be sharing with us. The content of this sharing must follow the (CHAT) guidelines we have listed.

There is also the content of the training that we will be conducting and it is important that you know as much about the training as possible. In a way, you are a select group of people because you will be hearing about the training before it begins.

- As you may know, many workplaces do have some basic or standard form of substance use awareness training. These trainings include a review of policy, the employee assistance program, employee's rights and responsibilities regarding drug-testing, and other regulations required by Department of Transportation or supervisory responsibilities.
- Some of these standard trainings are done through a review of a video-tape, some in a lecture format in an employee orientation, and -- most recently –some are offered on an interactive computer disc.
- Unfortunately, there have been very few studies done that actually assess whether these trainings (or the different types) are effective. From a financial standpoint, effectiveness is important. Trainings are required in many businesses and so they are a fixed cost. It is likely that millions of dollars are spent every year (just in the public sector alone) on these standard trainings. So, there is a need to really do a good job of studying the effectiveness of trainings.
- The Team Awareness Training has been studied in research experiments and found to be effective in improving employee willingness to seek out help for problems, appropriately encouraging others to seek out help, improving confidence in the EAP, improving knowledge about policy, and actually reducing drinking problems. These are initial findings and we think the success of Team Awareness partly depends upon employee input. Indeed, focus groups were used in the initial research studies.
- We want you to help us make this training effective. In this focus group you will be shown a small portion of some of the training that we plan to do later.

FOCUS GROUP OUTLINE

MATERIALS

1- Copy of workplace policy
2- Overheads of training samples
3- Consent Form (required for research study)
4- Focus Group Guidelines
5- Sample Training Materials

OUTLINE

1. Introduction to Focus Group
   - Purpose
   - Why You Were Chosen (Representatives/Customers)
2. Informed Consent Procedures
3. Ice Breaker
4. Introduction to Flip-Chart
5. Flip-Chart Questions
   a. Background/Orientation
   b. Policy and EAP
6. Sample Activity
7. How can we do better?

BACKGROUND QUESTIONS

- What are the main sources of stress for you and your co-workers?
- What kinds of changes have happened in the last 1 to 2 years in your workplace related to how work is done?
- How have these changes impacted you?
- How many of you have participated in any of the different trainings that have been given over the past year or two? (following are examples)
  - Sexual harassment
  - Cultural diversity
  - Workplace Violence
  - EEOC (FMLA/ADA)

What did you think of these trainings? Were you able to use what you learned? Why or why not? What were some obstacles to using training?

POLICY QUESTIONS

- What have you heard about the substance use policy?
- What are the key or core aspects of policy?
- How do you feel about it?
- What do you know about your EAP? What have you heard?

- Describe a situation where you might use your EAP?
- What are some ways that your workplace could improve upon EAP services to you and your co-workers?
- What do you know about your mental health benefits?

PREVIEW ENHANCED TRAINING MATERIALS

(The following sample training materials were selected to preview in the focus groups; some groups used 1 or 2 but not all 3)

- RISKS & STRENGTHS ASSESSMENT (TEAMWORK & GROUP RISKS) + FLIP CHART OTHER RISKS (Module 1; Step 5)

- MAPPING ACTIVITY+TOLERANCE CONSENSUS DISCUSSION (Module 3; Steps 4 and 5)

- COMMUNICATION CASE STUDIES AND DEBRIEFING (Module 6, Step 4)

ADDITIONAL QUESTIONS

- In what ways can the material we presented be improved upon or made easier to understand?
- How can we encourage attendance and participation in the program?
- What kinds of questions will come up (that we should anticipate)?
- What racial/ethnic/gender issues should we be sensitive to?

- Are there any special needs of particular employee groups that you would like to see the training address?

    - African American
    - Hispanic
    - Asian
    - Women
    - Men
    - Supervisors