NAME: SEAP SUPERVISOR-MANAGER SESSION

AUDIENCE: ALL SUPERVISORS, MANAGERS, UNION OFFICIALS

TIME: TWO HOURS (without video and activities/exercises)

THREE HOURS (with video and all activities/exercises)

SESSION

DESCRIPTION This session is designed to:

* Define enabling behavior.
* Define performance based intervention.
* Discuss how supervisors and union officials can use SEAP resources to effectively manage impaired employees.
* Identify specific situations when SEAP intervention is appropriate.
* Identify specific methods of SEAP intervention.
* Discuss the Condition of Continued Employment and its use.
* Familiarize supervisors and union officials with the issue of higher risk behavior.

TRAINING

METHODS: Large group interaction, lecture, small and large group

discussion, small group work, Power Point slides/overheads, handouts, flip charts, video.

TRAINING

AIDS: • Blank name tags (used in Appendix 1)

* Newspaper/magazine articles (used in Appendix 3)
* Enabling – The No-Win Game of Addiction (Appendix 5 – place in participants’ handout materials)
* SEAP Supervisor’s Guide (Appendix 6 – place in participants’ handout materials)
* Management Directive 205.33 (Appendix 8 – place in participants’ handout materials)
* Blank flip charts or board (used in Appendix 9)
* Prepared note cards (used in Appendix 9)
* Quotations to be posted around room (Appendix 10)
* SEAP for Supervisor and Managers video and video player
* Power Point slides/handouts (slides may also be reproduced as overheads or flipcharts)
* SEAP brochures/wallet cards (place in participants’ handout materials)

LEARNING

OBJECTIVES: • Be able to identify enabling behavior, and demonstrate an

understanding of why and how enabling behavior occurs.

* Demonstrate an understanding of the principles of performance based intervention and how to apply them.
* Demonstrate an understanding of when a Condition of Continued Employment is appropriate, and how to execute one.
* Develop an awareness of higher risk behavior, and articulate what their role is in its identification.
* Recognize situations where on-site services would be appropriate.
* Be familiar with the special requirements that cover certain licensed professionals. (dependent upon agency)
* Demonstrate an understanding of how to utilize the various services available through SEAP to manage employee performance and behavior.  
  1. ICEBREAKER (optional)

Choose one of two icebreakers

1. Personal Logos **Appendix 1**
2. Human Scavenger Hunt **Appendix 2**

PP Slide 1

* + 1. OBJECTIVES PP Slide 2

1. Identify enabling behavior.
2. Apply principles of performance based intervention.
3. Recognize when Condition of Continued Employment   
   (COCE) appropriate; know how to execute one.
4. Recognize and respond to higher risk behavior.
5. Determine when on-site services would be appropriate.
6. Know how to utilize SEAP services to manage   
   employee performance and behavior.
7. Be familiar with special requirements that cover certain Only for agencies with  
   licensed professionals. licensed professionals
8. MOTIVATOR (optional)

Choose one of two motivators

* 1. Reading Material **Appendix 3**

1. Visual Impact of Need for SEAP **Appendix 4**
2. **SEAP VIDEO (placement here optional)** 
   1. Real situations, using actors.
   2. Supervisors using SEAP services to assist employees.
   3. Watch for situations similar to ones you’ve encountered.
3. ENABLING BEHAVIOR PP Slide 3 - title
4. Supervisors responsible for obtaining satisfactory performance,  
   appropriate behavior from employees.
   * + 1. Understand how supervisors’ actions impact on  
          performance/behaviors of impaired employee.
       2. How many are familiar with term “enabling”? **Ask for show of hands**

How many think it deals with alcohol abuse?  
Substance abuse? Other things? **Ask for show of hands**

All correct!

* + - 1. “Enabling – The No-Win Game of Addiction”. **Appendix 5**  
          Read later.

1. What is enabling? **PP Slide 3 - text**
   1. Any action, or inaction, that allows individual to continue   
      negative/inappropriate behavior.
      1. Anyone can be enabler – family member,   
         co-worker, supervisor, union steward.
      2. Will concentrate on supervisors.
2. Critical issue in terms of employee’s recovery.
   * + - 1. Individuals must be aware of problems before  
            will take action to deal with issues.
         2. Must experience negative consequences of   
            behavior.
         3. Shielding from that experience allows them  
            to continue to deny problem exists.
3. Consequences of ignoring/allowing inappropriate  
   behavior to continue in workplace.

Behavior continues.

Sends message that supervisor condones behavior.

Negative outcomes go unaddressed.

Examples of Enabling Behavior by Management. **PP Slide 4 - title**

1. Name examples of enabling **Ask for answers**
   * + - 1. Overlooking lateness, absences. **PP Slide 4 - text**
         2. Accepting excuses.
         3. Doing work for employee.
         4. Covering for employee.
         5. Providing personal counseling.
         6. Getting personally involved in problems.

Must draw line between concerned listener/  
manager, and diagnosing/resolving employee’s   
problems.

**Remember**: paid to function as supervisor,  
evaluate performance, **not** practice as clinical  
therapist.

Not holding employees accountable for poor/  
ineffective work performance.

Making special arrangements for employees   
not performing up to expectations.

1. Why Do Supervisors Enable?
2. Name reasons that supervisors enable **Ask for answers**
   * + - 1. Emotional manipulation by employee **PP Slide 5**

By creating sympathy, can continue   
negative behavior.

Bob Jones/Amy Miller story.

Personal friendship with employee.

Employee plays on friendship to continue   
negative behavior.

Bob Jones/Amy Miller story continued.

True friend would not jeopardize relationship,  
use supervisor for personal gain.

Individuals actively abusing drugs or alcohol,   
when confronted with choosing between losing  
something of value, or jeopardizing losing drug  
of choice, will almost always protect addiction,   
even to point of risking marriage, family, health,  
dignity.

**Repeat above statement.**

Ignore problem, it will go away.

* Rationalize that problem only temporary.
* Employee will take care of themselves.
* Serious problem rarely gets better without  
  intervention.
* Ignoring problem puts workplace at risk
* Supervisor credibility comes into question.
* Ignoring questionable/inappropriate behavior   
  is enabling.
  1. Confronting problem will damage employee’s career.
     + SEAP referrals are confidential
     + No information recorded in employee’s file.
     + Supervisor not responsible for employee’s  
       behavior or career. Is responsible for  
       productivity and safety/security of workplace.
     + Supervisor not responsible if employee acts out  
       inappropriately, BUT can be responsible for  
       consequences if behavior ignored, allowed   
       to continue.
     + Need for employees to confront consequences of  
       behavior key to coming to terms with problems.
     + Assuming responsibility for employee’s career,  
       is enabling.
       1. Supervisor feels being helpful and supportive:
          - Natural and human to want to help.
          - Relieving of responsibilities seems helpful.
          - Making allowances allows behavior to  
            continue.
          - This kind of help is enabling.
       2. Consequences of Enabling.
          1. Name consequences of enabling - employee, **Ask for answers**  
             workplace, supervisor? **PP Slide 6**
          2. Employee **PP Slide 7**

Situation escalates.

Issues get worse.

Potential for serious outcomes increases.

Worksite: **PP Slide 8**

1. Employee’s workload shifted to others -  
   co-worker resentment/stress.
2. Interpersonal problems.
3. Worksite disruptions, new problems.
4. Morale decreases.
   1. Supervisor **PP Slide 9**
      1. Credibility compromised.
      2. Job becomes more difficult.
      3. Situation becomes more complex, difficult to  
         deal with.
      4. Labor-management problems.
5. PERFORMANCE BASED INTERVENTION PP Slide 10
   1. Inappropriate behavior/performance cannot continue,  
      enabling behavior does not help - what can supervisors do?   
      Performance based intervention.
   2. Relationship between deteriorating job performance and  
      discipline recognized.
      1. Progressive discipline - the longer behavior/performance   
         problem continues without correction, the more severe  
         consequences should become.
      2. Range of actions: **PP Slide 11**
         1. Corrective counseling.
         2. Verbal and written reprimands.
         3. Suspensions.
         4. Termination.
            1. Due process and pre-disciplinary conferences (PDCs).  
               Always consult with agency labor relations specialist.
         5. Performance Based Intervention through use of SEAP

How many think discipline alone is **Ask for show of hands**  
sufficient for employee with personal problems   
to improve performance/behavior?

Process works when employee is responsible/in   
control.

**Progressive discipline does not work when employee  
not in control.**

Personal problems progressive, don’t improve without  
intervention.

Personal problems impact employee’s work   
performance/behavior.

SEAP designed to help employee address personal  
problems, return to acceptable functioning at work.

Initiate intervention in early stages of problem or when  
performance/behavior problem first identified.

Six levels of SEAP progressive intervention, page 16 of **PP Slide 12**  
SEAP Supervisory Guide.

* + - * 1. Awareness.
        2. Suggestion.
        3. Recommendation.
        4. Strong Urging.
        5. Requirement.
        6. Termination.

Most employees do not require intervention.

Everyone has good days/bad days.

Natural, does not require intervention.

First level of intervention should begin when pattern  
of performance, **over period of time**, begins to drop,   
even if performance above standards.

Each of six levels has same five steps. Page 20 in SEAP **PP Slide 13**  
Supervisory Guide. **Appendix 6**

1. Five steps help supervisor stay focused on performance  
   and job-related factors.
2. Step One – Identification of impaired employee. **PP Slide 14**
3. Page 61 in SEAP Supervisor’s Guide, look at   
   “Identification Checklist”. Also see page 20.
4. Review following:

* Properly trained and qualified to do job?
* Work-related factors beyond employee’s control   
  addressed?
* Aware of standards regarding performance and   
  behavior?
* Persistent pattern of poor/marginal performance?
* Ever functioned at acceptable level?
* Repeated warnings about performance/behavior?
* Needs frequent assistance or close supervision?
* Understands what needs corrected to be  
  acceptable?

1. “Yes” to each question, problem may be personal,  
   not job related, intervention through SEAP may help.
2. Turn over SEAP Supervisory Guide. Consultation   
   number listed.
3. “No” to any question, employee may not be impaired.  
   Address issues for which answer was “no”.
4. Step Two – Documentation **PP Slide 15 - title**
5. Page 21 in SEAP Supervisor’s Guide. Good   
   documentation essential. Basis for performance  
   reviews, discipline, good work practices.
6. Benefits:

* Essential if employee does not improve,   
  shows pattern and supervisor’s efforts.
* Objective evidence to use to constructively  
  confront employee.
* Helps penetrate employee’s defense denial   
  mechanism.
  1. Name some things you should document? **Ask class for answers**
* Who, What, When and Where. **PP Slide 15 - text**
* Record timely.
* Record factually and objectively. Don’t  
  record feelings.

1. Step Three – Preparing for constructive interview. **PP Slide 16**
2. Page 22 in SEAP Supervisor’s Guide. Key  
   word is preparation.
3. Gather documentation.
4. Identify objective information for discussion.
5. Anticipate employee’s possible reactions.
6. Consider level of intervention.
7. Have information on SEAP handy.
8. Contact union steward, ask to participate.
9. Step Four – Conducting Interview **PP Slide 17 - title**
10. Page 23 in SEAP Supervisor’s Guide. Most  
    difficult and anxiety provoking step.
11. Concerns - possible reaction of employee, grievances.
12. Supervisor/union steward in good position to help   
    employee.
13. Key principles for conducting constructive interview. **PP Slide 17 - text**
    * Environmental concerns.
    * Don’t become involved in personal issues.
    * Present concerns/issues in clear concise manner.
    * Use objective information.
    * Treat employee fairly, with respect and dignity.
    * Realize that unacceptable behavior is symptom   
      of problem and individual may need treatment.
    * Make expectations clear to employee regarding   
      future behavior and performance.
    * Make referral to SEAP – offer to call.
    * Schedule follow-up meeting to monitor progress  
      on expectations that were discussed.
14. How to make referral to SEAP. **PP Slide 18**

* **”If personal problems are affecting your   
  performance and/or behavior at work, assistance  
  may be available to you through SEAP”**
* Explain SEAP services, confidentiality, cost (free).
* Give employee SEAP brochure and/or wallet  
  card – even if given one before.
* Offer to place initial phone call to SEAP,   
  hand phone to employee, leave room.
  1. Step Five – Follow Through. **PP Slide 19**

1. Page 25 of SEAP Supervisor’s Guide. Monitoring  
   of progress essential to performance-based   
   intervention.
2. Objective of referral is to improve job  
   performance and/or behavior.
3. Participation in SEAP outside concern of   
   supervisor/union steward.
4. Sending clear message to employee.
5. Problems do not develop/disappear overnight.
6. Monitor change by observing job performance,   
   attitude, effort.
7. Use consultation line.
8. Win-win situation requires communication and   
   cooperation.
9. Constructive interview exercise (optional) **Appendix 7**

Six levels of intervention – #1 - Awareness. **PP Slide 20**

1. Page 17 in SEAP Supervisor’s Guide.  
   Before formal discipline required. **PP Slide 21**
2. As part of corrective counseling session
3. Performance marginal, below standards.
4. Sudden downward turn in performance.
5. Speak directly with employee if possible.
6. Make employee aware of performance changes.
7. Avoid start of progressive discipline.
8. Make SEAP referral.
9. No need to know if employee calls SEAP.
   1. Bob Jones story, continued.
   2. Create awareness of SEAP among all employees:
      1. Provide printed SEAP material periodically.
      2. Provide SEAP material in high stress job areas,   
         after traumatic/crisis situations.
      3. If not comfortable approaching employee directly,  
         providing information to all employees is viable  
         alternative.
      4. Only acceptable at awareness level.
         1. Second level – Suggestion. **PP Slide 22**
            1. Page 17 in SEAP Supervisor’s Guide.  
               Performance/behavior issue not corrected.
            2. Oral/verbal reprimand.
            3. One-on-one discussion with employee required.
            4. Focus on job and performance since last level of  
               intervention, including patterns
10. How many think Amy should confront **Ask for show of hands**  
    Bob about use of alcohol, tell him he is   
    alcoholic?   
    Supervisors should not make diagnosis or  
    state that employee has specific medical or  
    mental health problem.
11. How can Amy approach Bob? **Ask class for answers**  
    Tell Bob she smelled alcohol on breath,   
    do not state he is alcoholic or has alcohol   
    problem.
12. Be more direct in presenting SEAP - explain program,  
    **suggest** employee call voluntarily.
    1. Bob Jones story continued.
    2. No need to know if employee called SEAP or if  
       problem exists outside job.
    3. Request union steward support/assistance in suggesting  
       referral to employee.
       1. Third level – Recommendation. **PP Slide 23**
13. Page 17 in SEAP Supervisor’s Guide.  
    Still no improvement.
14. Written reprimand.
15. Discipline not producing desired changes, so  
    increased likelihood that other intervention (SEAP)  
    needed.
16. Assertively **recommend** employee call SEAP.
17. Bob Jones story, continued.
18. Employee responsible for action/follow through on   
    recommendation, supervisor not required to follow-up   
    on contact.
19. Look at performance as primary indicator of change.
    1. Fourth Level – Urging. **PP Slide 24**
       1. Page 18 in SEAP Supervisor’s Guide.  
          Still no improvement.
       2. Suspension.
       3. **Strongly urge** employee to contact SEAP.
          1. SEAP still voluntary.
          2. Communicate consequences if job performance/  
             behavior does not improve.
             1. One step short of mandating SEAP participation.
             2. Covers varying lengths of suspensions, up to point of   
                termination.
             3. Bob Jones story, continued.

SEAP is confidential program, won’t release  
information to supervisor without express written  
consent of employee.

How many think Amy doesn’t have to consider **Ask for show of hands**  
Bob’s participation in SEAP when she looks at  
issuing further discipline?   
How many think Amy may consider Bob’s SEAP **Ask for show of hands**  
participation, but she doesn’t have to?   
How many think Amy can’t issue any more **Ask for show of hands**  
dscipline because Bob is participating in SEAP?

Supervisor not required to consider employee’s   
involvement in SEAP when making decisions  
about continued discipline. SEAP is neither sword  
nor shield.

Fifth Level – Referral as Condition of Continued **PP Slide 25**  
Employment (COCE).

Page 18 in SEAP Supervisor’s Guide.  
Three specific instances:

* + - * 1. Employee has exhausted progressive discipline,  
           at point of termination.
        2. Violation of Substance Abuse Policy (Management   
           Directive 505.25 Amended), page 55 in SEAP  
           Supervisors’ Guide.
        3. Threat to self or others, behavior seriously   
           disruptive to workplace, and/or unable to perform job   
           in safe and competent manner (Fitness For Duty -   
           separate training session).
        4. Differences between reasons – two not necessarily  
           related to progressive discipline, and may be first  
           SEAP intervention that has occurred.
        5. Similarities between reasons - employee must agree   
           to participate in SEAP to keep job.

Fast facts about COCEs: **PP Slide 26**

Case-by-case basis, rare - only 2% of SEAP referrals.

Must be approved by OA-SEAP before discussion  
with employee and/or union.

Cannot be offered without appropriate agency   
approvals.

Agreements that require signatures of employee,   
union, supervisor, labor relations, and agency  
SEAP Coordinator.

Not short cut for getting employee to use SEAP. **PP Slide 27**

Can only be offered in lieu of termination –   
consequence for not signing COCE is loss of   
job.

Not required to be offered in lieu of termination.

Cannot be offered where Governor’s Code of  
Conduct requires termination.

Not discipline.

Require that employee cooperate with all evaluations  
and treatment recommendations made by SEAP.

Are not bar to further discipline.

Only one per lifetime.

Pages 73 through 75 in SEAP Supervisor’s Guide   
(Management Directive 505.3).

Actual COCE form and addendum.

COCE form cannot be changed. First paragraph  
has “fill-in-blank” section for specific work-related   
reason(s) for referral, rest of language must remain   
unchanged. Information must be factual/objective.  
No diagnoses/suspected diagnoses.

Additional conditions go in written addendum.

If COCE appropriate, OA-SEAP works with   
Agency SEAP coordinator on “fill-in-blank” language.

1. Bob Jones story, continued.
2. What happens if… **Ask class for answers**
   * + - 1. Employee refuses to sign COCE? Termination. **PP Slide 28**
         2. Union refuses to sign COCE? Termination.
         3. Employee signs under protest? Termination.
         4. Agency not prepared to terminate employee if  
            refuses to sign? OA-SEAP will not approve COCE,   
            cannot be offered to employee.
         5. Employee signs COCE, doesn’t call SEAP to set   
            up evaluation? Termination.
         6. Employee signs COCE, fails to comply with treatment  
            recommendations (including failing to attend  
            scheduled appointments). Union given chance to get  
            employee in compliance. If not compliant, discharge  
            from SEAP, termination.
         7. Employee signs COCE, complies with treatment  
            recommendations, commits infraction at work?   
            Discipline, up to and including termination.
3. Higher level of communication under COCE. **PP Slide 29**

Notification within 5 days of employee contact with   
SEAP.

Written documentation on recommended level of   
treatment and on-going progress.

Bob Jones story, continued.

Specific clinical information on diagnosis and   
treatment plan not disclosed.

1. Communication is two-way street.
   * + - 1. Written progress reports go from SEAP-CCO to   
            OA-SEAP to agency SEAP coordinator.
         2. Agency SEAP coordinator verbally shares information  
            with individuals who signed COCE, including union.
         3. Information from workplace shared with SEAP-CCO.

Documentation and Confidentiality. **PP Slide 30**

1. Confidentiality still applies to records and access to  
   information.
2. Only Consent form and final written notification  
   of SEAP completion go in OPF.
3. SEAP coordinator maintains all other SEAP   
   information in separate locked files.
4. All SEAP documents about COCE are purged from   
   OPF at successful completion of follow-up period.
5. SEAP confidentiality in general. **PP Slide 31**
   1. All information about employee’s participation in SEAP   
      is confidential.
   2. No information shared without employee’s written   
      consent.
   3. Employees sign written consent forms as part of  
      COCE. Sharing of information limited to   
      persons/positions identified in consent form.
   4. Criminal penalties for violations of confidentiality  
      regulations.
6. If employee self-discloses SEAP involvement, may not  
   redisclose without consent.
7. Sixth level – Termination. **PP Slide 32**
   * + 1. Not really SEAP intervention, SEAP benefits cease  
          as of termination date.
       2. Termination may be consequence that causes individual  
          to acknowledge problem.
       3. Failure to terminate employee who has exhausted levels   
          of SEAP intervention is enabling behavior.
8. **HIGHER RISK BEHAVIOR PP Slide 33**
   * + - 1. Higher risk behavior of special concern
         2. Normal/appropriate behavior is person specific.
         3. Abnormal/higher risk behavior. **PP Slide 34**
         4. Deviation from pattern is abnormal.
         5. Consistent inappropriate behavior also abnormal.
         6. Be on look-out for **PP Slide 35**
   1. Absenteeism.
   2. Changes in appearance/demeanor.
   3. Poor interpersonal relations.
   4. On-job absenteeism.
   5. Change in performance.
      * + 1. No way to predict who will commit violence
          2. Following characteristics may mean will have **PP Slide 36**  
             higher risk behavior (also impaired employee).
9. History of violence.

* Criminal activity.
* Domestic violence.
* Verbally abusive.
* Anti-social behavior.

1. Relationship problems:
   * Romantic obsession.
   * Few close relationships.
2. Pathological blamer.
3. Impaired neurological functioning.
4. Elevated frustration with environment.
5. Interest/obsession with weapons.
   * + - 1. Common symptoms of violent individuals – combined  
            with alcohol/drug abuse, mental/behavioral issues -  
            volatile mix.
         2. Following activities are higher risk behavior: **PP Slide 37**
6. Harassment (including sexual harassment). **Appendix 8**
7. Intimidation.
8. Assault (including rape, mugging, murder).
9. Physical Violence.
10. Coercion.
11. Stalking.
12. Threats.
13. Damage to Commonwealth property.
14. Why a problem. **PP Slide 38 - title**
    1. Impact on workplace. **Ask for answers**
    2. Employee’s performance. **PP Slide 38 - text**
    3. Co-workers’ performance
    4. Morale.
    5. Supervisor ability to manage.
    6. Must avoid enabling.
    7. Time consuming.
       1. Why don’t people intervene? **PP Slide 39 - title**
          1. Fear. **Ask for answers**
          2. Cause violence – set employee off. **PP Slide 39 - text**
          3. Not knowing what to do.
          4. Not recognize behavior as performance issue.
             1. What to do. **PP Slide 40**

Look for behavior changes:

Impaired judgment.

Emotional issues.

Financial/legal problems.

Strained Family Relationships.

Use of offensive/profane language.

Continual blaming/use of excuses.

Overly defensive when criticized.

* + - * 1. Use performance based intervention/document

Counsel employees, inform of SEAP services.

Take corrective action/discipline.

Know procedures to be used in event of violence.

Consult with SEAP when employee shows signs   
that indicate potential for acting out.

* + - * 1. Skills for dealing with higher risk behavior. **PP Slide 41**

Stay calm.

De-escalate situation.

Listen attentively – maintain eye contact

Signal co-worker using code word.

Always follow instructions

Do not attempt to grab weapon.

Use instructions for bomb threats.

* 1. Responses may not be traditional. **PP Slide 42**

1. Counseling or discipline.
2. Fitness For Duty Guidelines.
3. Removal from workplace.
4. COCE.
5. Mandatory SEAP evaluation.
   1. Responsibilities **PP Slide 43**
6. Do something – don’t ignore.
7. Employee should report to supervisor.
8. Supervisor use performance based intervention.
   1. Read Workplace Violence policy, attend training.
   2. Be familiar with agency policies/procedures on violence.
   3. When workplace disrupted, consider on-site service.
   4. **ON-SITE SERVICES PP Slide 44**
      1. Services provided by Commonwealth’s behavioral health  
         contractor (currently United Behavioral Health) to assist  
         management deal with employees.
         1. Critical Incident Stress Debriefing (CISD).
         2. Other on-site services.
            1. Management or clinical consultation.
            2. Training, coaching, and/or education sessions.
            3. Critical Incident Stress Debriefing (CISD). **PP Slide 45**
9. Critical incident is event that overwhelms employees’   
   normal ability to cope.
10. Causes stress reactions – examples: **PP Slide 46**
    1. Inability to perform job duties.
    2. Loss of emotional control.
    3. Anger.
    4. Anxiety.
11. Follows traumatic/profoundly stressful event that **PP Slide 47**  
    occurs at workplace – examples:
    1. Sudden death of co-worker.
    2. Shooting/violent incident.
    3. Fire.
    4. Explosion.
    5. Life-threatening event.
    6. Search and rescue mission.
    7. Robbery.
12. Group service.
13. Most effective between 24 and 72 hours after incident. **PP Slide 48**
14. Conducted at worksite by trained mental health professionals. **PP Slide 49**
    1. Voluntary confidential meeting (mandatory for  
       State Police, Corrections, Probation & Parole).
       1. Employees share thoughts and reactions to event.
       2. Learn that reactions are normal.
       3. Learn ways to heal faster.
15. Goal - mitigate acute stress reactions, accelerate  
    normal healing process.
16. Crisis intervention not therapy – psycho educational.
17. Other on-site services. **PP Slide 50**
18. Events, while not critical incidents, that have major  
    impact on workplace.
19. Furloughs.
20. Terminal illness of co-worker.
21. Reorganizations.
22. Closing of agency/facility.
23. Major policy change that impacts significant   
    number of staff.
24. Determination made regarding kind of service would   
    be most effective by OA-SEAP, provider and agency.
25. Training/education session on change, stress  
    management, team building, communication.
26. Management consultation/coaching.
    1. On-site services are free to agency.
27. Process for accessing: **PP Slide 51**
28. Supervisor follows chain of command to contact   
    agency SEAP coordinator.
29. Earlier in process that SEAP can get involved,   
    the better.
30. Steps to follow:
31. Explain event and employees’ reactions.
32. Provide contact person name and phone number.
33. Determine how many employees interested.
34. Provide private space accommodations for meeting.
35. Attend session, if appropriate.
36. Follow up with employees.
37. Provide support following debriefing.
    1. Why does Commonwealth promote use of on-site services? **PP Slide 52**
       1. Helps restore employees well being, returns them to   
          full performance more quickly.
38. Reassures employees.
39. Calms employee fears and anxieties.
40. Supports employees in grieving process.
41. Reduces absenteeism.
42. Reduces Workers Compensation claims and costs.
43. Reduces Post-Traumatic Stress Disorder (PTSD).
    1. During on-site service, mental health professional will  
       identify individuals in need of services.
    2. Immediately following traumatic event, supervisors should   
       remain vigilant.
44. Employees may continue to be anxious, have   
    symptoms/reactions to event.
45. Take lead in providing positive, supportive atmosphere.
46. Encourage employees to contact SEAP.
    1. **PROFESSIONAL HEALTH MONITORING PROGRAM PP Slide 53  
       (section only for agencies who employ licensed professionals  
       covered by program. All other agencies proceed directly   
       to Section X)**
       1. Professional Practice and Title Acts regulate conduct,  
          licensing of professional occupations. Some employees  
          covered by Professional Health Monitoring Program (formerly   
          called Impaired Professional Program).
47. Following licensed professionals are covered:
    1. Dentist and Dental Hygienist.
    2. Medical Doctor.
    3. Physician Assistant—medical or osteopathic.
    4. Registered Nurse.
    5. Licensed Practical Nurse.
    6. Social Worker.
    7. Veterinarian.
    8. Osteopathic Physician.
    9. Pharmacist.
    10. Physical Therapist.
    11. Podiatrist.
    12. Psychologist.
48. Mandatory reporting to Department of State required **PP Slide 54**  
    by any hospital, health care facility, peer or colleague that  
    has substantial knowledge that employee in one of   
    above-licensed professions has:
49. An addictive disease, or
50. Is diverting a controlled substance, or
51. Is physically or mentally incapable of carrying out  
    duties.
52. **And** is not receiving treatment.
53. Substantial knowledge. **PP Slide 55**
    1. Substantial knowledge is “essential, important, not  
       imaginary or illusory, established by proof or  
       competent evidence.”
    2. Subjective information (feelings, gossip, rumors)  
       is not substantial knowledge.
    3. Examples:
       * DUI conviction.
       * Self-disclosure.
       * Documented unfitness for duty.
         1. When is licensed professional reported to Department of State? **PP Slide 56**
            1. Required under the following circumstances:

Licensed employee terminated, substantial   
knowledge that there is alcohol, drug, mental health,  
or other impairment.

Licensed employee participating in SEAP on COCE  
discharged for noncompliance by SEAP or employer.

Employee resigned in lieu of termination, substantial  
knowledge that there is alcohol, drug, mental health,  
or other impairment.

If licensed employee actively involved in SEAP, mandatory  
reporting to Department of State **not** required.

Must be documentation of employee’s participation  
in SEAP.

Voluntary referral (Voluntary Disclosure form) or COCE.

Participation in Department of State’s Professional   
Health Monitoring Program (PHMP) **different** from   
SEAP, involvement in PHMP does not preclude   
Voluntary Disclosure or COCE through SEAP.

Agency may decide to report employee to Department  
of State, even if participating in SEAP, based upon  
circumstances.

# Consult with agency labor relations coordinator, agency SEAP coordinator and OA-SEAP before reporting any employee to Department of State.

# 

# CONSULTATION LINE PP Slide 57

* 1. Turn SEAP Supervisor’s Guide over, look at back cover.   
     Number listed for consultation.
  2. What is SEAP Consultation Line? **PP Slide 58**
     1. Support service for supervisors, managers, union   
        personnel.
     2. Answered by clinicians with additional training in   
        Commonwealth policies/procedures.
     3. Helps supervisors/managers deal with difficult situations,  
        assist them in obtaining services for employees.
     4. Can assist union steward to determine best approach   
        to particular situation.
     5. Additional resource for supervisors and managers.

### When to use SEAP Consultation Line? **PP Slide 59**

* + - * 1. Unsure how to approach difficult situation involving  
           employee. Examples :

Sudden loss of employee’s family member.

Serious medical problem.

Divorce/relationship problem impacting employee  
performance.

Employee suspected of having substance abuse   
problem.

Technical assistance/techniques to motivate employee  
to make initial contact with SEAP.

Early intervention tool.

What to expect. **PP Slide 60**

Practical advice.

Call back if approach didn’t work well.

Unless employee has signed appropriate consent forms,   
no information provided to you.

Information you provide to Consultation Clinician about  
employee **not** shared with employee’s treating clinician.   
Hearsay, no way for consultation clinician to confirm your  
identity or verify accuracy of your information.

1. QUESTIONS PP Slide 61
2. **SEAP VIDEO (option - placement optional – may also be shown at beginning of course)**

Introduce video - about real situations (using actors) where supervisors  
used SEAP program to assist employees. Look for situations that  
you have encountered that were similar.

1. **KNOWLEDGE ACTIVITY (optional) Appendix 9**

**Appendix 1 – Personal Logos**

**NUMBER OF**

**PARTICIPANTS:** Up to 40

1. **INSTRUCTIONS**
   1. Give each person a blank name tag.
   2. Make the following statement to the group. “Corporations are recognized by their specific logo or symbol, such as McDonald’s Arches, Apple Computer’s Apple, 3M, etc.”
   3. Instruct the participants to draw their own personal logo on their blank name tag. The logo should reflect their personality, their interests, or any thing that they would like people to know about them. Tell the participants they will have two minutes to complete this task.
   4. At the end of two minutes ask the group to stop, and to put their logo tags on. Instruct the group to mingle and see what everyone else’s logo looks like.
   5. Allow participants to mingle for two minutes, and then call out additional instructions. Instruct the participants that those that have similar logos should form a small group. Allow two minutes to complete this task.
   6. Ask each group to explain why they consider themselves to be similar or a group based upon their individual logos.

Appendix 2 – Human Scavenger Hunt

# NUMBER OF

**PARTICIPANTS:** UNLIMITED

1. **PREPARATION:**
2. Prepare a list of instructions similar to the one below that challenges the individual to “Find someone who…”
3. Prepare enough copies of the list for the entire group.
4. **INSTRUCTIONS:**
5. Distribute the list to the group.

1. Instruct participants to mingle among the group in search of the answers to the questions on the list. When they get an answer they should write that answer on their sheet, as well as the name of the person who provided the information.

1. Allow the group to mingle for three to four minutes.
2. At the end of the time period, instruct the participants to return to their seats.
3. Ask the group, by a show of hands, how many were able to answer 3 or more questions, 4 or more questions, and so on. For the individual(s) who were able to answer the highest number of questions (so long as that was less than 14) ask them what question(s) they were not able to obtain the answer to. Then ask the group as a whole if anyone else was able to find someone with that answer.
4. **LIST –“Find someone who . . .”**
   1. Knows the number of the Management Directive on Workplace Violence.
   2. Can name both their local and agency SEAP Coordinators.
   3. Has a copy of the SEAP Supervisor’s Guide (dated 10/98) on their desk at work.
   4. Has worked for the Commonwealth for \_\_\_ years.
   5. Has worked in \_\_\_ number of state agencies.
   6. Knows what PBI stands for.
   7. Lives in a county other than yours.
   8. Has referred an employee to SEAP.
   9. Has the same middle initial as yours.
   10. Has been to SEAP training before.
   11. Knows what CISD stands for.
   12. Has the same shoe size as you.
   13. Knows how many free sessions are available through SEAP.
   14. Knows what COCE stands for.

**Appendix 3 – Reading material**

**Number of**

**PARTICIPANTS:** UNLIMITED

1. **PREPARATION:**
2. Make sufficient copies of the provided articles (Attachments 1 through 5) so that each participant receives one. More than one participant can receive a copy of the same article.
3. Alternately, locate appropriate newspaper or short magazine articles and make sufficient copies of them to distribute. A minimum of two articles is needed.
4. Make sure that participants sitting next to each other do not have a copy of the same article.  
   1. **INSTRUCTIONS: Distribute articles**
5. INTRODUCTION:Some of you may have wondered why the Commonwealth places such emphasis on SEAP awareness for supervisors and managers. The sheets being passed around describe some situations where an employee assistance program might be indicated.
6. Instruct the group to take a few moments to review the readings.
7. Allow the participants 1 to 2 minutes to read the articles.
8. Instruct the group to partner with the person seated next to them to discuss their articles, and to consider how SEAP could have been useful in these situations.
9. If time allows, solicit responses from the group, and encourage discussion. Record the responses on a flip chart.

**Appendix 4 – Visual Impact of the Need for SEAP**

**Number of**

**PARTICIPANTS:** UNLIMITED

1. **INSTRUCTIONS:**
2. Have participants count off by fours.
3. Ask everyone who was a number 1 to stand.
4. Ask the group to look around.
5. Ask the number 1’s to sit.
6. Ask the group the following question – To supervisors - how many of you supervise four or more individuals? To union officials – how many of you provide support and services to four or more individuals?
7. Ask those who answered “yes” to the above questions to stand.
8. Instructor makes the following statement while the group is still standing: Studies show that 1 in 4 people have some problem or difficulty in their life that could be eased or resolved by getting involved in SEAP. Those of you now standing are probably supervising someone or providing support to someone who may well have a need for SEAP services for themselves or a family member.

**Appendix 7**

**Constructive Interview Exercise**

**NUMBER OF**

**PARTICIPANTS:** Up to 45

1. **INSTRUCTIONS**
   1. Have the participants arrange themselves into groups of threes.
   2. Within each group, have the participants count off.
   3. Instruct the participants that they are now going to practice participating in a constructive interview.
   4. Instruct all the number 1’s that they will be the supervisor, all the number 2’s that they will be the union steward/observer, and the number 3’s that they will be the impaired employee.
   5. Assign a performance or behavior problem to each group. This can be done verbally; walking group to group (for small class sizes), or you may wish to write the problem on 3 x 5 cards and hand one to each group.
   6. Tell the employees (number 3’s) that they may choose their own impairment.
   7. Tell the union stewards (number 2’s) that they have a dual role; to act as the employee’s advocate while using appropriate SEAP intervention techniques, and to be the observer of how well the process is working.
   8. Instruct the participants that they will have five minutes to complete the exercise. The goal is for a constructive interview, with appropriate SEAP intervention, to occur.
   9. At the conclusion of the five minutes, call the participants back to order, while remaining in their groups of three. Ask each group to report back on the following issues:  
      1. Employees – how did you feel during the interview? What was the hardest part for you?
      2. Supervisors – how did you feel during the interview? What was the hardest part of the interview? Do you feel that your intervention was successful?
      3. Union stewards – how did you feel during the interview? Do you feel the intervention was successful? What suggestions would you have for improving what happened?

**Appendix 9**

**Card Sort Knowledge Activity**

## NUMBER OF

**PARTICIPANTS:**  20-100

1. **PREPARATION:**
2. Choose groups of questions/phrases from the list below, or prepare similar questions/phrases.
3. Write one item or statement from a question group on a note card. If using colored cards, use all the same color or randomly use colors (do not arrange question groupings by color).
4. Post blank flip charts in the corners of the room.
   1. **INSTRUCTIONS:**
5. Divide the number of participants scheduled for your class into small groups (4 to 10 participants per group).
6. Give one note card to each participant.
7. Instruct participants that the statement/question on each card is part of a group of related statements about a SEAP topic.
8. Instruct the group that they must find other participants in the room who have cards with similar statements that would be part of that group of related statements.
9. Give participants 5-7 minutes to find their group.
10. Explain that once participants feel they have found the right group, they should proceed to a corner and write the topic theme of their group on a blank flip chart.
11. After participants have completed the exercise, have each group explain how they determined their common relationship and the title of their topic.
    1. **Suggested Groupings:**
12. Substance Abuse

* Management Directive 505.25
* Cocaine
* Marijuana
* Alcohol
* Narcotics
* Inhalants
* Chemically dependent
* Impaired employee

1. Performance Based Intervention.

* Constructive interview
* Condition of Continued Employment
* Discipline
* Counseling
* Suggestion
* Referral
* Recommendation
* Urging
* Discipline

1. SEAP Services

* Clinicians available 24/7
* Up to 3 Free assess and refer sessions
* Toll-Free Number
* Consultation line
* Confidential
* Critical Incident Stress Debriefing
* On-site services  
  1. Workplace Violence
* Murder
* Rape
* Arson
* Destruction of property
* Threatening language (verbal/written)
* Sexual harassment
* Harassment

**Appendix 10**

**Quotations**

The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem.

Theodore Rubin

**People seldom refuse help, if one offers it in the right way.**

* 1. C. Benson

It is one of the most beautiful compensations of life, that no man can sincerely try to help another without helping himself.

Ralph Waldo Emerson

The best way to escape from a problem is to solve it.

Alan Saporta

Just because something doesn’t do what you planned it to do doesn’t mean it’s useless.

Thomas Alva Edison

It takes less time to do a thing right than explain why you did it wrong.

Henry Wadsworth Longfellow