

# UNIT 9: SUBSTANCE USE



## INTRODUCTION

Substance Use is the ninth unit in the *Habits of Work* curriculum, and the second unit in part four, *Staying Well*. The pick-and-choose lesson activities are designed to suit the needs and interests of your students. See Appendix A in *Staying Well* for an overview of the full curriculum.

## LEARNING OUTCOMES

Students will be able to:

1. Explain how substance use (e.g., drugs, alcohol, smoking, chewing tobacco) can be a problem in the workplace.
2. Explain common rules and safeguards regarding smoking, drinking, and drug use in the workplace.
3. Describe the substance use policies at their workplaces.

## BACKGROUND INFORMATION FOR INSTRUCTOR

This unit is not a Don't Do Drugs unit. Instead, it focuses on problems that substance use can cause in a workplace and understanding the reasons behind company policies on substance use.

Substance use and abuse includes both legal and illegal substances. Substances can be legal and still cause problems in the workplace. For example, tobacco products are legal, but they can be a workplace issue. Some prescription drugs can impair your ability to perform certain tasks. Students may be on medication that could show up on drug screening, e.g., a stimulant prescribed to counteract the sedative effect of another medication. They have rights under the Americans with Disabilities Act (ADA) and need to understand those rights and figure out their disclosure plan when drug testing is required.

Workplace policies establish a framework and set standards to guide how employees should conduct themselves. They help employers figure out what to do in complex situations and help maintain consistency from person to person and department to department. When you consult a policy, you are drawing on the collective wisdom of people who made proactive decisions after careful consideration of multiple factors.



## Readings

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A concise overview of substance use in the Canadian workplace can be found at [www.ccohs.ca/oshanswers/psychosocial/substance.html](http://www.ccohs.ca/oshanswers/psychosocial/substance.html). The laws may be different, but the problems are the same.

An overview from OSHA of illicit drug use in the workplace: [www.osha.gov/SLTC/substanceabuse/index.html](http://www.osha.gov/SLTC/substanceabuse/index.html)

An overview of drug testing: what is tested for, types of tests, detection periods: [www.erowid.org/psychoactives/testing/testing\\_info1.shtml](http://www.erowid.org/psychoactives/testing/testing_info1.shtml)

Questions 6-12 in the FAQ, “Questions and Answers: The Americans With Disabilities Act and Hiring Police Officers,” provides insight into how the ADA applies to job applicants with a history of illegal drug but who have obtained treatment for addiction: [www.ada.gov/copsq7a.htm](http://www.ada.gov/copsq7a.htm)

The tool, “Drug-Free Program Advisor Program Builder,” from the U.S. Department of Labor helps a company create a customized drug-free workplace policy. It also provides background knowledge on the policy areas. There are 13 sections to complete; at the end you have a policy you can save and print. We suggest skimming, making quick decisions in order to move through the sections quickly, so that you can see a complete policy at the end. There is lots of food for thought.

Visit [www.dol.gov/elaws/asp/drugfree/drugs/screen2.asp](http://www.dol.gov/elaws/asp/drugfree/drugs/screen2.asp).

## Other Resources

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The website [www.trytostoph.org/about/community.htm](http://www.trytostoph.org/about/community.htm) provides a list of local community coalitions and public health departments around New Hampshire that work within their communities on a number of prevention initiatives, including tobacco. The organizations may be good sources for materials and speakers.

## UNIT PREPARATION CONSIDERATIONS

### Tasks

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Due to the sensitivity of the topic you may want to contact a health teacher, school counselor or drug/alcohol counselor to share ideas about how to approach this unit, or co-teach with you. Before you begin the unit, consider the family and personal histories of your students. Some students may have family experience with substance abuse; you can probably assume some students have used and perhaps abused substances. Although this unit focuses on practical and pragmatic aspects of substance use in the workplace, lesson activities could trigger bad memories or feelings in your students. Pay attention to any behavior changes and check in with a school or drug/alcohol counselor with any concerns.

Inform the workplace supervisors about the kinds of questions students will be asking. Reassure them that the intent is real-world education for the students, not detective work about particular workplace issues. The supervisor may suggest a particular person or people



for the student to interview. If a student is at a larger business, seek out the HR manager to consult about students gaining access to substance use policies.

This unit includes a lesson on policies. Depending on your students, you might want to integrate the policy activities within the other lessons.

### Speakers

Scan the classroom introduction activities for speaker ideas. Contact these people early to arrange dates and times.

### Prior Knowledge

You may need to preteach some of these concepts depending on the lessons and activities you select:

- drug testing
- conflict resolution skills
- policy

## SUMMATIVE ASSESSMENT IDEAS

Following are ideas for a summative assessment for this unit:

1. Small groups project: Use the U.S. Department of Labor tool “Drug-Free Program Advisor Program Builder” at [www.dol.gov/elaws/asp/drugfree/drugs/screen2.asp](http://www.dol.gov/elaws/asp/drugfree/drugs/screen2.asp) to create a substance use policy for a fictitious company. There are 13 sections to complete, with decisions to be made in each section. Save and print your policy when you are done. Present your policy, explaining the reasons for your decisions in five different areas and comparing your group’s policy to those at your workplaces. This assessment activity requires higher level reading and reasoning skills. Allow an hour to complete the policy, plus presentation time.



Alternatively, you could select from the sections and have the groups list what the issues and questions would be for those areas (learning outcomes 1, 2).

2. Poetry slam. Use your first and last name to make an acrostic poem about substance use. Include three problems, three rules, two safeguards, and one thing you learned from your workplace’s substance use policy. Share your poems in a poetry slam (learning outcomes 1, 2, 3). General information about poetry slams can be found at [www.poetryslam.com/index.php?option=com\\_content&task=view&id=10&Itemid=25](http://www.poetryslam.com/index.php?option=com_content&task=view&id=10&Itemid=25).
3. HR grant. Pretend you are the Human Resources person for your company and you just got a \$2,000 grant for a substance abuse program. Design a program to address substance use at your workplace. How would you spend the money to benefit employees? Include educating the employees about your substance abuse policy (learning outcomes 1, 2, 3).



## UNIT KICKOFF



Two options:

1.  Watch the 3:07-minute video, “How to Tell if an Employee is Using Drugs,” [www.youtube.com/watch?NR=1&feature=endscreen&v=aXP7byjCfh8](http://www.youtube.com/watch?NR=1&feature=endscreen&v=aXP7byjCfh8). Watch it a second time, stopping after each segment and identifying three problems that might result from using that substance at work. Note: Depending on your students, you may want to use the next video instead – this parody may set off too much drug humor in certain populations.
2.  Watch the 2:21-minute video, “Drugs and Alcohol for Managers Training Video,” [www.youtube.com/watch?v=ycvy1b7tVtA](http://www.youtube.com/watch?v=ycvy1b7tVtA). Make a class list of workplaces that are familiar to students. Break into small groups and have each group brainstorm problems that could occur from employees abusing substances at two of the workplaces.





## LESSONS

This unit is divided into the following lessons. The lessons contain choices for activities and are organized into an instructional sequence around a workplace assignment.


1. Drugs and Alcohol
2. Smoking
3. Policies

Lessons	Instructional Sequence	Activities
1. Drugs and alcohol	Introduction – Individual	  Watch the 2:22-minute video, “Nursing Impaired,” <a href="http://www.youtube.com/watch?v=AaKaIu1BpWg&amp;feature=related">www.youtube.com/watch?v=AaKaIu1BpWg&amp;feature=related</a> and the 1:17-minute video, “Drug Testing in the Workplace,” <a href="http://www.youtube.com/watch?v=2B9FsAyuUYA&amp;feature=related">www.youtube.com/watch?v=2B9FsAyuUYA&amp;feature=related</a> about the construction industry. List three other occupations. Imagine how drugs and alcohol could cause problems in those occupations. List at least four potential problems for each occupation. If students have done some career exploration and know of occupations they’re interested in, they could personalize it for those occupations to make it more meaningful.






Lessons	Instructional Sequence	Activities
<p><i>Drugs and alcohol, continued</i></p>		<p> Watch the animated 7:44-minute video, “Alcohol and Your Brain,” at <a href="http://www.youtube.com/watch?v=zXjANz9r5F0&amp;feature=related">www.youtube.com/watch?v=zXjANz9r5F0&amp;feature=related</a>, which explains the impact of alcohol on different parts of your brain and what that means for you. Write a commitment letter to your brain. Be specific about the rules you will follow regarding drinking, drugs and work.</p>
	<p>Introduction – classroom</p>	<p> Fish bowl. Bring in a representative from a company that uses drug testing. Brainstorm questions ahead of time: Why did they start drug testing? How prevalent is the problem? What do they do if someone tests positive? The teacher and the representative can begin the conversation, then open it up to the class.</p> <p> Have someone – police officer or drug and alcohol counselor, maybe? – bring in the glasses that simulate what it’s like to be drunk, then have students try to do some of the things they might have to do on the job (e.g., dial a phone number, log onto a computer, etc.)</p> <p>Sick worker machine. All absences impact your workplace. Absences due to illness are unavoidable. However, absences due to substance use cause unnecessary hardship in a workplace. Create an assembly line-type activity to complete a task (or use one of the many team building tasks) where everyone has an assigned responsibility. Partway through a timed activity remove a worker and substitute with someone who has not done the task before. This simulates absenteeism, which slows productivity and quality. Have two teams compete: one with a substitute and one without to demonstrate the effects.</p>
	<p>Workplace activity</p>	<p> Ask your supervisor if he or she has ever seen problems at work because of an</p>







Lessons	Instructional Sequence	Activities
<p><i>Drugs and alcohol, continued</i></p>		<p>employee’s substance use. If not at this workplace, perhaps at another? What happened?</p>
		<p> Ask your supervisor about the rules regarding drug and alcohol use during the workday. Of course, illegal drugs are never okay, but legal drugs can also cause problems. How does your workplace guard against such problems? Do they do drug testing? Collect any written documents about drug and alcohol policies, where to get help, etc., that the employer provides. Bring the materials to class.</p>
	<p>Follow-up – individual</p>	<p> Journal. Write a journal entry about what you learned at your workplace. What did you expect to hear? Did you? What surprised you?</p>
		<p> Journal and activity. Post-it blitz. Dump your thoughts about work, employability, absenteeism, and relationships as they relate to substance abuse. Try to group your post-its and look for relationships. Separate facts from opinions. Examine your final arrangement of post-its. Write three observations, one question and at least one conclusion.</p>
	<p>Follow-up – classroom</p>	<p>Round robin poll. Students share what they learned at their workplaces by responding briefly to a series of questions. Go around the class with each question before going on to the next question:</p> <ul style="list-style-type: none"> <li>• What problems has substance use caused at your workplace?</li> <li>• What substances cause problems? What rules does your workplace have about substance use?</li> <li>• What surprised you?</li> </ul>
		<p>Debrief. Share the written information that you collected from the workplace. What is similar? What is different? What is helpful? What community resources exist to help a person with a substance use problem?</p>



Lessons	Instructional Sequence	Activities
3. Smoking	Introduction – individual	<p> Journal. Imagine you are a smoker in a nonsmoking environment, and you won't be able to smoke for eight hours. Create a cartoon about what that might be like, both physically and emotionally. Would this be a deal-breaker for you applying for a job?</p> <p style="text-align: center;">-or-</p> <p>Create a monologue that you can share with others about this experience – either as a performance or just reading your monologue.</p> <p> Pro/Con arguments. Watch the 0:57-minute video, “Escape: Secondhand Smoke,” at <a href="http://www.youtube.com/watch?v=oWLhvgkM6_Y">www.youtube.com/watch?v=oWLhvgkM6_Y</a>, and the 2:04-minute video, “Anatomy of a Puff,” at <a href="http://www.youtube.com/watch?v=O-2Inglqnfw">www.youtube.com/watch?v=O-2Inglqnfw</a>. These both support smoke-free workplaces. Alternatively, use this 6:41-minute video, “Straight Talk About Smoke-Free Workplace Laws,” at <a href="http://www.youtube.com/watch?v=CH_JaMH66EA">www.youtube.com/watch?v=CH_JaMH66EA</a> which promotes the benefits of smoke-free policies for businesses.</p> <p>Now watch the 2:32-minute video, “Smoking Bans: Banning Freedom,” at <a href="http://www.youtube.com/watch?v=nwIUfLtt0A">www.youtube.com/watch?v=nwIUfLtt0A</a>, which argues that allowing smoking is a business owner’s right.</p> <p>Make a list of the arguments in support of smoke-free workplaces. Make a second list of the arguments in support of allowing smoking in workplaces. Which side makes more sense to you? What is it like to try and see something from both sides?</p>
	Introduction – classroom	<p> Invite a representative from a local tobacco cessation group to speak to your class about strategies for controlling and quitting smoking, including available local resources.</p>



Lessons	Instructional Sequence	Activities
Smoking, continued		<p>Make a support poster for helping those trying to quit smoking that you could imagine being posted in the work place. Are there any materials you have collected from other activities that could go on a table in the workroom or on a bulletin to help an employee stop smoking?</p>
		<p>Role play. Smoking is legal once you are age 18. Secondhand smoke is a health hazard. Do a role play about a supervisor negotiating a resolution between a smoker and a nonsmoker to come up with a company policy.</p>
		<p>Local business survey. Compile a list of local businesses. Make three columns, one for smoke-free, one for some restrictions, and one for no restrictions. Do you see any patterns?</p>
		<p>Class debate. Use the Pro/Con arguments activity in the <i>Introduction – Individual</i> section for a class debate on smoking in the workplace.</p>
	Workplace activity	<p> Ask your supervisor to explain the workplace rules about smoking and use of other tobacco products.</p>
		<p> Ask your supervisor how the rules about smoking and using other tobacco products were developed. Was there input from employees? Did the rules come about because of complaints or issues caused by smoking? What have been the results of any changes in the rules? Are there insurance requirements?</p>
	Follow-up – individual	<p> Journal. Write a journal entry describing your personal opinion on smoking in the workplace.</p>
		<p> Journal. Pretend you are the human resources person at a company who has to explain the company’s policy on tobacco products to new employees. The policy is that smoking or using other tobacco products is strictly forbidden on company property. What</p>






Lessons	Instructional Sequence	Activities
<p><i>Smoking, continued</i></p>		<p>would you say? How would you respond to new employees who object to the policy? Make notes for your pretend talk and notes for how you would respond to objections.</p>
	<p>Follow-up – classroom</p>	<p>Class song. Share some of the rules from the different workplaces. Create a class song that incorporates common elements or have each student create a jingle that captures one element.</p> <p>Tally poll. Create a chart that includes the following categories and any others that students think should be included:</p> <ul style="list-style-type: none"> <li>• no smoking anywhere on company property</li> <li>• smoking allowed in certain designated areas</li> <li>• smoking allowed everywhere</li> <li>• specifications given for disposing of used tobacco products</li> <li>• no specifications given for disposing of used tobacco products</li> <li>• consequences specified for violating company rules on smoking</li> <li>• no consequences specified for violating company rules on smoking</li> </ul> <p>Ask students to place tally marks in the categories that apply to their workplaces. When everyone is done, see if there are any generalizations that can be drawn (e.g., most workplaces do not spell out consequences for violating the smoking policies, or doctors' offices seem to have stricter policies than construction businesses). Discuss what the chart shows about smoking in the workplace in general.</p> <p>Panel. Student volunteers sit on a panel and discuss pros and cons of smoking in the workplace, at restaurants, movies, etc.</p>
	<p>4. Policies</p>	<p>Introduction – individual</p>



Lessons	Instructional Sequence	Activities
<p><i>Policies, continued</i></p>		<p>at <a href="http://www.youtube.com/watch?v=dlto5mwDLxo">www.youtube.com/watch?v=dlto5mwDLxo</a>. Write a journal entry describing a policy you think is confusing or useless, and a second entry describing a policy you consider useful. Now answer the question, “What makes a policy good?”</p>
		<p> Journal. Check three places for a definition of what a policy is. Draw a picture that shows a policy in your family. What is the spoken policy? What is the unspoken policy? What are the consequences if the policy is broken?</p>
	<p>Introduction – classroom</p>	<p>Explore the high school policy manual and discuss policies. Examine the school policy on substance abuse. Who writes the policy? How is the policy communicated (e.g., in print, verbally). Discuss how people find out what the policy is in the school.</p>
		<p>Examine a policy on mandatory drug testing as a condition of employment or continued employment. (JobCorp tests participants for drugs as a condition for program participation and has a drug policy in place for program participants: <a href="http://recruiting.jobcorps.gov/Libraries/pdf/information_booklet.sflb">recruiting.jobcorps.gov/Libraries/pdf/information_booklet.sflb</a>)</p>
	<p>Workplace activity</p>	<p>Request a copy of the substance use policy at your workplace. Read through it with your supervisor. Find out what to do if you suspect someone is using drugs.</p>
		<p> Interview a person from Human Resources. Find out the company policies and procedures for drug testing.</p>
	<p> Interview a person from Human Resources. Why do they have policies? How are they developed? How do they get changed?</p>	
<p>Follow-up – individual</p>	<p> Journal. Read through your workplace substance use policy. Make a list of five rules</p>	



Lessons	Instructional Sequence	Activities
<p><i>Policies, continued</i></p>		<p>and the consequences for breaking them. Write down anything in the policy that you do not understand so you can ask your supervisor or discuss with your peers in class.</p>
		<p> Journal. Look at an application for NH Vocational Rehabilitation. It asks applicants to disclose if they have a problem with drugs or alcohol. Why would it be important for VR to know the answer to this question? How might a drug or alcohol problem impact an applicant’s ability to succeed in the program? Have a dialog with your conscience – in a cartoon bubble talk – to convey an imagined struggle to reveal a drug/alcohol problem.</p>
	<p>Follow-up – classroom</p>	<p>Posters. Make policy posters that show the chain of events that occur if an employee’s substance use becomes an issue at work. What are the consequences for a first offense? What about additional offenses?</p>
		<p>As a class, write a substance abuse policy, using policies from student workplaces as a guide. Include a statement about why the policy is in place. Include any requirements for mandatory drug testing and outline consequences for first and second offenses. Decide what happens if an employee’s substance use becomes an issue at work.</p>

## CONNECTIONS TO NH CAREER DEVELOPMENT CURRICULUM

The NH Career Development Curriculum Framework (October 2006) establishes seven curriculum standards “that define what New Hampshire students should know and be able to do relative to career development” at the end of grades four, eight, 10 and 12. Listed below are the End of Grade 10 and End of Grade 12 proficiency standards addressed in this unit, some more intensely than others. Student competence will depend on the activities you choose and the depth of student practice. You may need to develop individual activities in order for students to achieve competence.

### End of Grade 10



- 1.1 Access information from multiple sources and information-retrieval systems.
- 1.3 Demonstrate the ability to summarize ideas and information.
- 1.5 Demonstrate the ability to effectively and logically support individual ideas.
- 1.6 Use cross-referencing while gathering information.
- 1.8 Recognize, evaluate, and respond appropriately to persuasive forms of communication.
- 2.4 Use logic to draw conclusions from available information.
- 2.5 Develop a plan that reflects research and builds on relevant precedents.
- 2.6 Evaluate an event or activity in terms of expressed purposes.
- 2.7 Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text, or system's review, and apply those rules and principles to a new situation.
- 4.2 Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.
- 4.3 Demonstrate the importance of responsibility, dependability, punctuality and integrity in school, the workplace, and adult life.
- 5.1 Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or actual.
- 6.2 Identify and explain the rights and responsibilities of employers and employees.
- 6.3 Demonstrate an understanding of how employers and employees organize to improve the quality of goods, services, and working conditions.
- 6.5 Identify individuals in selected occupations as possible information sources, role models, or mentors.
- 7.5 Demonstrate knowledge and application of safety standards to work setting.

### End of Grade 12

- 1.2 Demonstrate the ability to analyze how well evidence supports a conclusion or thesis.
- 1.3 Present, explain, and defend positions, using visual aids when appropriate.
- 1.5 Demonstrate the ability to adjust communication style and language so that it is appropriate to the situation, topic, purpose, and audience.
- 2.5 Demonstrate how to analyze the interrelationships of events/ideas from several perspectives.
- 4.1 Demonstrate behaviors that maintain physical and emotional health.
- 5.2 Demonstrate the ability to respect the rights of, and accept responsibility for, oneself and others.
- 5.3 Demonstrate effective and flexible team skills as a team member or leader.
- 6.5 Analyze the effects of the changing workplace on the individual, employers, workers, labor organizations, the economy, and society.