

Job Corps Health and Wellness Program

DESK REFERENCE GUIDE

Trainee Employee Assistance Program Specialist



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Introduction

This Desk Reference Guide (DRG) summarizes your responsibilities as a Job Corps Trainee Employee Assistance Program (TEAP) Specialist. The [Policy and Requirements Handbook \(PRH\)](#) contains the required policies for Job Corps which must be followed. This guide provides examples to assist you with implementing the requirements in the PRH. You will also want to review Job Corps directives and other valuable information that can be found on the [Job Corps Health and Wellness website](#).

If you are new to Job Corps or just new to the job as the TEAP Specialist, here are a few tips to get you oriented to your new position:

- Contact your Regional TEAP Health Specialist to introduce yourself and receive an orientation to your new position. Your Regional TEAP Health Specialist serves as a technical expert for the Regional Office and the centers in your region—contact your Regional TEAP Health Specialist to answer your questions, clarify Job Corps policies, and provide you with up-to-date information that will assist you in your efforts to meet program requirements.
- Review your center’s operating procedures (COPs) for the TEAP. These procedures define how your program will operate on a day-to-day basis, describe staff roles, responsibilities, and provide guidance on center specific documentation, reporting, and communication protocols.
- Locate and familiarize yourself with the PRH (with special attention to sections [PRH 2: 2.3 Health Services](#)), [health and wellness Technical Assistance Guides \(TAGs\)](#), and health-related Job Corps directives (i.e., [Information Notices](#), [PRH Change Notices](#), and [Program Instructions](#)).
- Visit the [Job Corps Health and Wellness website](#) to review the latest information about the Job Corps Health and Wellness Program, including updates to this guide. A Job Corps and Health and Wellness Overview is available on the [Wellness Staff](#) webpage.

Policies and procedures for center Health and Wellness Programs are defined and clarified in several documents:

- **Code of Federal Regulations (CFR), Section 670.525**—The CFR states the operating requirements for Job Corps. The promotion and maintenance of student health and wellness is a desirable goal as well as a requirement under the CFR: “A Job Corps center operator must provide medical services, through provision and coordination of a wellness program which includes access to basic medical, dental, and mental health services for all students, from their date of enrollment until separation from the program.”
- **Policy and Requirements Handbook (PRH)**—The [PRH](#) expands the CFR by establishing operating policy requirements for Job Corps centers. There are six PRH chapters. Chapter 2.3, sections R1 through R19, defines the required parameters and services of center Health and Wellness Programs.

- **Technical Assistance Guides (TAGs)**—TAGs contain guidelines and assistance for implementing the policies and requirements set forth in the PRH. As new requirements are added to the PRH, TAGs are updated, or new TAGs are developed to assist in implementing policy.

The Job Corps directive and field communication system is used to update the PRH and to disseminate information throughout Job Corps. Three types of directives are issued:

- **PRH Change Notices**—Contain new or revised policy with instructions to delete, replace, or add pages to the PRH.
- **Program Instructions**—Provide one-time instructions with a designated expiration date and usually require center response (e.g., health history form revisions).
- **Information Notices**—Provide one-time announcements with information that is of interest to centers (e.g., data summaries, National Substance Abuse Prevention Month).

This guide's format provides TEAP Specialists with TEAP requirements and responsibilities, as well as reviews other applicable PRH sections in PRH Chapter 2.3 R1 through R19.

Part 1: Trainee Employee Assistance Program (TEAP) and Tobacco Use Prevention Program (TUPP)— (PRH 2.3, R5, R6)

Trainee Employee Assistance Program (TEAP)—PRH 2.3, R5

Overview and the General Emphasis of the TEAP Program—PRH 2.3, R5

Substance misuse and abuse can adversely affect a young person’s life, contributing to poor academic performance, risky behaviors, physical and mental health consequences, and diminished employment prospects. Currently, Job Corps takes a multi-faceted approach to promote a positive and healthy substance-free lifestyle among students. First, Job Corps’ zero tolerance (ZT) policy prohibits student use, possession, or sale of federally illicit substances. Second, centers screen all entering students for drug use and screen for substance use (drug and alcohol) on suspicion after entry. Third, Job Corps requires all centers have a position dedicated to maintaining the TEAP, which provides alcohol/drug assessment, intervention, prevention, and education services to students.

The Job Corps drug testing policy was established in the mid-1990s in response to a Congressional mandate to provide (1) students with substance use services, and (2) centers with capacity to identify/intervene/refer/separate students based on substance use patterns. Drug testing on entry was mandated as part of the Workforce Innovation and Opportunity Act (WIOA) of 2014, which states that Job Corps “shall require drug testing of all enrollees for controlled substances” (Sec. 152), and “prescribe procedures for informing enrollees that drug tests will be administered to the enrollees and the results received within 45 days after the enrollees enroll in the Job Corps” (Sec. 145).

Now Required: Research has clearly demonstrated that people need to be motivated to create changes. Motivational Interviewing (MI) is particularly effective. MI focuses on exploring and resolving ambivalence and centers on the motivational processes within the individual that facilitate change. To learn more, visit [Motivational Interviewing Network of Trainers \(MINT\)](#).

The general emphasis of TEAP must be on prevention, education, identification of substance use problems, relapse prevention, and supportive services to enhance students’ health, well-being, and access to quality employment.

How the TEAP is structured, organized, and delivered will vary by center needs and the skills and expertise that TEAP Specialists and other center staff bring to the program. This guide provides a framework for centers to build effective programs; it presents strategies and techniques contributed by TEAP Specialists across the country as well as experts in the field. It is a starting point; the challenge is for centers to design programs that work for them, and more importantly, for the students they serve.

Prevention and Education—PRH 2.3, R5 (b)

Substance use prevention is the promotion of a healthy lifestyle and beliefs that discourage alcohol, tobacco, and drug use. The term *prevention* is often used to refer to activities designed to:

- Prevent the onset of drug and alcohol use
- Make changes to drug and alcohol use and lifestyle
- Reduce alcohol use
- Discourage the onset of tobacco use
- Reduce alcohol and drug-related problems
- Educate students on the consequences and impact of substance use

Center substance use prevention and education programs provide services for all students, including those at risk for using alcohol and/or drugs, as identified through the counseling intake process (and the administration of the [Social Intake Form \(SIF\)](#); those who have used drugs in the past; and those who have never used alcohol or drugs. Centers are required to provide several opportunities for substance use prevention:

- **Student introduction to center life**—The PRH requires that all students are provided with [information during the Career Preparation Period \(CPP\)](#) to acquaint them with center systems, behavioral standards, benefits, rules, and procedures to enable them to participate successfully in the program. This presents an opportunity to begin building relationships with all students. A minimum of a 1-hour presentation on substance use prevention for all new students during CPP is required. This presentation shall explain:

TIP: TEAP should be presented as a helpful service on center and separate from the disciplinary system. Presenting it in this manner encourages students to self-refer to the program.

- TEAP prevention, education, intervention, and relapse prevention services;
- Job Corps drug and alcohol testing requirements and procedures;
- Consequences of testing positive for drug or alcohol use while in Job Corps and the ZT policy;
- Data on national trends regarding substance use;
- An introduction to the Tobacco Use Prevention Program; and
- The role of synthetic opioids in overdose deaths and risk with use of any illicit drugs, signs of an opioid overdose, and Naloxone/Narcan administration. (See [Program Instruction Notice 22-16 Responding to Opioid Overdose in Job Corps](#) and [attachment](#).)

Examples for the TEAP CPP presentation and other CPP resources are located in the [Alcohol and Other Drugs of Abuse](#) section on the website. .

- **Career Development and Transition Periods (CDP/CTP) presentation(s)**—These presentations should focus on managing substance misuse and issues in the workplace for students during CDP/CTP. Possible topics could include utilizing Employee Assistance Program services, understanding how drug use poses barriers to employment, and tobacco use policies in the workplace. There are [templates](#) available on the website to assist you with this programing.

- **Three center-wide activities**—There should be a center-wide emphasis on substance use prevention and education activities. Students should be provided with education on making healthy choices to avoid alcohol, drugs, and tobacco, and how these substances are barriers to employment. This can be accomplished through presentations to students, community speakers, circulating materials and supporting national substance abuse prevention initiatives such as the [Great American Smokeout](#), [National Recovery Month](#), and [Red Ribbon Week](#). Annually, a list of [TEAP-related observances](#) is made available to TEAP Specialists. This will assist you in your planning of center-wide activities. It is located on the Health and Wellness website on the [Alcohol and Other Drugs of Abuse](#) webpage.
- Consultation with Center Director, management staff, CMHC, and HWD regarding substance use prevention and education efforts for students and staff.
- Coordination with other departments/programs on center, to include, but not be limited to, residential, recreation, student government association, and HEALs (as the TEAP Specialist is required member of this team), to develop integrated prevention and education services.
- Research shows prevention programs are most effective when incorporating peer-led activities and being activity-based. Work with members of SGA to develop a peer-led mentoring program.

TIP: TIP: To be most effective, the TEAP needs to be viewed as an integral part of center life. When developing prevention activities, collaborate with representatives from other departments.

Assessment—PRH 2.3, R5 (c)

The program should provide the following levels of assessment:

- Assessment of applicants during the admissions process through the AFR process;
- Review of the Social Intake Form (SIF) and the Job Corps Health History form as well as other medical records; and
- Formalized assessment measures to determine students' level of risk for substance misuse that could interfere with their training.

1. TEAP Specialist Role with Applicants During the Admissions Process

There are two teams you may be asked to participate in as part of the admissions process:

- **The Applicant File Review Team**—Reviewing applicant folders is an important part of your job as TEAP Specialist. The HWD will forward folders to you of applicants who report alcohol and drug concerns on the [Job Corps Health Questionnaire \(ETA 6-53\)](#). The goal of your review is to evaluate the information contained in the folder and make a recommendation about the stability of the applicant's drug and alcohol use status and Job Corps' ability to provide care management. If a prospective student's needs are beyond what Job Corps can provide, the Health and Wellness team needs to complete a Health

TIP: By involving as many staff from different departments as possible then TEAP truly becomes a program not a person.

Care Needs Assessment ([Form 2-05 Health Care Needs Assessment](#)). In addition to reviewing the file, you should interview the applicant (face-to-face, by telephone or video conferencing).

- An interview is particularly helpful when you have outdated information and need to assess the applicant's present status. The review of the file and subsequent recommendation regarding the applicant should include a review of available clinical records. Sample interview questions and more about this process is located on the [Applicant File Review](#) webpage.
- **The Reasonable Accommodation Committee (RAC)**—The RAC is led by the Disability Coordinator. You will assist the Disability Coordinator in gathering information to determine the need for reasonable accommodation and identifying accommodations for applicants with substance abuse problems. You may gather further information by asking Admissions Services staff to obtain various records from hospitals, physicians, and therapists in order to formulate an appropriate accommodation plan.
 - As part of the accommodation process, you and/or the center's RAC may interview the applicant by phone or schedule a face-to-face interview. Requests for accommodation from applicants and students with substance abuse disabilities must be evaluated on a case-by-case basis. See the [Job Corps Disability](#) website for additional guidance.

Note: Students need to be informed of Job Corps' ZT policy before they enter the program. Strategies include:

- **Contact with Admissions Services staff**—Develop close working relationships with Admissions Services staff and center staff involved in applicant screening so they are familiar with the ZT policies and can provide this information to prospective students.
- **Conduct welcome calls**—You are encouraged to call students before their scheduled enrollment date to explain the ZT policy and to discuss any concerns they may have about complying with the policy. Per requirements outlined in PRH Chapter 1, no new personal or clinical information is to be collected on this call. However, when completing welcome calls, you may ask the incoming student if there is anything they would like to talk about. Furthermore, you can answer their questions about the consequences of using substances at Job Corps, but you may not request new clinical information, such as whether they are currently using substances unless the student voluntarily discloses such information.
- **Conduct center tours**—Assist orientation staff in organizing center tours for local applicants. This introduction to the center should include a clear and comprehensive explanation of the ZT policy.

2. **Assessment of New Students Based on Responses to the Social Intake Form (SIF) or other Intake Assessment Tool and/or the Job Corps Health History Form**

Upon arrival on center, health information is collected from students in two ways:

- **Social Intake Form (SIF)**—The [SIF](#) is completed by the counselors and sent to HWC for review and signature by the various health care professionals, including the TEAP

Specialist. This document provides critical clinical information to help you make determinations of how to proceed with each student in terms of an assessment of risk and what individualized services may be clinically warranted to support them during their training.

Built into the SIF is an actuarial risk measure called the CRAFFT which is a mnemonic for the six questions (Car, Relax, Alone, Forget, Friends/Family, and Trouble) which comprise the measure. The first three questions are screening questions; questions 4 through 9 are the questions used to obtain the CRAFFT score. More information about the development and use of the CRAFFT¹ is at: <https://crafft.org>.

Students scoring 2 or more on the SIF require further assessment as the empirical research shows that a “yes” on 2 of questions 4 through 9 on the CRAFFT signals a problem needing further evaluation. A score of 4 or more “should raise suspicion of substance dependence” (Harris et al., 2014²).

TIP: TIP: Use motivational enhancement techniques to assist students in appreciating the implications for scoring 2 or more on this measure. It should be explained this score indicates students could be at an increased risk for having substance misuse problems that interfere with their training.

Mandatory intervention services must be provided to students who are assessed to be at risk for substance use problems or have a high probability of substance use disorder, based on your assessment.

TEAP Specialists must review and sign the SIF **within one week** of the student’s arrival at Job Corps. These forms are filed in the SHR. Meetings with students, your assessment results, and their decision about involvement in the TEAP must be documented in the TEAP section of the SHR (see Documentation section below).

- **Job Corps Health History Form**—The student’s health history is collected within 48 hours and documented on the [Job Corps Health History Form](#). The Job Corps Health History Form includes alert questions designed to help Health and Wellness staff members quickly screen for emergent physical, mental, and oral health issues, and serious substance use problems. Students may be referred to you based on their answers to these alert questions.

3. Formalized Assessment Measures/Clinical Judgment

A major focus of the TEAP Specialist’s work is on identifying and assessing those students who can succeed in Job Corps and those students who cannot because of substance use difficulties. You should utilize a formalized assessment process to determine students’ level of

¹ The CRAFFT is a valid measure to detect alcohol and substance use in our students (Shenoi, R. P., Linakis, J. G., Bromberg, J. R., Casper, T. C., Richards, R., Mello, M. J., ... & Pediatric Emergency Care Applied Research Network. (2019). Predictive validity of the CRAFFT for substance use disorder. *Pediatrics*, 144(2).)

² Harris, S. K., Louis-Jacques, J., & Knight, J. R. (2014). Screening and brief intervention for alcohol and other abuse. *Adolescent medicine: state of the art reviews*, 25(1), 126-156.

risk for substance use. The objective of this assessment should be to determine the type and severity of substance use difficulties and whether these identified concerns are manageable within the Job Corps program at this time.

The most significant service a TEAP Specialist can provide for students with a serious substance use problem is to accurately assess their needs and make the clinically necessary referrals. Students who clearly need treatment services and who cannot succeed in the program because of their substance use problems should not be retained in the Job Corps program. If the TEAP Specialist's assessment determines that a student's substance use difficulties cannot be managed within the scope of Job Corps, the TEAP Specialist should document the assessment and confer with the CMHC. A formal recommendation about a medical separation with reinstatement rights is then offered to the HWD and the Center Director (See more details below).

Use of reliable and valid risk assessment instruments is often necessary to assess their symptoms, history, and level of alcohol and drug use among adolescents and young adults. You are cautioned to make sure that assessment measures are valid for the students in Job Corps and are the appropriate measures for adolescent students and not designed only for older adults. Examples of these instruments include:

- **SASSI family of instruments**—A two-page measure that identifies adolescents and adults who suffer from substance misuse and offers recommendations. Visit [The SASSI Institute](#) for further information as training is required to use these instruments.
- **Michigan Alcohol Screening Test (MAST)**—The [MAST](#) is in the public domain and available for download.
- **Drug Abuse Screening Test – 10 (DAST-10)**—The [DAST](#) is in the public domain and available for download.
- **National Institute of Drug Abuse (NIDA) Quick Screen**—The [NIDA Quick Screen test](#) is in the public domain and available for download.
- **The Cannabis Use Identification Test – revised (CUDIT-R)**—The [CUDIT-R](#) is in the public domain and available for download.

Intervention Services PRH 2.3, R5 (d)

Intervention services must be offered to students identified at an elevated risk for substance abuse and those who test positive on entry to the program. Students who self-refer or who are identified to be at risk through assessment tools may voluntarily participate in services.

Keep in mind:

- 42 CFR Part 2 governs how substance use information is disclosed and has more protections than HIPAA. These [regulations were revised in 2020](#) and you should familiarize yourself with these revisions.

TIP: Make sure the information regarding your assessment process and recommendations as well as the student's response is documented in the SHR. It can even be documented right on the assessment protocol itself.

- Know your state laws regarding the sharing of drug testing results with a parent/guardian. States vary considerably as to whether the parent/guardian or the minor hold the decision-making authority to allow for the release of drug testing results.
 - When allowed by state law notification of a positive entry drug screen should occur (and be documented) to the parent/guardian of a minor student.
 - Best Practice: Having the student notify their parent/guardian by telephone or video conference while you are in the room allows for this process to occur in a sensitive manner where you are available to answer questions for the parent/guardian. Notification should be documented in the SHR.

Required Intervention Components

- A minimum of seven sessions of intervention services (two sessions must be individually) and the following topics must be included:
 - Basic information regarding current drugs of use and misuse (e.g., marijuana, alcohol, tobacco/nicotine, fentanyl, abuse of prescription drugs, and drug use trends)
 - Short-term and long-term effects and consequences of drug use on health and employability
 - Identification of triggers for substance use
 - Relapse prevention, to include development of coping and resistance skills
 - Development of alternative activities to remain abstinent from drugs or alcohol in social situations
 - Availability of referrals and community resources
- A minimum of 15 hours of recreation activities
 - The purpose of this requirement is to assist students to learn how to structure their free time and any activities that support this goal should be ‘counted’ in these hours. Examples include taking a walk, exercising, and participating in arts and crafts, to name a few.
 - How these hours are documented is determined by the TEAP Specialist and here are some suggestions:
 - Students document on a sheet of paper by asking Recreation staff to check off when time is completed.
 - Students self-report their number of hours and the TEAP Specialist documents those.
 - Recreational staff track the hours for students and then notify the TEAP Specialist when they have been completed.
 - Students maintain an ‘activity log’ that is turned into the TEAP Specialist.

Intervention Planning/Strategies

The TEAP Specialist should design an intervention plan that addresses the student’s individual needs and includes appropriate strategies and activities to assist the student in understanding their substance use and how to abstain from such use.

The TEAP Specialist should use a variety of strategies as part of the intervention plan and should incorporate relapse prevention strategies. These services should focus on behaviors that represent employability barriers and can be provided via group or individual sessions. Students also may benefit from community support groups (e.g., [Alcoholics Anonymous](#), [Narcotics Anonymous](#), [Students against Destructive Decisions](#), [Smart Recovery](#), and [Adult Children of Alcoholics](#)). Many of these organizations have online support services that students can access as well.

All intervention services provided to students must be documented in the SHR. For groups, this should include the topic of the group, the student's reaction to the information, and any other necessary clinical information. Individual sessions should also be documented in SHR and include the focus of the session as well as the student's response. There is no required format for these clinical notes; see [TEAP Intervention Group Notes Template](#) for additional guidance.

Collaboration with the Center Mental Health Consultant (CMHC)

The TEAP Specialist and CMHC are encouraged to collaborate when providing services to students. TEAP Specialists are required to attend case management meetings with the counselors and to document their observations and recommendations in the SHR.

Supporting TEAP Students with Outside Services

Additional outpatient substance abuse services may be warranted for those students who are identified at significantly higher risk for not completing Job Corps because of substance use issues. Referral for outpatient substance use counseling is coordinated by the TEAP Specialist who can assist with locating a treatment provider, as well as facilitating the referral and ensuring the provider has the necessary referral information. This should also include periodically checking in with the students about their treatment as well as coordinating with the treating provider.

When a student leaves Job Corps because of substance use, the TEAP Specialist is required to provide a referral to off-center treatment specialists as part of the separation process. This departure includes both ZT separations and MSWRs for substance use issues. The TEAP Specialist should facilitate the referral by providing the student with written information as well as documenting in the SHR. A best practice is to directly connect the student with the treatment facility or service to enhance the likelihood the student will follow through with services.

Medical Separation with Reinstatement Rights (MSWR) for Substance Use Disorders

Job Corps does not provide drug abuse treatment or counseling. If a student has a diagnosed substance use condition and needs intensive treatment services, the student shall receive a MSWR from the Job Corps program.

- There must be a **documented** assessment of the student's diagnosed substance use condition by the TEAP Specialist or qualified health professional. The diagnosis code and the assessment measure must be documented in the student health record.
 - The TEAP Specialist should include and document the following information:

- **Diagnosis**—A narrative statement of the student's condition according to the most recent DSM diagnostic categories, including all relevant clinical information. A SPAMIS code must also be provided based on the International Classification of Diseases – Edition 10.
 - **Functional Statement**—A clinical statement that includes a summary of clinical evidence and information about the student's functional ability and how they are not able to benefit from the training program currently.
 - **Escort**—A specific statement regarding the need for an escort to ensure that the student arrives safely at their destination.
 - **Referral**—The substance abuse agency or services identified, and the actual referral arrangements made to assist the student. Before leaving the center, the student should sign a release of information form so that the TEAP Specialist can provide the agency with a referral summary and receive treatment information.
- A MSWR cannot be granted in lieu of ZT separation when PRH Form 2-07 is completed due to active/current use of marijuana or testing positive on the follow-up drug test for other substances.
 - The intervention period is suspended and resumes the day the student is scheduled to return to the center if a student is placed on a MSWR during their intervention period.

Relapse Prevention (2.3 R5 e)

Relapse prevention services assist students in maintaining desired behavioral changes, reinforcing a drug-free lifestyle, and facilitating changes in personal habits and life choices. The TEAP Specialist must provide relapse prevention services for students. These services should be designed to help students develop new skills and behaviors.

If a student is retained due to residual use of marijuana (See PRH 2.3 R5, g.3 (c)), then an additional minimum of five mandatory sessions provided by the TEAP Specialist is required and must be documented in the SHR.

Part of preventing relapse is assisting the student in developing a plan to identify triggers and respond in healthy ways. Relapse prevention concepts should be integrated into all interactions with students. The following are some suggestions for supporting students who are at risk:

- Help students understand the relapse process.
- Help students identify and handle high-risk situations; for example, how to deal with their first pass home or how to combat boredom.
- Discuss ways to resist peer pressure on and off center (e.g., developing refusal skills).
- Discuss ways to handle cravings and the desire to use alcohol and/or other drugs.
- Help students learn new ways to structure their leisure time through recreation, leisure time activities, and other wellness activities.
- Have students set goals and develop their own recovery plan that they can use while in Job Corps and when they leave the program.

- Help students understand the importance of being drug free and the impact substance use will have on their future goals and employability.

An important component of relapse prevention is provided during the Career Transition Period. At that time, the TEAP Specialist will assist students to remain substance free and to prepare them for entry into the workforce. The TEAP Specialist should provide students with information and strategies on how to deal with substance use situations in employment situations. Explain to students that the Job Corps drug policy is designed to prepare them for what they will encounter once they leave the program and join the world of work.

Job Corps students need to know and understand that certain employers conduct drug testing. Consider inviting employers to attend a presentation and talk to students about drug use in the workplace. Another idea would be to show students a list of companies who do pre-employment testing and do not retain individuals who test positive for drugs.

Drug and Alcohol Testing Policies and Procedures PRH 2.3, R5 (g)

Urine Toxicology Testing

Job Corps has comprehensive and detailed drug testing policies and procedures. Testing categories, timeframes, and appropriate procedures, including chain-of-custody principles and the use of the nationally contracted laboratory, are discussed at length in [PRH 2.3, R5 \(g\)](#).

The ZT separation policy was updated in February 2024 to allow for a determination of whether testing positive for marijuana at the follow-up test is due to active/current use or residual use (See [PRH 2.3, R5 \(g, 3, c\)](#)). TEAP Specialists should carefully review this PRH update.

The Integrity of Drug Testing

It is critical to ensure, through appropriate collection procedures, that biochemical test results are accurate. Staff should ensure the integrity of the biochemical testing program by:

- Being properly trained in urine collection procedures and chain of custody.
- Providing a private area for specimen collection.
- Supervising the collection process and ensuring that there is strict adherence to chain of custody principles. For drug testing, chain of custody refers to the management and storage of a specimen from the moment the specimen is provided until the final destination of the specimen, and the review and reporting of the final result. Center must develop a way to document the collection process and adherence to chain of custody.
- Determining whether a medical explanation can account for a positive result. For example, opioids may be detected for prescription pain medicine and stimulants may be detected for ADHD medication. In this case, the positive result would not be considered a true positive. The student would not receive intervention services, and a follow-up drug retest would not occur. The process of making this decision should be documented in the SHR.

- Consulting with toxicology professionals, such as staff at the nationally contracted laboratory, if required.
- Referring all cases of a disputed test result to the Center Physician for appropriate action.
- Adopting procedures to decrease the likelihood of adulteration of the specimen, to include:
 - Remove all cleaning products from the collection room area.
 - Perform visual and temperature checks on all samples. The sample temperature should fall between 90.5°F and 99° F; visually the sample should appear free of possible contaminants.
 - Turn off additional water sources in the immediate collection area, if possible.
 - Place a bluing chemical in the toilet tank to color the water.
 - Have the student wash (with water only) hands and clean under nails; hand the student a paper towel for hand drying before they provide the requested sample.
 - Have the student remove outer garments (e.g., coats, sweaters, jackets).
 - Prohibit bags, packages, or purses in the collection area.
 - Have the student provide the specimen while in an examination gown, if urine collection is part of a medical exam.
 - Have collection personnel stand close to the door and be aware of unusual sounds when conducting a routine supervised collection.
 - Make sure the student hands the specimen directly and immediately to collection personnel.

The above procedures constitute a **supervised** urine collection. If you believe the integrity of the collection process and chain of custody has been compromised (e.g., the student produced a sample whose temperature falls outside the recommended parameters), then an **observed** urine collection is recommended. An observed urine collection means that students are directly observed providing a sample, and the observer watches the urine stream leave the body and enter the specimen cup.

All drug testing should be performed by the nationally contracted laboratory. The laboratory is responsible for supplying the center with all testing supplies and materials and providing test results to the center in accordance with DOL-specified parameters. At the request of the center, the nationally contracted laboratory may provide additional testing for substances which are not included in the current drug testing panel, such as synthetic cannabinoids. The center is then responsible for the cost of this testing. There should be a written SOP/COP that explains the consequence of testing positive for an illicit substance that is not on the standard drug panel.

Alcohol Testing (PRH 2.3, R5 (g.2))

All centers were provided with the LifeLoc breathalyzer in November 2019 (see [Program Instruction 22-02 LifeLoc Breathalyzer Utilization](#)) to use when health or safety concerns regarding alcohol consumption arise with students. Centers must have an alcohol detection method that uses a quantitative measure of the blood alcohol concentration, such as the LifeLoc. Centers may also have an AlcoBlow breathalyzer to determine if there have been violations to the student conduct code. These are referred to as “safety” breathalyzers (see [Information Notice 16-29 Instructions and Clarification Regarding Use of AlcoBlow Breathalyzers and Continued Use of a Secondary Alcohol Detection Method.](#))

Each center is encouraged to develop its own SOP/COP for when the breathalyzer will be utilized, including when and how medical intervention is indicated. When the test is positive for alcohol, retests should occur until the BAC is consistently decreasing.

Alcohol test results should be provided to the student by the person who administered the test. All testing (whether negative or positive for alcohol) should be documented with results sent to the HWC to be placed in the SHR. Students who test positive for alcohol use on suspicion shall be referred to the TEAP Specialist for assistance and the center's student conduct system for disciplinary action.

Breathalyzers must be calibrated to the manufacturer's required calibration schedule.

Staff Training Requirements for Alcohol Testing

Health and Wellness staff are responsible for training designated center staff, including documentation procedures. This training should be provided based on manufacturer-supplied materials.

Quarterly Alcohol Testing Reporting Procedures

Centers must submit a quarterly report on center alcohol testing ([PRH 5.1, R4](#)). This report must be submitted by the tenth day following the end of each quarter (i.e., January 10, April 10, July 10, and October 10). The Alcohol Screening Report is available on the [Data Submission](#) webpage.

Documentation

All services provided shall be documented in the SHR. See [PRH 2.3, R13](#) for more specific information. There are established clinical standards that should be met that include using pen for entries and then dating and signing each entry with your name and credentials. Centers frequently have a separate section in the SHR for TEAP entries. If this is the case, there should also be a brief note in the chronological section of the SHR indicating there is a TEAP note with date. The use of stamps or labels is encouraged as a time-saving measure.

Tobacco Use Prevention Program (TUPP)—PRH 2.3, R6

Centers must implement a program to prevent the onset of tobacco use and to promote tobacco-free environments and individuals. To support this program, a TUPP Coordinator shall be appointed. While they need not be a Health and Wellness staff member, the TEAP Specialist frequently functions in this role so they can integrate the TEAP and TUPP. If the designated TUPP Coordinator is not from Health and Wellness, then a process will need to be developed to ensure that notes from TUPP services are filed in the SHR, given the TUPP Coordinator would not have access to the confidential medical record.

Centers must establish a tobacco-free environment for the majority of the center. Centers are encouraged to maintain an entirely tobacco-free environment, especially during the training day. Most centers only allow cigarettes and sometimes chewing tobacco in the tobacco use areas.

Centers do not allow other tobacco products such as vapes and cigars on center. The TUPP Coordinator is encouraged to obtain training in empirically established techniques to assist with tobacco cessation. The Office of Disease Prevention and Health Promotion lists [evidence-based information and recommendations related to Tobacco Use](#).

TUPP requirements:

- Educational materials and activities that support delay and/or cessation of tobacco use
- All buildings and center-operated vehicles must be tobacco free.
- Tobacco products must not be sold on center.
- If center operators choose to allow use of some tobacco products, they must designate specific areas for tobacco use. It is required that these areas be at least 25 feet, or as required by state law, away from all building entrances.
- Minor students' access to tobacco products should be restricted as required by state and federal law.
- Minors who use tobacco products shall be referred to the TUPP for mandatory services.
- All TUPP services provided should be documented in the SHR. This can be done in either the chronological section, a specially designated TUPP section, or the TEAP section if the TEAP Specialist is also the TUPP Coordinator.

TUPP tips:

- Introduce the TUPP during CPP so that students understand the tobacco use policies and what types of tobacco products are allowed on center.
- Case management for tobacco cessation should be offered to all students who use tobacco products.
- Designated tobacco use areas should be located away from central locations thereby discouraging non-tobacco users from congregating with tobacco users and should have proper receptacles.
- Staff should not use tobacco products in the presence of students.

Part 2: TEAP Collaboration with Others (PRH 2.3)

Student Introduction to Health Services—PRH 2.3, R1

Centers must provide an overview of health services to new students by a member of the Health and Wellness staff during the Career Preparation Period (CPP). This is an excellent opportunity for the TEAP Specialist to communicate services and quickly identify students who may need assistance. In fact, students who briefly meet you during orientation often feel more comfortable approaching you later if they need help. A verbal orientation, supported by the material in the student handbook and followed by small group or individual conferences, represents the foundation of support for new students.

Specifically, students learn about the center’s Health and Wellness Program through orientation sessions and the student handbook. Orientation, which occurs soon after students arrive on center, is designed to:

- Prepare students for required medical examinations and tests.
- Inform students about available health and wellness services.
- Begin building motivation for preventive care.
- Elicit questions and concerns.
- Help new students feel comfortable and at ease using health and wellness services.

Health and Wellness Program (Medical)—PRH 2.3, R2

The Health and Wellness Program is in place to assist students in attaining and maintaining optimal health. Job Corps centers are required to provide basic health services ([Exhibit 2-4 Job Corps Basic Health Care Responsibilities](#)). In providing care, Job Corps adheres to all current HIPAA and 42 CFR Part 2 regulations regarding consent and confidentiality for protected health information.

Because of the interdependence of physical and emotional well-being, it is essential that an efficient system for student referrals and feedback exist among the Health and Wellness staff, career counseling staff, and other staff, as appropriate. To facilitate communication between you and Health and Wellness staff, your office should be located in the HWC.

Oral Health and Wellness Program—PRH 2.3, R3

The general emphasis of the Oral Health and Wellness Program shall be on early detection, diagnosis of oral health problems, basic oral health care, dental hygiene, and prevention/ education (e.g., oral hygiene instructions, caries risk assessments, the relationship between oral health and employability, oral health, and wellness plans). The TEAP Specialist should coordinate with the Oral Health team regarding students under their care.

Mental Health and Wellness Program—PRH 2.3, R4

As the TEAP Specialist, you should set aside time to collaborate with the CMHCs. This is most easily accomplished by attending the same case management meetings as the CMHCs. Case management and coordination must be documented in the SHR.

Family Planning Program—PRH 2.3, R7

Health and Wellness staff members provide reproductive health services with the assistance of mental health and other staff, as needed. These services cover sexuality, family planning, sexually transmitted infections, and pregnancy management. Both female and male students should be included in family planning education and services.

As the TEAP Specialist, you support the Family Planning Program by providing guidance to the staff when necessary. For example, if a pregnant student is found to be positive for drugs or alcohol and is at risk for a complicated pregnancy, you, along with the CMHC and Center Physician, should evaluate the student. If she is considered to be at severe risk and requiring services beyond the scope of the center, a MSWR that includes a community referral for both drug and alcohol treatment and obstetrical services should be considered.

Healthy Eating and Active Lifestyles—PRH 2.3, R9

The TEAP Specialist is a PRH required member of the Healthy Eating and Active Lifestyles (HEALs) committee. Centers are required to establish a HEALs committee to oversee and coordinate this program, incorporate student preferences into program planning, provide individualized weight management programming and/or counseling, incorporate motivational interviewing and goal setting into counseling, and periodically assess the program.

Professional Standards of Care—PRH 2.3, R13

The medical practice standards for Job Corps HWCs are comparable to those for other health facilities found in communities nationwide. All health and wellness staff in the Job Corps setting should follow accepted professional standards of care and are subject to state laws.

Documentation of current credentials, licenses, and liability insurance (if applicable) for all health care providers must be available for review in the HWC.

It is important that assessment, treatment, and case management notes are legible and part of the SHR. When writing notes, remember the phrase, “If it isn’t charted, it didn’t happen.” Notes are typically in the TEAP section and an entry must also be made in the chronological record indicating that the student was seen by you and referencing the note in the TEAP section. Notes should be completed in pen, signed and dated, and professional credentials should be included. Progress notes should include, at a minimum, general information about the type of intervention as well as specific information as to how the student responded to the intervention and the plan moving forward.

Part 3: Other Program Management

PRH Chapter 2.0 Student Support Services

Disability Program—PRH 2.4

Because it is a federally funded training program, Job Corps is required to ensure its program and facilities are accessible and provide reasonable accommodation to individuals with disabilities to prevent discrimination on the basis of disability. Each center will have at least two Disability Coordinators, one within academics and one within the Health and Wellness Center (typically the HWD), who ensure the center is providing services to students with disabilities as required by the PRH and Workforce Innovation and Opportunity Act (WIOA) regulations.

Guidelines for providing reasonable accommodation are outlined in [Form 2-03 Procedures for Providing Reasonable Accommodation, Reasonable Modification in Policies, Practices, or Procedures, and Auxiliary Aids and Services for Participation in the Job Corps Program](#) and on the [Job Corps Disability](#) website.

There may be times when the TEAP Specialist collaborates with the Disability Coordinator(s) to assist students with alcohol- and drug-related disabilities.

See the [Job Corps Disability](#) and the [Job Corps Learning Disabilities](#) websites for additional guidance

PRH Chapter 3.0 Student Training Services

Required Instruction for Health and Well-Being—PRH 3.4, R21

During the Career Development Period (CDP), students receive instruction on a variety of health topics including emotional and social well-being, depression, sexually transmitted infections, and nutrition and fitness. As part of your consulting and prevention role, you can teach the alcohol and drug portion of the wellness class and specifically indicate how alcohol and drug issues affect student employability in the workforce (e.g., the relation of drug use to job instability or how impaired decision making can affect one's employability). [PRH 3.4, R21](#) provides a list of training subjects for students.

PRH Chapter 5.0 Management Services

Reporting—PRH 5.1, R4

The TEAP Specialist is usually responsible for completing the Alcohol Quarterly Report, which is available on the [Data Submission](#) page. Your HWD may ask you to provide input on other reports.

[Exhibit 5-2 Plan and Report Submission Requirements](#) provides a list of required health reports and due dates.

Health Services Staffing—PRH 5.2, R3

Center management has a responsibility to employ or subcontract with qualified health care providers. The number of hours required to staff a Job Corps HWC is determined by the center's contracted student enrollment capacity; these requirements are included in [Exhibit 5-5 Center Health Services Staffing Requirements](#).

Minimum Staff Qualifications—Exhibit 5-3

All staff must meet minimum education and licensure qualifications. As the TEAP Specialist, you must have a state-issued license or credential as a substance use professional in the state where the Job Corps center is located. If not, the center must request approval for a one-year terminal waiver from the National Office. No extensions will be granted, and you must complete the process within that year. See [Exhibit 5-3 Minimum Staff Qualifications](#) for additional guidance.

Center Safety and Security Standard Operating Procedures—PRH 5.3, R1

A standard/center operating procedure (SOP/COP) is an established procedure to be followed in carrying out a given operation or in a given situation. All SOPs/COPs should be center specific and individualized. It is recommended that your center have a SOP/COP for each health and wellness-related PRH component and additional procedures for specific center policies (e.g., alcohol testing procedures, drug testing on suspicion, synthetic drug use, etc.). Requirements for SOPs/COPs vary among centers and center operators.

SOPs/COPs should:

- Reflect current PRH information and be updated anytime there is a change in policy or practice;
- Include a reference to the corresponding PRH component;
- Provide a detailed, step-by-step approach to complying with the PRH requirement or performing the center practice; and
- Reference center-specific forms, if applicable.

Significant Incidents—PRH 5.4

A Significant Incident Report (SIR) is a detailed report submitted by center staff documenting Job Corps-related significant incidents (e.g., serious injury, assault, death).

As the TEAP Specialist, you may be asked to provide written input related to a TEAP-related emergency.

[PRH 5.4](#) provides information on management, reportable events, incidents requiring immediate contact with the appropriate regional office, and incidents that require Occupational Safety and Health Administration (OSHA) notification.

Providing Required Staff Training—Exhibit 5-4

All Job Corps employees are required to complete trainings when they begin employment, with some trainings, such as HIPAA, CPR/first aid, and bloodborne pathogens, etc., being repeated annually. [Exhibit 5-4 Required Staff Training](#) lists training requirements and frequency.

All Job Corps employees are required to complete the Alcohol, Breathalyzers, Other Drugs of Abuse, Suspicious Behavior, and Narcan Administration training and often it is the TEAP Specialists who conduct this training.

PRH Chapter 6.0 Administrative Support Services

Enrollments, Transfers and Separations—PRH 6.2

If a student transfers from one center to another and has received medical services, including TEAP, the transferring center will provide a legible or typed summary note on the student's current status, medication, and treatment compliance at least 2 weeks prior to the student's arrival. The SHR must arrive at the time of student arrival.

[PRH 6.2 Enrollments, Transfers, and Separations](#) provides information on enrollments, transfers, enrollment extensions, separations, medical separations, and re-enrollments.

Authorizations (Consent for Treatment)—PRH 6.5, R5

The [Job Corps Health Questionnaire \(ETA 6-53\)](#), which authorizes basic/routine health care, should be placed in the SHR prior to the student's arrival. Additionally, students are asked to sign [Form 1-01 Job Corps Informed Consent to Receive Mental Health and Wellness Treatment](#) during the admissions process. This form should arrive along with the ETA 6-53; in the event that it is not present, Health and Wellness staff should have the student sign the consent during the cursory health evaluation. If the student is a minor, the form should be sent to the student's parent/legal guardian for signature.

Written consent/authorization from the student (if age \geq 18 years) or parent/legal guardian (if age 16 or 17 years) for any care or services beyond basic/routine health care authorized on initial ETA 6-53 should also be placed in SHR.

Students must be informed when and why specific information will be shared with other staff. Three situations in Job Corps which warrant breaching confidentiality are: (1) a student's threat to harm self, (2) a student's threat to harm others, and (3) suspicion of child/elder abuse. In these cases, you should inform the Center Director and HWD in writing immediately and provide recommendations as to a course of action. You should also make sure you follow state law regarding your legal reporting responsibilities related to duty to warn or report information and apprise your Center Director. The following can provide additional information:

- [PRH 6.5 Rights, R5. Authorizations \(Consent for Treatment\)](#)
- [Form 1-01 Job Corps Informed Consent to Receive Mental Health and Wellness Treatment](#)