Guidelines for CPP: TEAP

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| **Goals** | 1. To introduce students to the TEAP program as a center-wide alcohol and drug prevention and education effort with a focus on preventing barriers to employability.[[1]](#footnote-1)
2. Educate students on the health risks associated with tobacco use.
 |
| Yes | No | Career Preparation Period – ONE HOUR PRESENTATION |
|  |  | Consider an ice breaker to get students attention  |
|  |  | Introduce yourself as the TEAP Specialist and describe your role on center (this might include how long you have been in this position, your hours, and why you do this job) |
|  |  | Emphasize importance of confidentiality and how it is maintained; explain you are available to assist students and what they tell you is kept confidential (except for exceptions such as self-harm); define “need to know” (42 CFR Part 2 and HIPAA) and who on your center has information about the drug testing results |
|  |  | Explain Job Corps’ zero tolerance (ZT) policy and under what conditions a student might be a ZT separation (refer to Exhibit 3-1 as needed) |
|  |  | Explain your center’s specific education and prevention activities that are available for ALL students (e.g., Red Ribbon Week; Drug and Alcohol Fact Week; Substance Abuse Awareness Month) and how students can get involved |
|  |  | Define “at-risk” and explain how risk is determined and why determining risk is important (e.g., use the example of CAR question on CRAFFT and the number of deaths associated motor vehicle accidents) |
|  |  | Describe the use of Medical Separation with Reinstatement Rights (MSWR), when this is needed, and how it might benefit a student |
|  |  | Describe the entrance drug test, including timeline for results and what happens next, 45-day test, and suspicion test process; also, discuss the importance of drug screening related to obtaining and keeping a job |
|  |  | Describe 45-day mandatory intervention program for those who test positive on entrance; describe group and individual meetings; off-site services, such as 12-step meetings; aftercare, and other requirements such as involvement in recreation activities and restriction to center; emphasize seriousness of the situation |
|  |  | Describe consequences if a student is found in possession of alcohol, use of the Breathalyzer, and consequences of testing positive; consequences for purchasing alcohol for minors; discuss the negative effects that alcohol can have on employment |
|  |  | Discuss negative consequences associated with drug use related to health, employability, and the future; discuss specific issues with extended drug use related to the brain, such as thinking and memory functioning; give specific examples to illustrate |
|  |  | Lead a discussion about alternative strategies and activities to using alcohol and drugs that are available on and off center for students \*\* |
|  |  | Describe the TUPP, services available, state helpline availability, and tobacco cessation services including nicotine replacement products and individual/groups; describe the policy that minors cannot use tobacco on center and that if identified as a tobacco user they will be referred to the TUPP |
|  |  | Describe HEALs and your involvement; the importance of healthy eating and active lifestyles for everyone but especially those in TEAP; how students can get involved  |
|  |  | Summarize role of the TEAP/TUPP programs as well as TEAP Specialist’s hours, availability, and relapse prevention programming |

\*\* This topic is designed to allow for flexibility during the presentation as it can be presented briefly or there can be an extended conversation depending on how much time is available.

**Potential Ice Breakers**

**Definition and Purpose**

Icebreakers are facilitation techniques which can help the students relax and feel more comfortable. In this case, they are also designed to demonstrate to them that you are approachable and can be helpful. Those listed below are brief and easy to do without much preparation. You are encouraged to find way to make it as light-hearted and humorous as possible.

**Little Known Fact**

Students share an unusual or funny fact about themselves.  You encourage them to keep it upbeat and funny.

**What Do You Want to Know?**

Have students write down on an index card what they want to know about the TEAP or about Job Corps. Collect the cards and answer the questions either before or throughout the presentation.

### End the Sentence

### Write the start of a question on the board (e.g., My favorite show is ..., My favorite food is…, My hobby is…) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

**Just Ask the Group a Few Questions**

Such as:

1. What is the best advice you have ever been given?
2. What is your dream job?
3. What is your favorite mythological or magical animal?
4. What’s your favorite food?
5. How long do you think you could live without technology (e.g., smartphone)?

**Other Suggestions**

Bring incentives and hand them out when students answer questions correctly. Incentives can be items such as water bottles, key chains, info cards about TEAP or fidgets but could also be something as easy as candy or gum.

1. Consider developing a handout to provide to students with this same information. [↑](#footnote-ref-1)