

Relevance to You and Your Work Group: An Orientation to Team Awareness Training

Module 1 of Team Awareness Training for Substance Abuse Prevention



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We strongly encourage that trainers review the manual for this module before using the overheads. The manual is available in downloadable PDF (Acrobat Reader) format from www.ibr.tcu.edu

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OVERALL PURPOSE

PURPOSE OF TEAM AWARENESS

- Enhance team communication
- to help reduce any risks related to substance abuse

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>>> **STEP 1.** Read slide and explain that this is the overall purpose of the entire Team Awareness training.

[The first part of the slide presentation reviews the overall purpose. This includes Slides 4 through 14:

4. PRIVATE CONCERN 1
5. PUBLIC CONCERN 1
6. TRADITIONAL TRAINING
7. TEAM TRAINING
8. AOD & SERVICE QUALITY

**These slides provide a general rationale
To the entire Team Awareness Training**

9. GROUND RULES

- 10. WARM UP 1**
- 11. WARM UP 2**

**The ground rules and warm ups can be used after the initial overview
or before (i.e., before slides 4 through 10)**

12. OUNCE OF PREVENTION
13. 7 CORE PRINCIPLES
14. EMPLOYEES KNOW

RELEVANCE

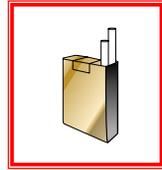
PURPOSE OF SESSION

- Explore how this training can help you
- Learn the connection between Substance Abuse & Teamwork
- Identify Group Risks and Strengths

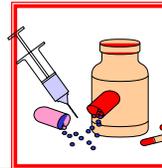
3

>>> **STEP 1 (continued)**. Read slide and explain that this is the purpose of the specific module.

This information is repeated on Slide 15.



Substance Use
*A Private Concern or
Problem for Individual
Employees*



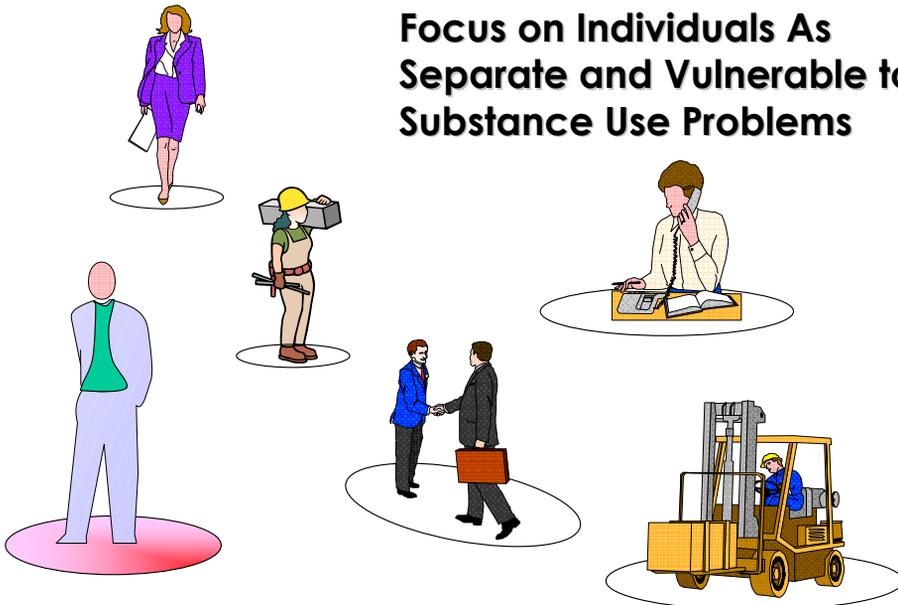


Substance Use

A Public Concern that Effects Everyone

Traditional Drug-Free Workplace Training

Focus on Individuals As Separate and Vulnerable to Substance Use Problems



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>>> STEP 1 (continued).

Explain that most training programs attempt to give **individuals** **information** so that those individuals know how to stop using alcohol or drugs or know how to get help.

Team-Oriented Workplace Training

Focus on Individuals *together*
in Groups (Social Climate,
Team Productivity, Group Stress)



>>> STEP 1 (continued).

Instead, the current training attempts to give groups, social networks, colleagues, the work community **information and skills** that have been showed to help reduce risks for substance abuse.

Note. In some settings, some participants may complain or believe that this is a “narc” training; that they will be learning skills to “turn their buddies in.” Explain the following if necessary:

- (1) The training is **completely confidential**, what participants choose to say to their coworkers is completely up to them. The training does not advocate “snitching” or “whistle blowing” or “turning anyone in.” In fact, it seeks to do just the opposite, to encourage employees to get help before problems get so bad that some intervention is required. Explain that you will go over rules for confidentiality in a minute (Slide 9).
- (2) Policies in the current workplace (if they are developed) may stipulate that coworkers are supposed to report problem. If so, explain that this is about policy not about this training. Explain that you will be **reviewing policy in the next module**.(Module 2)
- (3) If the workplace does not have a fully developed policy, or it has no provision for coworker awareness, you may add: “One possible outcome of this training is that you, as employees, can form some advisory council or committee that helps to draft a policy.” If appropriate, explain: “Sometimes the most effective policies are those that you create yourselves. One workplace who received this training, did just that”
- (4) Emphasize that the first and most important purpose of the training is (as explained in Slide 2 – “Enhance team communication” and that, in fact, it would contradict the purpose of the training to promote any “snitching” or “indirect” communication. If appropriate, explain that Modules 5 and 6 will cover this.
- (5) As a last resort, if there is still great resistance you may wish to go immediately to the Grapevine Activity in Module 5.

Substance Use & Service Quality

- A substance abuse training program is relevant for service quality.
- Substance misuse and abuse (and related factors) can hurt:
 - ◆ Performance
 - ◆ Team-work
 - ◆ Customer service.
- Substance abuse in the workplace takes place in a work culture that may condone and enable it.
- In a teamwork environment, use by any member affects other members in terms of productivity, safety, morale.

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>>> STEP 1 (continued).

In some worksites, it may help to include the training as part of any service, customer, or quality initiative. Too often, substance use is marginalized as a secondary problem. The goal of this training is to show **how substance use is really relevant to productivity.**

This slide can be useful in creating more interest among participants who do not see how the training is relevant to them. If necessary, you can explain the following:

(adapted from "Moving Beyond Drug Testing: Recent Innovations in Workplace Substance Abuse Prevention" by Joel B. Bennett and Wayne E. K. Lehman)

There are at least **four compelling reasons** why prevention programs may be a sound investment for businesses.

First, substance abuse is relatively prevalent in the workforce; over 70% of illicit drug users or heavy drinkers are employed full-time, nearly 1 in 10 employee abuses drugs or alcohol, and many Americans do not even start using drugs or alcohol until after they join the workforce.

Second, such abuse has significant costs to employers—including absenteeism, accidents, theft, performance problems and medical expenditures as well as costs to public image and stakeholder trust.

Third, as substance abuse is often associated with other behavioral problems (e.g., poor stress management, argumentativeness, hostility, withdrawal on the job, and illegal activities) and collateral costs to coworkers, prevention can enhance social health and safety within a company.

Finally, because prevention programs can encourage employees to get help and be referred to the right form of treatment, there is a good chance that employees will get better. Scientific evidence has established the effectiveness of drug abuse treatment and the cost of treatment and rehabilitation is often less than the cost of firing and having to replace an employee.

GROUND RULES

Confidentiality

What You Say Here
Stays Here

Honor
(disagree, privacy)

Focus on "I"
(e.g., This is how I see it..)

Anonymity

No Sensitive Info, Names or I.D.
(e.g., "There was.."
"Imagine a situation...")

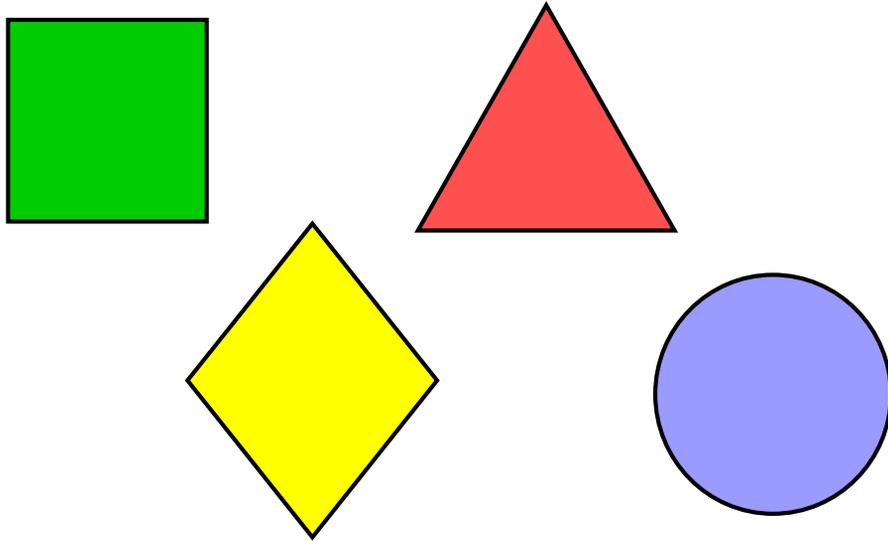
Team Trust

No Domination
Everyone Gets a Chance

Have Fun

Explain as shown.

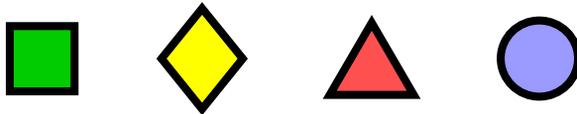
WARM UP: PICK "YOUR" SHAPE



>>> **STEP 1 (continued).**

Shapes Ice Breaker Activity

Display slide of the four geometric shapes shown below:



Direct participants to choose the shape that best represents them, in terms of personality, philosophy, view on life, etc.

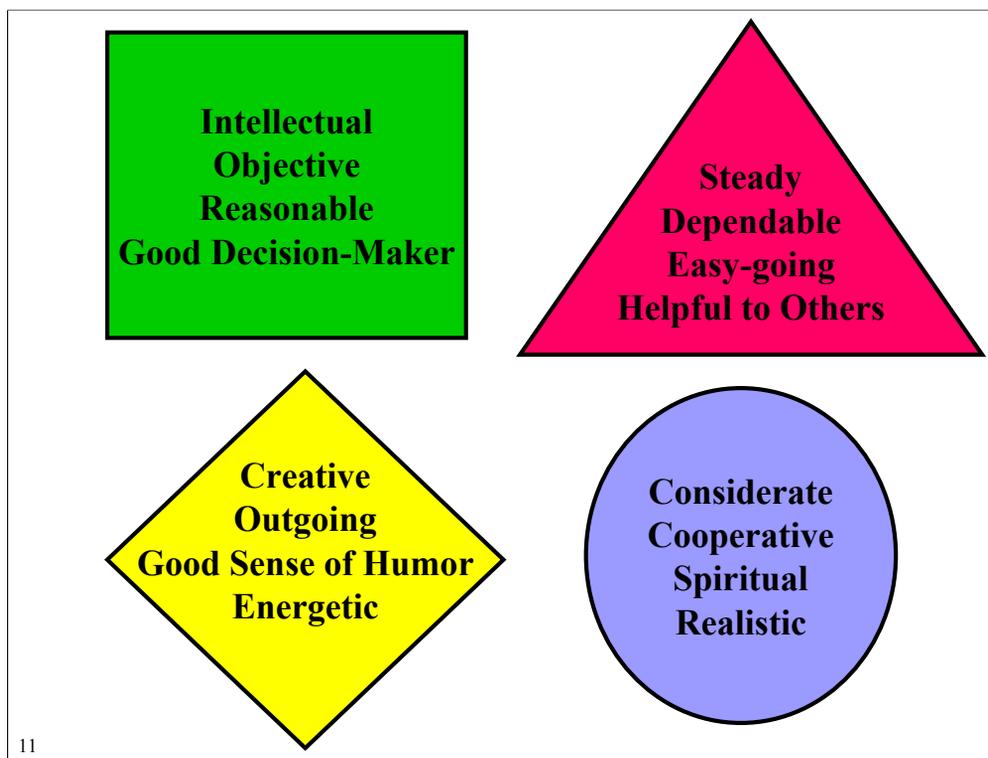
Go around the room and ask each participant what shape he/she chose and the reasons for selecting it.***

Explain that "extensive research" has shown the following characteristics are associated with people who select different shapes.

CONTINUE TO NEXT SLIDE

*** This activity can also be used for name introductions, especially if the participants come from different groups or worksites. If people know each other, one playful variation is to ask participants to guess why their coworker chose a particular shape before they explain their reasons.

NOTE. As a facilitator, it is important to keep in mind the composition of the class group for later activities (see Slides #29 and 30). Participants that all come from one group and who know each other will create a different dynamic in terms of willingness to disclose information.



>>> **STEP 1 (continued).**

Display slide and read aloud to the group:

SQUARES - Intellectual, objective, reasonable, good decision-makers.

TRIANGLES - Steady, dependable, easy-going, helpful to others.

DIAMONDS - Creative, outgoing, good sense of humor, energetic.

CIRCLES - Considerate, cooperative, spiritual, realistic.

Ask participants if they agree with the "extensive research." Ask them to discuss similarities and differences with what they believe about themselves.

Debrief by assuring them that nothing as simple as choice of a geometric shape could ever be used to accurately tell anything about another person.

Process the activity by asking the following discussion questions:

- Why is it not possible to categorize people by what kind of shape they choose?
- In what ways are people really different?
- In what ways are people alike?

Conclude by pointing out that the traits suggested for all of the shapes are positive and are the **kind of traits that contribute to a good work team**. Circles and squares, diamonds and triangles - each brings something **good to the team**.

An Ounce of Prevention

Increase Awareness of Risks & Strengths

Develop Support in the Work Culture

GOALS Increase Awareness of Benefits

Use Appropriate Programs and Services

Adopt Appropriate Policies

Is Worth A Pound of Cure

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>>> **STEP 1 (continued).**

USE THIS SLIDE TO REVIEW OVERALL GOALS OF THE TRAINING

Ounce of Prevention Principles

◊ These apply to all areas of work & life in general

1. Identify and reduce risks that cause or aggravate the problem
2. Identify and increase benefits & strengths that address the problem
3. Know and appreciate policy as your guide and safeguard
4. Understand your own tolerance for the situation & adjust if necessary
5. Work together as a team to communicate & solve problems
6. Develop or enhance stress problem solving skills (alternative solutions)
7. Communicate the problem & support others (don't isolate & withdraw)

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Seven Principles Guided Mnemonic

Display slide of the Seven Principles and direct participants attention to the Seven Principles cards in their packets (or distribute cards/handouts listing the Seven Principles). **(SEE CARDS ON SLIDE 33)**

Review these Principles by reading them aloud and offering clarification. Encourage participants to add ideas or comment as you make your points.

Tell participants that you want to lead them in a brief exercise designed to help them remember these principles.

Explain that purposefully and thoughtfully associating a picture or mental image with an idea can help us remember that idea. Ask if anyone has ever taken a course or read an article on memory "tricks." Use example of how to remember a grocery list (e.g., celery dancing like Carmen Miranda, eggs being juggled by a clown, a man slipping on a banana peel, a penguin looking in the freezer for some frozen fish sticks, etc.). Taking time to mentally associate a thing with a mental picture (especially if the image is relevant but slightly off the wall) helps memory.

Explain that you would like to have the group come up with Seven mental pictures or images to help everyone remember key words/ideas associated with the Seven Principles.

With group input, use flip chart to draw (as best you can) a picture/image for the key word/idea in each of the principles. For example, risks may be a "gun" or "spilled water on the floor" or "an ambulance." Quickly get group consensus, then draw the picture. Do this for each principle.

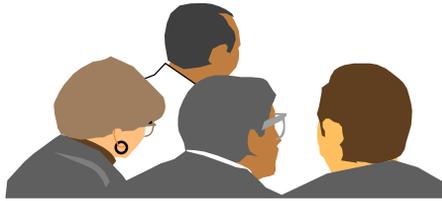
Review the list and the associated images when the task is completed.

Thank participants for their help and compliment the list/images.

TIP!

Throughout the remainder of the training: Reinforce these images by occasionally referring back to them when relevant material is discussed. Let the images become the group metaphors for the ideas. For example, if a group has generated "tight rope walker" as their "risk" image, then in subsequent discussions, refer to having a lot of workplace risks as "having a lot of tight rope walkers in your group", etc.

Employees may and often do know about various problems before their supervisors



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>>> **STEP 1 (continued).**

USE THIS SLIDE TO INTRODUCE THE IDEA OF THE IMPORTANCE OF COWORKERS.

You may also explain:

“Sometimes the only person who knows whether someone has a problem is a coworker or work buddy. You may not believe it, but if you know someone who has a problem and you say to them “I am concerned” or “I hope you are OK,” this can have significant positive effects down the road. Simply because, no one else has showed that they cared before.”

If appropriate and you plan on using Module 6, add:

“Later in this training we will learn some skills for how to approach someone and show them you are concerned”

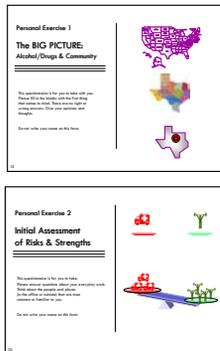
Relevance

PURPOSE

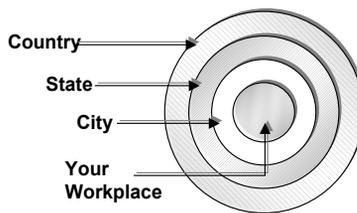
- (1) Explore how this training can help you
- (2) Learn the connection between Substance Abuse & Teamwork
- (3) Identify Risks and Strengths

Session Map

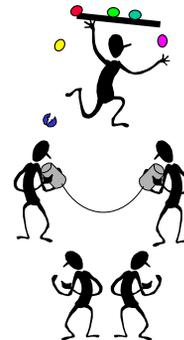
Self - Assessment



Facts and Figures about Substance Abuse



Risks of Stress & Lack of Communication



15

This slide simply provides an overview of the session.

- 1) Review the purpose
- 2) Point to the Self-Assessment (left) column of the slide and say: "Since one goal of this session is to identify risks and strengths we have two personal exercises for you to do. These are two small brochures or pamphlets" (If participants do not already have make sure to distribute at this time).
- 3) Point to the Facts and Figures (middle) column and say; "We will also review some information about substance abuse"
- 4) Point to Risks of Stress and lack of Communication (right) column and say: "We also have some exercises to begin to identify two major aspects of the training: Stress and Communication"

MATERIALS TO DISTRIBUTE

All participants will need the following materials:

- PERSONAL EXERCISE 1 (DOUBLE SIDED PAMPHLET)
 - *Copy back-to-back Slides # 16 and #17*
- PERSONAL EXERCISE 2 (DOUBLE SIDED PAMPHLET) [[with attached slips]]
 - *Copy back-to-back Slides # 18 and #19 [see slides #34 and #35]*
- PERSONAL EXERCISE 3 (DOUBLE SIDED PAMPHLET)
 - *Copy back-to-back Slides # 31 and #32*
- OUNCE OF PREVENTION CARDS
 - *Copy Slide # 33 (match-up back to back and laminate)*



Personal Exercise 1

The BIG PICTURE: Alcohol/Drugs & Community

This questionnaire is for you to take with you. Please fill in the blanks with the first thing that comes to mind. There are no right or wrong answers. Give your opinions and thoughts.

Do not write your name on this form.

16 Note. Modify image for your community.

This slide (Personal Exercise 1) and the next (Personal Exercise 2) are to be used for two double-sided handouts.

- 1 - Make enough copies of both before class to distribute to all participants.
- 2 - The graphic on the right side of the cover page, showing Texas, should be replaced by a graphic of your own state and a target of your specific community.
- 3 - Have participants complete both exercises at the beginning and refer back to these exercises later. You will need to collect responses for Personal Exercise 2 to tabulate before hand.

INSTRUCTIONS TO PARTICIPANTS FOR PERSONAL EXERCISE 1

>> **EXPLAIN:** In this pamphlet (hold up/point to Personal Exercise 1 pamphlet), I would like you to please fill in the blanks with the first thing that comes to mind. Complete each item in order. Do 1, then 2, then 3, and so on.

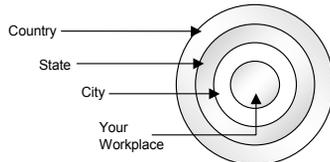
>> **OPTION:** Ask participants to pair up with someone for this exercise.

Please fill in the blanks with the first thing that comes to mind. Complete each item in order. Do 1, then 2, then 3, and so on.

1. I think that community (people cooperating together, helping each other) in this country as a whole is:

3. I think the sense of community and cooperation among people who live in my State is:

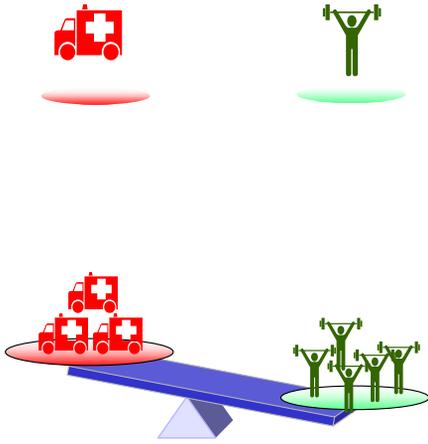
5. I think the sense of teamwork and cooperation among people in this city is:



2. From what I know, the amount of alcohol and drug abuse in this country is:

4. From what I know, the amount of alcohol and drug abuse in my State is:

6. From what I know, the amount of alcohol and drug abuse among employees in this city is:



Personal Exercise 2

**Initial Assessment
of Risks & Strengths**

This questionnaire is for you to take.
Please answer questions about your everyday work.
Think about the people and places
(in the office or outside) that are most
common or familiar to you.

Do not write your name on this form.

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This slide (Personal Exercise 2) is to be used for a double-sided handout.

- 1 - Make enough copies before class to distribute to all participants.
- 2 - The graphic on the right side of the cover page, showing symbols for risks (ambulance) and strengths (barbell guy), may be replaced by the image that the group chose for the "Ounce of Prevention Principles" No. 1 and No. 2

- 1. Identify and reduce risks that cause or aggravate the problem**
- 2. Identify and increase benefits & strengths that address the problem**

INSTRUCTIONS TO PARTICIPANTS FOR PERSONAL EXERCISE 2

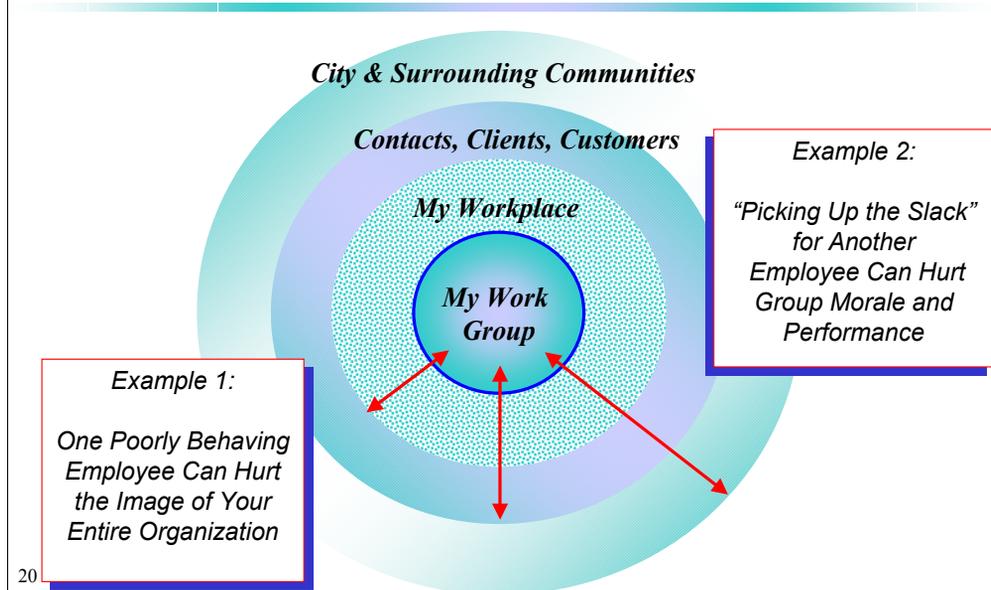
>> EXPLAIN: In this pamphlet (hold up/point to Personal Exercise 2 pamphlet), I would like you to be as honest as you can. You will not be asked to share your responses with anyone. However, I want to give your group (as a whole) feedback about how you scored on this. We will be reviewing your responses later in this session. **(SAY: THIS IS NOT A TEST; NO ONE WILL KNOW RESULTS OF THE GROUP EXCEPT FOR PARTICIPANTS IN THIS ROOM.)**

>> EXPLAIN: You get to keep this pamphlet. After you write down your responses, please add them up following the instructions. Record your score in the spaces provided for Steps 2 and Step 4 at the bottom of the page.

THEN PLEASE ALSO WRITE THE SCORES ON THE PROVIDED SLIPS AND I WILL COME AROUND AND COLLECT THEM AFTER YOU ARE ALL DONE.

Big Picture: From the Individual to the Community

*Substance Use and It's Problems Can Have Widening Circles of **Influence***



Use this overhead to emphasize the particular goals and themes of this module.

Explain that participants will be examining how this course is relevant to them and their particular work setting.

Explain: "For many of us, when we think about substance abuse and the problems we face with substance abuse, we only think about the statistics."

Ask: "What kinds of statistics am I referring to?" (If they do not provide, indicate "Accidents, DWI, medical problems, spouse abuse, violent crime, etc.")

Explain: "But many of us are directly effected."

Ask: (You may skip this if you think the group is sensitive)

"Would any of you—just through a show of hands—indicate whether you have been directly effected by the substance abuse of another individual at some point in your life? Please just raise your hand."

((Count the number of hands raised and get the percentage for the room; for example, if there are 10 participants and 4 raise their hands, 40% (forty percent) have been effected; alternatively if there are 18 participants and 8 raise their hands ($8/18 = 44\%$). IT MAY BE HELPFUL TO WRITE THIS NUMBER DOWN ON A FLIPCHART FOR REFERENCE.

Explain: "As we look at the next set of statistics, we want to think about how substance abuse has widening circles of influence. Look at the overhead. What does it suggest?" ((If necessary, explain after comments: "Substance abuse is NOT A STATISTIC. IT HAS TO DO WITH REAL PEOPLE AND REAL SITUATIONS."))

Ask for a volunteer to read the two examples of the radiating effects of alcohol and drug use.

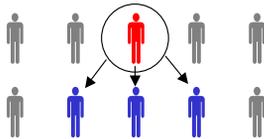
Ask: "Can anyone think of other examples?"

If you are meeting with participants across multiple sessions you can ask them to do some homework and bring in any articles they see about substance abuse at the local level from the newspaper or Internet. If you are providing incentives for training attendance, you can include some incentive for those who bring in an article and share it.

The Big Picture (National): Employee Substance Abuse



1 out of 10 employees report AOD problems



1 out of 3 employees effected by co-worker AOD problems



- About **85%** of drug abusers are employed
- Alcohol or Drug (AOD) treatment is over \$100 billion a year
- Employees with AOD problems **more likely to**
 - **have an accident**
 - **move from job to job and get fired**
 - **skip work without telling (increased absences)**
- Many associated problems (health, crime, violence, suicide, DWI, physical abuse)

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REVIEW PERSONAL EXERCISE 1

For the next series of slides (21,22,23,24) after you present the slide, ask participants to share their thoughts and ideas in response to the incomplete sentences exercise. These sentences introduce the a major theme of the training: GROUP, SOCIAL, OR COMMUNITY HEALTH IS AN IMPORTANT PREVENTION AGAINST SUBSTANCE ABUSE. This exercise also reinforces some of the seven principles discussed earlier:

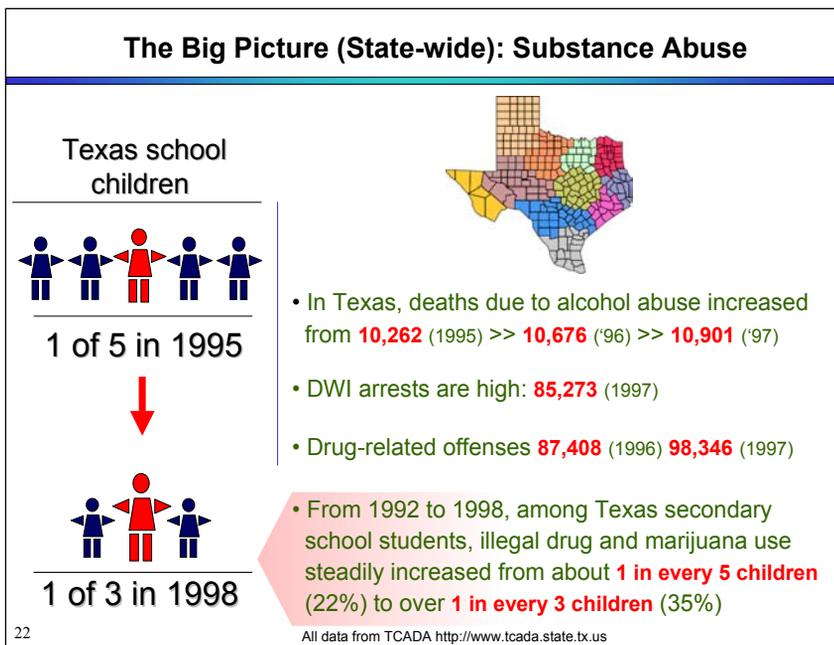
5. Work together as a team to communicate & solve problems

7. Communicate the problem & support others (don't isolate & withdraw)

Thus, each pair of statements in Personal Exercise 1 focuses on the two aspects of the core theme: SUBSTANCE ABUSE and GROUP COHESION OR SOCIAL HEALTH. The first pair is:

1. I think that community (people cooperating together, helping each other) in this country as a whole is: _____
2. From what I know, the amount of alcohol and drug abuse in this country is: _____

This slide also presents some information on substance abuse at the national level. You can use any information that you wish to that will convey the extent of the problem of workplace substance abuse AND ITS EFFECTS ON OTHERS. That is, be sure to emphasize the social effects in the work environment. This slide shows 1 out of 3 employees effected.



REVIEW PERSONAL EXERCISE 1

As you did after the previous slide, ask for participant feedback. This time review items 3 and 4.

3. I think the sense of community and cooperation among people who live my State is:

4. From what I know, the amount of alcohol and drug abuse in my State is:

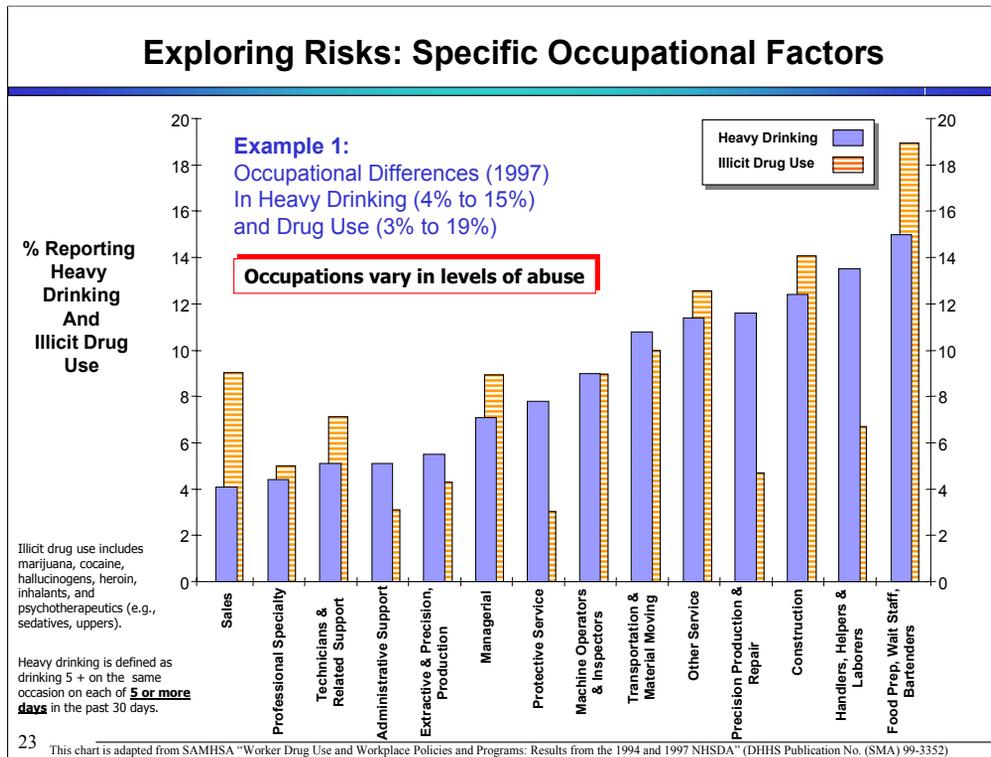
It can be very helpful to display some recent statistics about levels of substance abuse in your state and region. This information is available on an annual basis from the following sources. We encourage you to contact these sources and find some information that indicates the extent of the problem in your local area.

Good Resources for Statistics:

- 1) The Substance Abuse Mental Health Services Administration: <http://www.samhsa.gov>
SAMHSA shares results from state-wide surveys from their National Household Survey of Substance Abuse and also from time to time report state-wide admissions to treatment facilities through the **Treatment Episode Data Set (TEDS)**. Many other resources are available from this web-site such as **The National Clearinghouse for Alcohol and Drug Information (NCADI)** and National Substance Abuse Web Index (NSAWI)
- 2) The Substance Abuse Information Database (SAID): <http://www.notes.dol.gov/said.nsf>
SAID has a searchable database by state and all information is specific to workplace substance abuse issues. They also list resources by state so you can contact someone who will help you locate information (go to "National & State Resources" on their site).
- 3) Each state has its own organization or set of organizations that keep records on substance abuse. We encourage you to explore the Internet to find the information you are looking for. Below is just a list of some states and related web-sites. The suggested sites are only samples and not intended to convey particular support for any one agency.

CALIFORNIA (<http://www.adp.cahwnet.gov/default.html>); CONNECTICUT (<http://www.ctclearinghouse.org>); IOWA (<http://www.drugfreeinfo.org>); MAINE (<http://www.state.me.us/bds/osa/>); TEXAS (<http://www.tcada.state.tx.us>);

Exploring Risks: Specific Occupational Factors



REVIEW PERSONAL EXERCISE 1

As you did after the previous slide, ask for participant feedback. This time review items 5 and 6.

5. I think the sense of teamwork and cooperation among people in this city is: _____

6. From what I know, the amount of alcohol and drug abuse among employees in this city is: _____

HOW TO INTERPRET AND USE THIS GRAPH

The purpose of this and the next three slides is to prompt participants to start to think about the risks for substance abuse in their own worksite and to begin to create some greater self-awareness (look in the mirror) about those risks. You need not use all of these slides. The main point of this slide is indicated on the slide:

OCCUPATIONS VARY IN LEVELS OF SUBSTANCE ABUSE

You can prompt some discussion by asking employees why? (Research suggests that the reasons vary across occupations; some jobs have greater access to alcohol, some can hide use better, some have long-standing traditions for drinking together, some are more stressful, etc.)

This slide is adapted from Table 2.4 (p. 26) SAMHSA "Worker Drug Use and Workplace Policies and Programs: Results from the 1994 and 1997 NHSDA" (DHHS Publication No. (SMA) 99-3352), which is downloadable from the www.samhsa.gov website.

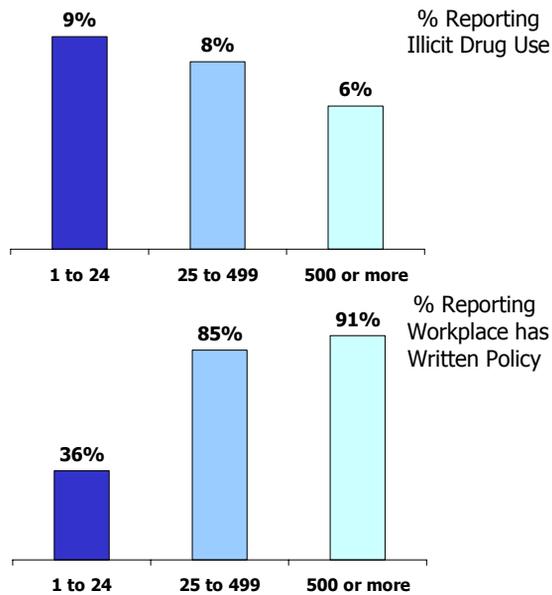
The report states that "current illicit drug use and heavy alcohol use varied considerably across occupation categories. Food preparation workers, waiters, waitresses, and bartenders had the highest rate of both current illicit drug and heavy alcohol use at 18.7% and 15%, respectively. Other occupations that showed high rates of current illicit drug use were construction (14.1%), other service occupations (12.5%), and transportation and material moving (10%)..(p. 21).

Exploring Risks: Size of Business Factors

Example 2:
Size of Work
Establishment (1997)

**Smaller businesses
have higher levels
of illicit drug use**

**Smaller businesses
are less likely to have
policies to help deal
with illicit drug use**



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This chart is adapted from SAMHSA "Worker Drug Use and Workplace Policies and Programs: Results from the 1994 and 1997 NHSDA" (DHHS Publication No. (SMA) 99-3352)

HOW TO INTERPRET AND USE THIS CHART

The main points of this slide is:

BUSINESS SIZE IS RELATED TO SUBSTANCE ABUSE

**SMALLER BUSINESSES ARE LESS LIKELY TO HAVE POLICIES
TO HELP DEAL WITH SUBSTANCE ABUSE**

You can prompt some discussion by asking employees why? (Research suggests that the reasons vary; Smaller businesses have less access to resources for helping employees; employees with AOD problems are less likely to be monitored and may drift from job to job in safety-related small businesses where surveillance is reduced but also where there is increased risk for safety-related problems.

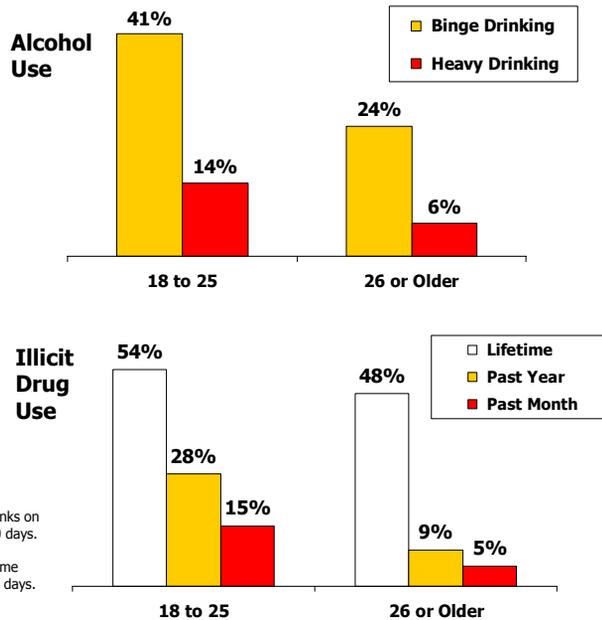
Exploring Risks: Age of Full-Time Employee

Example 3:
Age (1999/2000)

Younger employees are likely to report higher levels of both heavy drinking and illicit drug use

"Binge" drinking is defined as drinking 5 or more drinks on the same occasion on **at least 1 day** in the past 30 days.

Heavy drinking is defined as drinking 5+ on the same occasion on each of **5 or more days** in the past 30 days.



25 This chart is adapted from SAMHSA "Summary of Findings from the 2000 National Household Survey on Drug Abuse" (DHHS Publication No. (SMA) 01-3549)

HOW TO INTERPRET AND USE THIS CHART

The main points of this slide is:

Younger employees are likely to report higher levels of both heavy drinking and illicit drug use

You can prompt some discussion by asking employees why?

BE SURE TO MAKE SOME CLOSING COMMENTS ABOUT THIS FIRST EXERCISE. YOU CAN SAY:

The information we reviewed helps to begin to look at the level of risk, as well as specific worksite factors that may increase risk. Most importantly, and this is the purpose of this training: it helps to look at the important strengths of community as a way to prevent or decrease substance abuse.

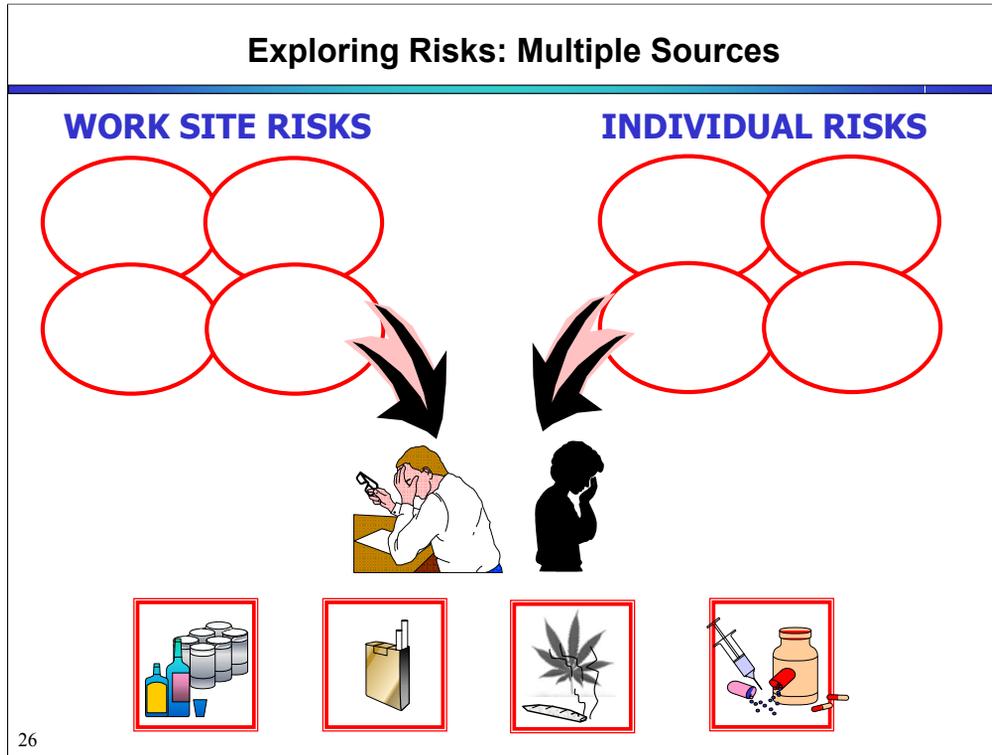
Please fill in the blanks with the first thing that comes to mind. Complete each item in order. Do 1, then 2, then 3, and so on.

- I think that community (people cooperating together, helping each other) in this country as a whole is: _____
- From what I know, the amount of alcohol and drug abuse in this country is: _____
- I think the sense of community and cooperation among people who live in my State is: _____
- From what I know, the amount of alcohol and drug abuse in my State is: _____
- I think the sense of teamwork and cooperation among people in this city is: _____
- From what I know, the amount of alcohol and drug abuse among employees in this city is: _____

Country _____
State _____
City _____
Your Workplace _____

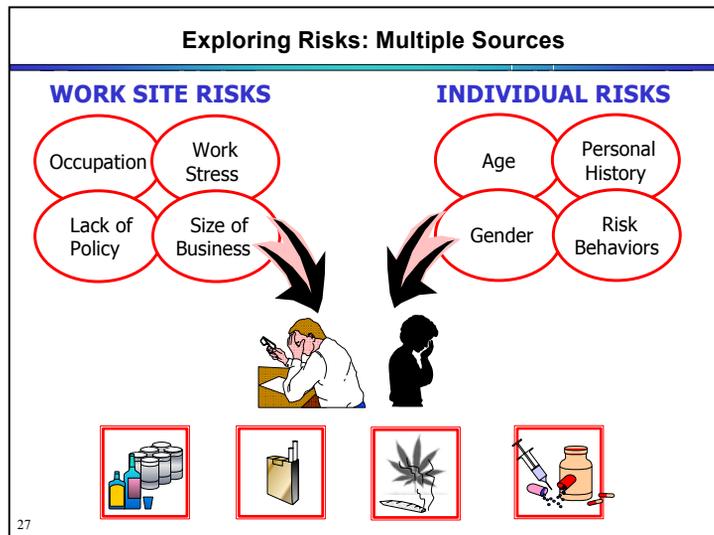
19

NOTE. You may wish to take a break right after this slide activity (26) or right after the next activity (27). Use the break time to tabulate risk and strength scores from PERSONAL EXERCISE 2 (19)



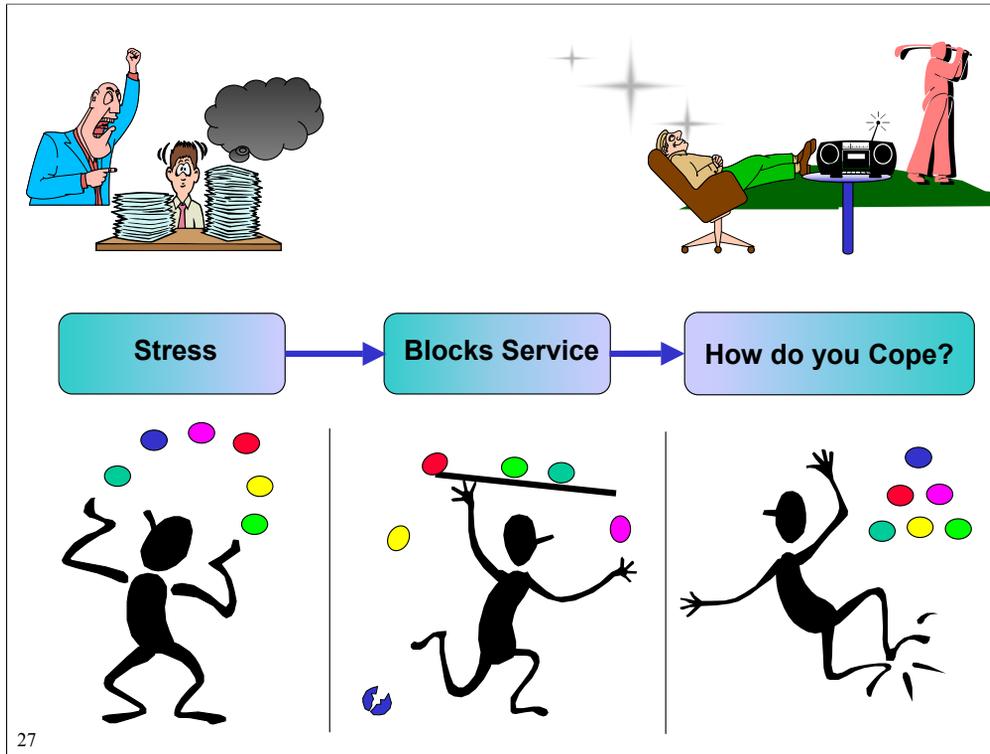
EXPLORING RISKS

This slide may be used to review the information on previous slides. Simply ask participants to identify risks that might be associated with increased AOD use (as just reviewed). Also ask about individual risks. Research shows that younger males and those with substance abuse in the family are at higher risk. Risk behaviors include smoking cigarettes, associating with peers who abuse alcohol or drugs, social isolation, and (for some) failure to have a spiritual or religious source of support.



Using an erasable marker, write participant responses inside the bubbles as shown above. If participants are not forthcoming you can write in those responses shown above.

NOTE. You may wish to take a break right after this slide activity (27).
Use the break time to tabulate risk and strength scores from PERSONAL EXERCISE 2 (19)



Do this activity as a flipchart to help participants spontaneously identify strengths and to better clarify the relationship between stress and service.

Divide the flip chart into three columns, as shown below.

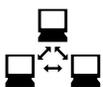
STRESS

BLOCKS TO SERVICE

HOW YOU COPE

- 1 - Ask participant as a group to list all the sources of stress they experience. You can limit this to work-related stress or open it up for all forms of stress.
- 2 – Ask participants to explain how stress hampers, impedes, blocks, or interferes with their ability to provide services. Ask for examples.
- 3 – Ask how they cope. If they do not spontaneously mention it, ask if any use alcohol. **Be sure to stress that the training DOES NOT suggest we should not use alcohol; only that to be moderate in one’s use (See Module 2)**

**Link to
Module 4**



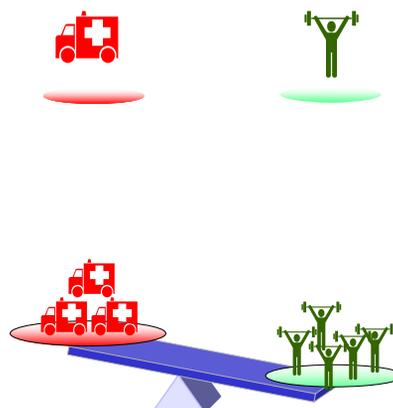
This slide and flipchart activity helps set the stage for Module 4 on Stress. You can include this activity in Module 4 or revisit/review participant responses when you commence Module 4.

Personal Exercise 2

Initial Assessment of Risks & Strengths

This questionnaire is for you to take.
Please answer questions about your everyday work.
Think about the people and places
(in the office or outside) that are most
common or familiar to you.

Do not write your name on this form.



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REVIEW AND FEEDBACK FROM PERSONAL EXERCISE 2

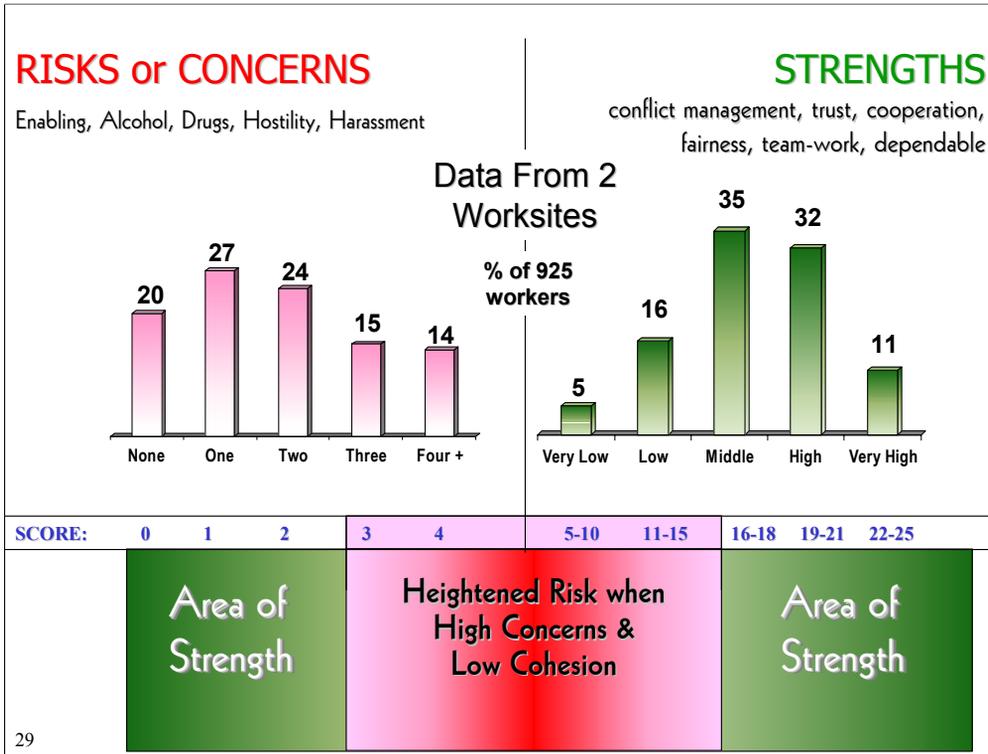
Before introducing the next slide be sure to have collected and tabulated the risk and strengths scores from all participants from their PERSONAL EXERCISE 2 (see slide # 19)

DO NOT COLLECT THE ACTUAL SURVEY PAMPHLET, ONLY THE SCORES FROM INDIVIDUALS. (YOU MAY HAVE USED THE RED & GREEN SLIPS OF PAPER OR JUST ASKED THEM TO TEAR OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE).

NOTE ABOUT FEEDBACK AND DEBRIEFING FOLLOWING SLIDE

In giving quantitative and real-time feedback to a group of individuals about their own scores, several things should be kept in mind.

- 1) You may wish to explain your role to clarify any concerns or reduce anxiety. That is, explain that you are not here as a psychologist or evaluator; rather you are here to HELP participants understand risks so that they can take action to do something.
- 2) If all participants are from the same group and/or coworkers spend a good deal of time together, the scores **may** accurately reflect the dynamics of the assembled group. Participants may become uncomfortable. Facilitator comments should always balance sensitivity, confidentiality, and some level of curiosity (not confrontation). This activity could be a very powerful icebreaker for a group that has high risks and low cohesion.
- 3) It is important to emphasize that the scores are NOT DIAGNOSTIC (**THIS IS NOT A TEST**); that is, they cannot be used to determine with certainty that PROBLEMS ACTUALLY EXIST, because the survey is based on self-report and attitudes and personal biases can influence ratings. EMPHASIZE that this is an **exploratory activity**
- 4) If you (the facilitator) have never given feedback on survey scores, we strongly encourage you to become familiar with professional ethical standards of either organization below:
 - **American Psychological Association Ethical Principles of Psychologists and Code of Conduct** (visit <http://www.apa.org/ethics/code.html>)
 - **American Educational Research Association** (<http://www.aera.net/about/policy/ethics.htm>)



REVIEW AND FEEDBACK FROM PERSONAL EXERCISE 2

Before introducing this slide be sure to have collected and tabulated the risk and strengths scores from all participants from their PERSONAL EXERCISE 2 (see slide # 19)

DO NOT COLLECT THE ACTUAL SURVEY PAMPHLET, ONLY THE TWO SCORES FROM INDIVIDUALS. (YOU MAY HAVE USED THE RED AND GREEN SLIPS OF PAPER OR JUST ASKED THEM TO TEAR OFF THE BOTTOM SLIP OF THE PAMPHLET BELOW THE DOTTED LINE).

After you tabulate and get average scores for the group you can circle the average RISK score (in red) and the average STRENGTH score (in green) on the overhead with an erasable marker.

IT IS BEST TO NOT SHARE OR REPORT BACK THE INDIVIDUAL SCORE OF ANY SINGLE INDIVIDUAL. However, it can be useful to know that some participants are experiencing high risks and may help you be more sensitive to the needs of the group.

EXAMPLE 1 (MODERATE RISK)

In a class with 12 participants, you have the following scores:

Risks: 0, 1, 1, 2, 0, 4, 1, 5, 6, 3, 3, 0—When summed = 26; $26/12 = 2.2$

Strengths: 7, 14, 23, 23, 21, 15, 16, 19, 22, 8, 19, 11- When summed = 198; $198/12 = 16.5$

This would suggest a group that is on the borderline (between 2 and 3) with regard to their risk scores

And also on the borderline (middle range between 16 and 18) on their strength scores.

You might say that a group with these scores may have a particular need for training and ask participants to identify what they think their special needs are.

EXAMPLE 2 (LOW RISK with one high risk participant)

In a class with 10 participants, you have the following scores:

Risks: 0, 1, 0, 1, 2, 1, 0, 1, 1, 6 —When summed = 13; $13/10 = 1.3$

Strengths: 21, 18, 24, 23, 21, 21, 25, 24, 22, 10- When summed = 204; $208/10 = 20.8$

The average suggests that the group as a whole is doing well, with low risk (1.3) and high cohesion (20.8).

However, one individual reports all risks. If all participants are from the same work group and work together, this could mean that either one individual is exposed to problems that others are not, that individual is distorting their responses, or the rest of the group is “faking to look good.”



When there is a problem, a concern, a conflict, an unresolved issue



When things could be improved or made better

WHAT ARE THE RISKS ???!

RISKS
OF COMMUNICATING



RISKS OF NOT
COMMUNICATING



30

Do this activity as a flipchart to help participants begin identifying beliefs and assumptions about communicating or not communicating or not communicating, particularly **when there is a problem, a concern, a conflict, an unresolved issue or when things could be improved.**

Draw two columns on the flipchart. ASK FOR PARTICIPANT RESPONSES.

RISKS OF COMMUNICATING

RISKS OF NOT COMMUNICATING

If participants are not forthcoming you can prompt:

Risks of communicating include: being seen as whiny, as a troublemaker, as rocking the boat, upsetting those who might be in control, causing stress to yourself or others, possibly losing one's job;

Risks of not communicating include: the problem continues, stagnation, risks accumulate, isolation, alienation, withdrawal;

Use this activity to segue into PARTICIPANT EXERCISE #3.

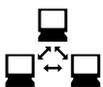
>>> If appropriate and you plan on using Modules 5 or 6, add:

"Later in this training we will learn more about communication (Module 5) and also some skills for being able to break through some barrier to communicating (Module 6)"

>>> If appropriate and you plan on using Module 3, add:

"Sometimes we feel it is just better to TOLERATE problems, rather than go through the trouble of communicating about them; later in the training we will explore your tolerance levels" Add: Who remembers which principle this relates to (Answer: 4. Understand your own tolerance for the situation & adjust if necessary)

**Link to
Modules 5/6**



This slide and flipchart activity helps set the stage for Modules 5 and 6 on Communication. You can include this activity in Module 5 or revisit/review participant responses when you commence Module 5.



Listening is
part of
every
job.

For me, real communication occurs when I'm big enough to **temporarily set aside** the need to express MY ideas, MY wishes, MY opinions, MY fears .

Real communication occurs when I **give the other person** the time and opportunity to express their thoughts, feelings, ideas, and dreams in an uninterrupted, accepting way"

(adapted from P. Wilkerson)

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Personal Exercise 3

Finding Your Voice: Safe Communication

This exercise is for you to take with you.

Do not write your name on this form.

"Not everything that is faced
can be changed



But nothing can be changed
until it is faced"

-- James Baldwin

Place the slide on the overhead and ask for a volunteer to read what is on the slide.

 **TALK ABOUT CHANGE**

There are two parts to this exercise.

In part 1, you complete the three steps below by filling in the blank spaces.

- 1. A situation I would like to see improve or get better at work or at home is** _____

- 2. One reason this change will help me or other people is** _____

- 3. List one or two people you feel safe telling this to. Someone who will listen and support your ideas.**
 Person 1: _____
 Person 2: _____

TRY LISTENING 

In part 2, you actually tell your support person your idea, ask for their comments or reactions, and listen. In this exercise, you **DO NOT** have to make any changes. Just tell someone about it. **YOUR JOB IS TO PRACTICE GETTING YOUR IDEAS ACROSS TO BEGIN REDUCING STRESS.**

- 1. BEGIN** by describing the reasons why the change or improvement will help a situation or a person.
- 2. STATE** specific changes you would like to happen. Be specific, give details and outcomes.
- 3. ASK** for reactions and comments.
- 4. LISTEN** to what the other has to say. Put your reactions aside. Just listen for understanding.
- 5. THANK** your support person for listening. Ask if there is something he or she wants to talk about.



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This activity was originally designed as a homework assignment. It helps set the stage for the communication activities that are done in Modules 5 and 6.

Explain:

“A major sign of a healthy relationship or a healthy team is the ability of people to contribute to the growth of the relationship or team. One way that we contribute is by our actions and behaviors. The other way is through our words and ability to communicate. If there is a situation that is causing us stress, our tendency is to complain and often blame others for the problem. This never works.

Instead, if we can approach the problem with enthusiasm and focus on how improvements will benefit others, we have a greater chance of succeeding. The idea is to shift our perspective: “When all you have is lemons, make lemonade” – “The glass is half...(?) Full *not* empty”--

The purpose of this exercise is to help you to shift your perspective through communication.

(1) First, think of a problem that you are having with others, some interpersonal difficulty or stressful situation; it could be something at home or at work, something that just happened recently or something that has been a problem for a while. Just take a few moments to think about the situation that is causing you some stress and that needs resolution.

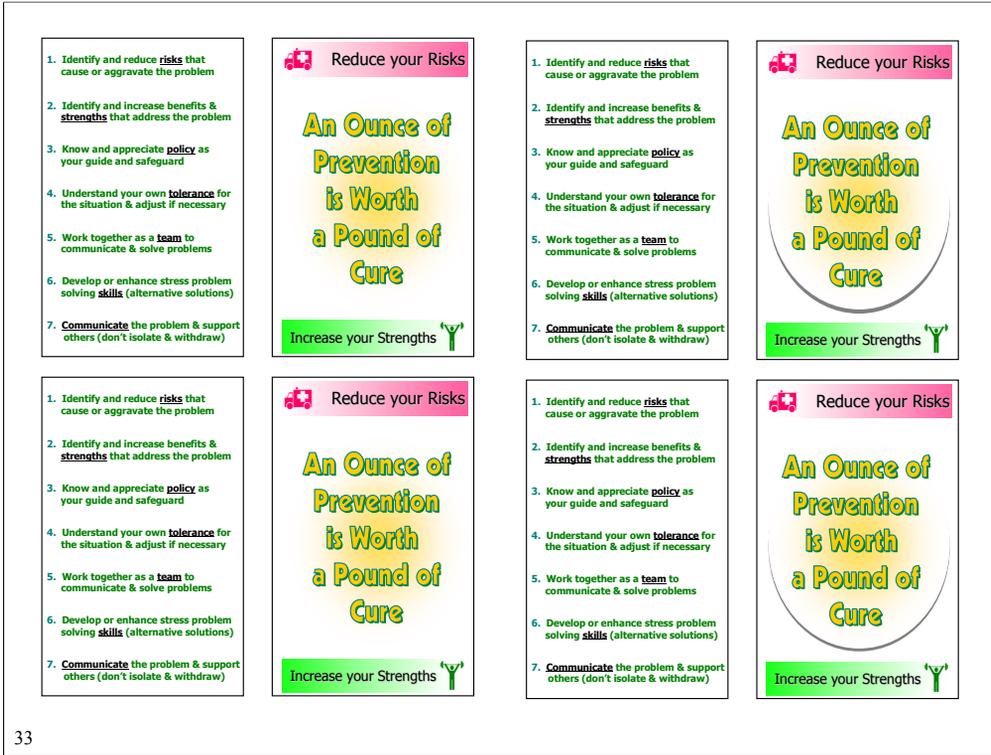
(2) Second, look at your pamphlet and the first statement: “A situation I would like to see improve or get better at work or at home is _____” and ask yourself, how can I complete the statement in a positive way; that is, “turn my problem into something that can be improved for the benefit of myself and others”

(3) What are the benefits to yourself and others? List them out.

After you have done this, pair up with another person and share with them for a few minutes.

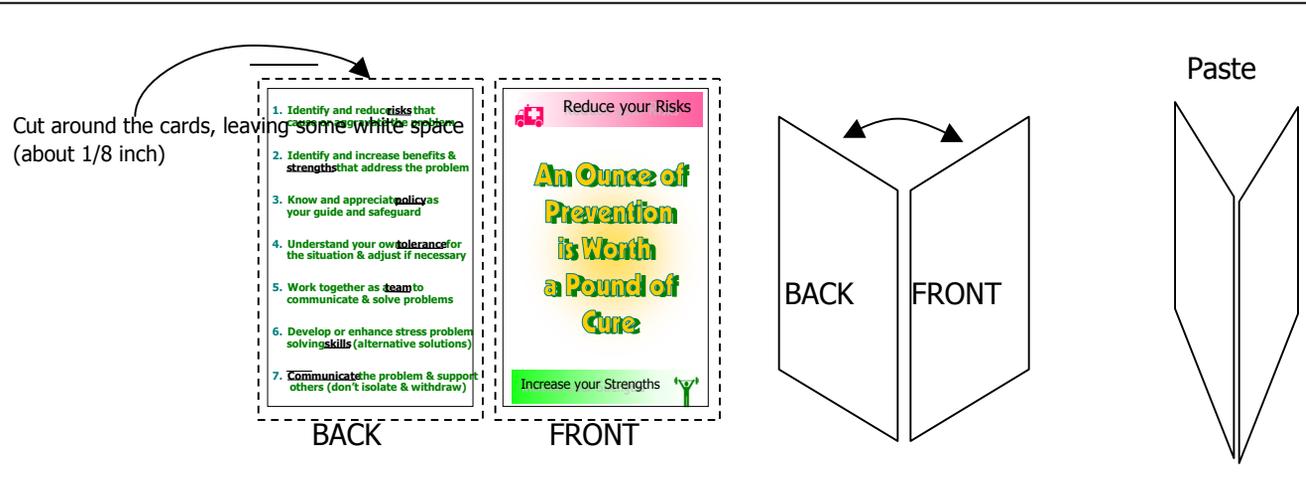
>>> Follow the guidelines on the second part of the page (“TRY LISTENING” Steps 1 through 5). Then switch sides.

>>>> After participants have done this exercise; they can use it as homework and actually talk to the people involved. **Encourage ACTION outside of the classroom.**



These wallet-sized cards require some preliminary work before the session, if you wish to provide participants with a token take-away.

- 1) Make color paper copies of the slide
- 2) If possible, make back-to-back copies, if you can align each card with it's back side
- 3) Cut around each card about 1/8 inch
- 4) Paste the front and back sides together
- 5) Laminate the cards with a 1/8 inch lip around the perimeter



Risk Score 0 through 6					
Risk Score 0 through 6					
Risk Score 0 through 6					

These slips are designed to increase feedback from PERSONAL EXERCISE 2. Copy onto a green paper, cut along the dotted lines and staple one slip (along with one red slip from STRENGTH SCORE) to each of the PERSONAL EXERCISE 2 PAMPHLETS before distributing. Participants record their answers on these slips and turn them in for tabulation.

Strength Score 5 through 25					
Strength Score 5 through 25					
Strength Score 5 through 25					

These slips are designed to increase feedback from PERSONAL EXERCISE 2. Copy onto a green paper, cut along the dotted lines and staple one slip (along with one green slip from RISK SCORE) to each of the PERSONAL EXERCISE 2 PAMPHLETS before distributing. Participants record their answers on these slips and turn them in for tabulation.