

# National Crisis Intervention Training Institute

## Substance Abuse Early Intervention Program

### (Exemplary Proposal)

#### INTRODUCTION

The purpose of this proposal is to describe and recommend features of a multi-faceted critical response program designed to assist and protect Students of *[Name of Educational Institution]*, who have been victims of some sort of devastating loss, abuse, or other trauma. It is also designed to address the referral and prevention-based needs of all Students, Faculty, and Staff, and to decrease likelihood of future victimization. The operational foci of this program are as follows: prevention and intervention-focused education, training for Student Peer Support Volunteers, victim advocacy strategies, intervention services, and interdiction and prevention-oriented personal-defense training. This program is being co-developed, and offered in tandem, by *[Name of Educational Institution]* and the National Crisis Intervention Training Institute.

#### MISSION OF PROGRAM

*"Wine is a mocker, strong drink is raging: and whosoever is deceived thereby is not wise."*  
...Proverbs 20:1

*"Know ye not, that to whom ye yield yourselves servants to obey, his servants ye are to whom ye obey; whether of sin unto death, or of obedience unto righteousness?"*  
...Romans 6:16

*"All things are lawful unto me, but all things are not expedient: all things are lawful for me, but I will not be brought under the power of any."*  
...I Corinthians 6:12

*"And be not drunk with wine, wherein is excess; but be filled with the Spirit. Speaking to yourselves in psalms and hymns and spiritual songs, singing and making melody in your heart to the Lord; Giving thanks always for all things unto God and the Father in the name of our Lord Jesus Christ."*  
...Ephesians 5:18-20

The mission of the Substance Abuse Early Intervention Program is to better prepare and protect students of *[Name of Educational Institution]* from the dangers of misuse and abuse of alcohol and other mood/mind altering substances, in a manner consistent with the mission of the University.

## STATEMENT OF NEED

According to the Suicide Prevention Resource Center (2015):

*"The high rates of alcohol use and heavy drinking on college and university campuses are also of concern due to the close association with suicidality and mental health problems. Survey data indicates that 43.9 percent of students report having 5 or more drinks in one sitting at least once during the two weeks prior to completing the survey and that around half that number also consume alcohol on three or more occasions per week. Students also reported that suicidal behavior was a consequence of drinking -- 4.0 percent seriously thought about suicide, and 1.2 percent "tried to commit suicide."*

While many colleges and universities offer counseling and crisis intervention to students in crisis, those services are oft-times accessed by self-referred individuals, or by professional referral sources who have detected critical problems during official interaction with the student in crisis. In other words, dramatic, catalytic events usually propel the student(s) into access to services. The same holds true for students who are identified as "first-caught" offenders who have been identified and/or apprehended for alcohol-related offenses, such as minor in possession of alcohol, providing alcoholic beverages to minors, being in actual physical control of a motor vehicle under the influence of alcohol, driving while impaired, driving while intoxicated, as well as sundry offenses related to other mood/mind-altering substances. Oft times, entry into the criminal justice system is the catalyst for students to become involuntarily introduced to various services provided by community-based treatment and intervention providers, and/or, entities directly linked to law enforcement and criminal justice agencies and organizations. By the time they are introduced to those services, they have already entered into the "criminal justice system."

Or, as is often the case, provision of information to those students, as well as other yet-undetected students in need of services, is largely confined to available multi-media and printed informational materials, which often fall on deaf ears and veiled eyes. Students who are engaging in risky behaviors connected to consumption of mood/mind-altering substances, quite frankly, often exhibit an attitude that they are "invincible," "already aware" of the inherent risks, but that the probability of those risks affecting their lives is minimal or non-existent.

Furthermore, many colleges and universities do not actively employ formal training program for milieu-placed, formally-trained student support volunteers who are MOST likely to detect early warning signs, or attract the students in need due to their lack of official status, and peer-established trust and rapport. In addition to other forms of pro-active services designed to engage students in early detection, self-evaluation, prevention, interdiction, and intervention, there is a need on our college campuses for increased and enhanced peer support services, as well as education and training in detection, intervention, and referral of students in crisis to formal assistive services (Johnson, 2014, 2014a; Johnson & Bogan, 1986).

The Authors of this proposal have identified the need on the campus of *[Name of Educational Institution]* for an array of services designed to circumvent the tragic results which often accompany misuse and abuse of mood/mind-altering substances by the student body of the University, and to proactively focus on the offering early-implemented services which will interrupt the involuntary introduction of the affected student into the criminal justice system, while providing the necessary “shock and awe” affect which may be necessary to positively affect their problem-laden decision-making processes, as well as provide them with tools and information necessary to alter their behavior and life direction in a positive manner.

### **CORE PROGRAM COMPONENTS**

The core Substance Abuse Early Intervention Program would consist of the following components:

- **A Solution that Kills: A Closer Look at Addiction and Drugs of Choice.**
  - This is a 10-session, 20-hour psycho-educational program designed to instill basic core competencies in the student, as well as to sensitize, raise awareness, and practically equip those students to choose positive alternatives to substance abuse, to engage in more effective problem-solving strategies, and to also deal with problematic emotions which often lead to problematic choices. In addition to the above-mentioned competencies, the students will also be provided with information and tools vital in the self-assessment, and to better understand available resources and services, should they be self-identified, or identified by responsible professionals, family members, or significant others, to be in need of more definitive therapeutic services. NOTE: The content of this program is the intellectual property of Joel Johnson, Victim’s Advocate for *[Acronym of University LE Agency]*, who has granted limited publication and utility rights to *[Acronym of Educational Institution Police Department]*, at no financial cost to the University.
- **Alcohol-Drug Assessment.**
  - This service to students will be conducted by local, authorized and licensed mental health and substance-abuse treatment professionals, who will offer insight, formal assessment, and access to various services within a global continuum of care. The students will also complete various self-assessment questionnaires during the completion of the 10-session “A Solution that Kills” psycho-educational component.
- **Victim Impact Awareness Experience.**
  - This component will consist of exposure to the life stories of various individuals who have been detrimentally impacted by substance abuse and addiction...both via presentations

within the Solution that Kills curriculum, and a visit to the *[Name of Jurisdictional Jail]* to hear from current inmates serving time for alcohol-related offenses.

- **AA / NA Open Meeting Attendance.**
  - The students will be required to attend a minimum of five local community “open” meetings of either Alcoholics Anonymous or Narcotics Anonymous.
- **Written Essay Assignments.**
  - The students will be required to write three 1000-word essays on topics related to their experience with alcohol and/or other mood/mind-altering substances (to be assigned).
- **Random Urine-Toxicology Testing.**
  - As a condition within their individual performance contract with the University, the student may be required to submit to random Urine Toxicology testing, to document whether or not the student is complying with the “Abstinence” condition of their student contract.
- **Community Service.**
  - The student will be required to complete a certain number of “community service hours,” at locations to be designated by the University. The targeted sites for community service will consist of milieu which will directly further the educational and rehabilitative goals of the program.

#### **ROLE OF THE *[Acronym of Institution]*'s VICTIM'S ADVOCATE**

The Author of this proposal, Joel Johnson, serves as Investigator/Trainer/Accreditation Manager for the Mid-America Christian University Police Department, in Oklahoma City, OK. He also serves as Director of the National Crisis Intervention Training Institute, a volunteer training/technical assistance-providing consortium which currently offers course to State-certified peace officers in the State of Oklahoma, accredited by the State of Oklahoma Council on Law Enforcement Education and Training. Officer Johnson formerly served as a Detective with the Norman Police Dept. (ex. 1984). He currently trains law enforcement officials in Oklahoma and other states, and has authored 27 law enforcement training courses, currently accredited by CLEET. He has extensive professional experience in training in the areas of substance abuse and addiction, which is included in the narrative version of his “curriculum vitae,” personal philosophy, and theoretical perspective, currently included in his MACU personnel file.

Investigator Johnson (or his designee) will conduct the 10 sessions of “The Solution That Kills” psycho-educational sessions, and will work in tandem with other staff and faculty of *[Acronym of Educational Institution]* to facilitate the other activities within the Substance Abuse Early Intervention

Program. His participation in these programs will be directly supervised by Chief \_\_\_\_\_ of the [name of Educational Institution's LE office, and Vice President \_\_\_\_\_, of *[Acronym for the University]*].

Mr. Johnson will also coordinate and network with other outside agencies and organizations involved in specific aspects of the program, including, but not limited to, alcohol and drug assessments.

### **DETERMINATION OF ELIGIBILITY AND APPROPRIATENESS FOR PARTICIPATION IN THE SUBSTANCE ABUSE EARLY INTERVENTION PROGRAM**

Candidates for inclusion in the diversionary Substance Abuse Early Intervention Program shall be screened for both eligibility and appropriateness by a panel consisting of staff and faculty within the [Name of Educational Institution. Specific criteria shall include, but may not be limited to:

- Documentation confirming that the candidate has no prior arrests or convictions for misdemeanors or felonies pertaining to alcohol or other mood/mind-altering drugs.
- That the candidate is either currently enrolled, or in the process of enrolling or pre-enrolling for the upcoming semester, at *[Acronym for Educational Institution]*
- Articulate reason asserted by the referring party(ies) as to why the candidate should not be directly referred to the criminal justice system.
- Ability and schedule availability for the candidate to complete all facets of the program.
- Stated willingness and the signing of a performance agreement/contract by the candidate, documenting willingness to conform to all rules and regulations of the Substance Abuse Early Intervention Program, and to fully participate in all included activities.

Reasons for not being approved and certified may include, but are not limited to:

- Confirmation of prior arrests or criminal convictions pertaining to alcohol or drug-related charges,
- Documentation of prior failure in a more intensive/severe form of therapy or therapeutic adjunctive program,
- Identification of any moral, behavioral, emotional, cognitive, spiritual, or psychological traits which would impair their ability to complete the Substance Abuse Early Intervention Program.

### **PSYCHO-EDUCATIONAL EDUCATION AND TRAINING CURRICULUM**

DISCLAIMER: The Author has structured the psycho-educational component of the Substance Abuse Early Intervention Program to be educational, as well as facilitative of the growth and healing

process, but carefully points out that, while the program will hopefully prove to be therapeutic, it is NOT “THERAPY.” All services pertaining to evaluation, counseling, or any other core function recognized as “therapy” will be provided by duly licensed or certified individuals whose professional function includes the treatment of drug and alcohol disorders, and any other ancillary afflictions. Those licensed and certified professionals will be identified, selected, recruited, consulted, and relied upon to provide treatment services based upon statutory requirements set forth by the State of Oklahoma’s Department of Mental Health and Substance Abuse Services. The psycho-educational Group sessions are as follows:

- Session One: What Brought You Here.
- Session Two: Misuse, Abuse, Addiction, and More.
- Session Three: The Family Disease.
- Session Four: Drugs of Choice – Part One.
- Session Five: Drugs of Choice – Part Two.
- Session Six: Drugs of Choice – Part Three.
- Session Seven: Empowerment: Coping Skills and Strategies.
- Session Eight: Twelve Step Programs.
- Session Nine: Recovery Programs and Continuum of Care.
- Session Ten: Self-Assessment / Wrap-Up / Take-Aways.

NOTE: Session Seven, “Empowerment: Coping Skills and Strategies,” is an overview of more comprehensive content included in a course written by the Author, entitled: “The Way Out of the Box Workshop.” Both the general overview session and the 16-hour course includes the following topics:

- Dealing with Stress, Worry, and Time Bandits.
- Dealing with Painful Feelings.
- Dealing with Problems.
- Dealing with Tough Decision.
- Dealing with Interpersonal Conflict.
- Dealing with Peer Pressure.

**ACADEMIC CURRICULUM INTELLECTUAL PROPERTY / COOPERATIVE AGREEMENT WITH NATIONAL  
CRISIS INTERVENTION TRAINING INSTITUTE**

“The Solution that Kills: A Closer Look at Addiction and Drugs of Choice,” is a pre-existing document and program, which shall remain the Intellectual Property of Joel Johnson, Director of the National Crisis Intervention Training Institute, the Author of this proposal. By agreement with *[name of*

*Educational Institution*], the Intellectual Property Rights for these courses will remain with Mr. Johnson, who is extending limited Distribution and Utilization Rights to MACU, at no charge. Termination of this Agreement may be accomplished by either Party, in writing, at any time.

### **FUNDING AND BUDGET**

At time of the initial launching of the Substance Abuse Early Intervention Program, the Victim Advocate currently serves in a volunteer capacity as a Reserve Peace Officer within the MACU Police Department, over and above the scheduled patrol shift hours he is currently scheduled to work as a paid employee of *[name of Educational Institution's Police Department]*. As funding allows, the Office of the Vice President for Student Development may arrange for compensation for various duty-related expenses. Upon approval of the Program Prospectus, the Office of Vice President for Student Development will draft a budget for the Substance Abuse Early Intervention Program, subject to approval by the Board of Regents, and subject to the review and approval of *[name of LE Agency Police Chief and Vice President \_\_\_\_\_]*.

### **CONCLUSION**

This Program Description is being submitted for approval by the Vice President for Student Development *[name of Chief of Police, \_\_\_\_\_ Department of Public Safety]*, and/or other designated officials at *[name of Educational Institution]*, in hope that the addition of this program to the University environment will result in the protection of lives and quality of life for *[Acronym of name of University]* students. One single life, after all, in the eyes of God, is worth far more than the "National Debt."

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