

Assignment Task: Planning, design, implementation and evaluation of a six week program related to social welfare

Program: Development of a Training Course in “World’s Best Practice” for the Rehabilitation of Alcohol and Other Drug (AOD) Users

Session Plan I

Lesson: Teach about the use of drugs in society

Lesson Name: “What is it about drugs?”

Students: AOD Workers

Lesson Objectives:

- To have the class understand the reasons why people use drugs
- To have the class interact in the development of reasons why drugs are used
- To assess each student on their knowledge of this subject

Lesson Outcome: At the end of the session, students will understand why drugs are used in society and will have assessed themselves on their knowledge

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Ice-breaker – 5 mins	Have each student introduce themselves by their first name and then state their favourite television program and why	
Introduction – 2 mins	Set the scene briefly: You are a class of AOD Workers who wish to participate in the development of a “World’s Best Practice” program for the rehabilitation of AOD users. The training course runs for 6 x 1 hour sessions in which we deal with as many aspects as possible about drugs/addiction/life issues/recovery programs/World’s Best Practice/Development of a Program Today we begin by looking at an overview of AOD and why people use them	OHP
Activity – 20 mins	Focus Group: Break into small groups and discuss the various reasons why people use drugs (including alcohol) and the sorts of drugs they might use for each purpose. Put your thoughts on the butchers’ paper and designate someone in the group to report back on your discussions.	Butchers paper
Summary – 20 mins	Use Group butchers’ paper list or the Whiteboard for brainstormed ideas. Ensure that the following areas have been covered: <ul style="list-style-type: none"> • Prescribed medical reasons • Self medication • Curiosity - they are curious about the effects • Enjoyment - they enjoy the short-term effects • Excitement - risk taking • As a declaration of independence 	Group lists/ WB/OHP

Component	Activity	Resources
	<ul style="list-style-type: none"> • Relaxation • Adventure • Peer influence - their friends use them • Poor decision making skills • Poor self-image • Boredom • Anger, hurt or rejection • Inaccurate information about the effects • Drugs are easily available <p>Discuss altered states of consciousness using OHP.</p> <ul style="list-style-type: none"> • Innate human desire to BE more than what is prescribed by current reality • Inwards focus • Altered consciousness • Drugs are an “easy” way to attain this state <p>People take drugs to change the way they feel. Often they want to change their situation. If they're depressed, they want to become happy. If they are stressed or nervous, they want to relax, and so on. By taking drugs, people often think they can be the person they want to be.</p>	
Activity – 10 mins	Student Assessment	Handout
Summary – 3 mins	Handouts Any questions – lead into the next session	Handout

Session I – Student Assessment

This questionnaire is designed for you to assess yourself about what you have learned during this session. There is no formal pass/fail assessment and we will go through the answers when everyone has completed the questionnaire. The statements below are either TRUE or FALSE. Circle the answer you think is closest to your understanding of the statement.

Statement		
1. Most people who take drugs/alcohol do so mainly due to societal influences	TRUE	FALSE
2. Some people have a genetic disposition towards taking drugs/alcohol	TRUE	FALSE
3. All humans have an innate desire to alter consciousness	TRUE	FALSE
4. Using drugs to get “high” is a modern phenomenon	TRUE	FALSE
5. All drugs affect people in the same way	TRUE	FALSE
6. The effects of drugs vary from experience to experience	TRUE	FALSE
7. Drugs are required if people want to get “high”	TRUE	FALSE
8. There is no such thing as a “good” drug	TRUE	FALSE
9. Drugs alter brain and body chemistry in an unknown way	TRUE	FALSE
10. People who take drugs should be made to stop	TRUE	FALSE

Notes you might want to make about your answers:

Session Plan II

Lesson: Teach about the differences between casual use and drug abuse

Lesson Name: “Pleasure and Pain”

Students: AOD Workers

Lesson Objectives:

- To have the class understand the differences between using AOD casually and having an addiction towards AOD
- To have the class interact in the development of a comparison between casual and addictive use
- To assess each student on their knowledge of this subject

Lesson Outcome: At the end of the session, students will understand the different responses by people using AOD for pleasure and in addiction and will have assessed themselves on their knowledge

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Introduction – 2 mins	Briefly review last session and introduce this session Last time we looked at why people take drugs. We discussed a lot of the common reasons and we also looked at the concept of an innate desire for an alternative consciousness. In this session we move further to look at what happens when people take drugs	OHP
Theory – 20 mins	What is “Pleasure” Drive for Pleasure Effects of Drugs <ul style="list-style-type: none"> • Casual • Long Term 	OHP
Activity – 20 mins	Focus Group: What are the benefits and disadvantages of taking drugs? Use the Whiteboard for brainstormed ideas.	WB
Activity – 10 mins	Student Assessment	Handout
Summary – 3 mins	Handouts Any questions	Handout

Session Plan III

Lesson: Teach about the underlying issue of addiction

Lesson Name: “Chemicals medicate pain”

Students: AOD Workers

Lesson Objectives:

- To have the class understand the reasons why people become addicted
- To have the class interact in the development of these reasons
- To assess each student on their knowledge of this subject

Lesson Outcome: At the end of the session, students will understand what issues prompt addictive behaviour and will have assessed themselves on their knowledge

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Introduction – 2 mins	Briefly review what we have covered so far and introduce this session	OHP
Video – 30 mins	“Chemicals Medicate Pain” – Ernie Larsson	TV/video player
Activity – 20 mins	Focus Group: What are the pros and cons of this theory? Use the Whiteboard for brainstormed ideas.	WB
Activity – 10 mins	Student Assessment	Handout
Summary – 3 mins	Handouts Any questions	Handout

Session Plan IV

Lesson: Teach about the pros and cons of harm minimisation vs abstinence programs

Lesson Name: "What's the harm in it?"

Students: AOD Workers

Lesson Objectives:

- To have the class appreciate the differences for AOD addicts in harm minimisation and abstinence programs
- To have the class interact in the development of the pros and cons of each program
- To assess each student on their knowledge of this subject

Lesson Outcome: At the end of the session, students will understand the differences for addicts between harm minimisation and abstinence programs and will have assessed themselves on their knowledge

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Introduction – 2 mins	Briefly review what we have covered so far and introduce this session	OHP
Theory – 10 mins	Introducing the Australian National Drug Strategy	OHP
Activity – 30 mins	Focus Group: What are the pros and cons of Harm Minimisation and the pros and cons of Abstinence Treatments? Use the Whiteboard for brainstormed ideas.	WB
Activity – 10 mins	Student Assessment	Handout
Summary – 3 mins	Handout Any questions	Handout

Session Plan V

Lesson: Teach about “World’s Best Practice” in addiction recovery

Lesson Name: “Where in the world?”

Students: AOD Workers

Lesson Objectives:

- To have the class assess the constructs of “World’s best Practice” in recovery from AOD addictions
- To have the class interact in the development “World’s Best Practice” constructs in dealing with AOD addictions
- To assess each student on their knowledge of this subject

Lesson Outcome: At the end of the session, students will have developed a meaningful set of constructs for recovery from AOD addictions and will have assessed themselves on their knowledge

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Introduction – 2 mins	Briefly review what we have covered so far and introduce this session	OHP
Video – 30 mins	“Drugs on our streets: resolving the problem” – ABC Stateline Victoria	TV/video player
Activity – 20 mins	Focus Group: Use the Whiteboard for brainstormed ideas.	WB
Activity – 5 mins	Student Assessment	Handout
Summary – 3 mins	Handout Any questions	Handout

Session Plan VI

Lesson: To develop a Recovery Program for AOD addicts

Lesson Name: "Recovery or Bust!"

Students: AOD Workers

Lesson Objectives:

- To have the class develop a Recovery Program
- To utilise teamwork systems
- To evaluate the program outcomes

Lesson Outcome: At the end of the session, students will have developed an outline for a Recovery program for AOD addicts, based on "World's Best Practice" and will be willing to continue the process of development

Lesson Duration: 60 minutes

Session Breakdown

Component	Activity	Resources
Introduction – 2 mins	Briefly review what we have covered so far and introduce this session Today we want to begin the process of integrating what we have learned into the development of a "Best Practice" Recovery Program	OHP
Activity – 30 mins	Focus Group: In groups, draw up an outline of what you would include in a "Best Practice" Recovery Program	Butchers Paper
Activity – 20 mins	Feedback and evaluation – Have each group feed back on their project	
Summary – 8 mins	Summarise workshop. Where to from here – encourage interested students to sign up for a working party to continue development of the Program. Handout Certificates	Handout

Training Evaluation

In order to assist us in continuing “best practice” training and to help our continuing evaluation of our training program, we invite you to complete the following evaluation of the training session in which you have participated.

Please answer each question by ticking the box which is closest to your sense of fulfilment. Optional comments may be given if you want to elaborate on your choice.

Thank you for participating in our learning development program and thank you for your evaluation of our efficiency and effectiveness.

Please provide a response to the following	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Optional comments
You understand the need for this training						
You understand the expected outcomes						
You think the training was appropriate to the outcomes						
You adequately understand the subject matter						
The training was presented in a logical format						
The trainer provided a trusting and respectful environment						
You felt connected to how the information was presented						
At the end of the session you felt satisfied with the experience						

Do you wish to make any additional comments? _____

Thank you for your input. Please hand this form to the trainer.

Evaluation report

1. Objective and Activities

The objective of the program was to use a group of Alcohol and Other Drug (AOD) Workers to develop a training course in “world’s best practice” for the rehabilitation of alcohol and other drug users.

All of the activities were targeted to achieve the objective in that they:

- Formed a homogenous group;
- The knowledge and experience of group members was used to generate group discussion and focus;
- Q&A techniques drew out desired conclusions
- Supplementary and critical knowledge to the requirements of the objective were explained and assimilated;
- The group self-assessed its progress and were satisfied with the outcomes.

2. Activity Relationships

Each of the six sessions/workshops was designed so that the group could progress through from discussion of fundamental material to focussing on the relevant issues to final development of the outlines of a training course.

Thus it was important for each session and activity to build upon what had gone before. Each session (except session VI) required an assessment of knowledge and understanding intake from the participants in order that this building process could be achieved. Had the assessments proved that participant knowledge was deficient then some supplemental work would have to be done. It was very important that the progressive building of the process be successful.

3. Theory and Practice

My theoretical approach to group interaction is formed by the Gestalt (Kirkegaard, Kant, Perls, et al.) concept towards human behaviour. I like its holistic approach to behavioural interventions and the freedom it gives for individuals to explore alternatives to their current thinking.

I endeavour to allow the group to develop its identity within the framework of its objectives. I don’t mind whether there is contentiousness or alternatives, because this allows people to think outside the square (and hopefully they will).

Tuckerman’s stages of group development (1965) – forming, storming, norming, and performing – are relevant to all groups. Theoretically these stages are inherent in every group and it is the leader’s role to get them through to the performing stage as soon as possible, but, using Gestalt, allow them to develop at their own pace. However, in the in-class scenario this development had taken place before the first workshop was presented.

In practice, the group developed as expected. The forming, storming (if any) and norming phases were pretty much solidified within the introduction and ice-breaker phases and so the group were able to perform readily. The session/workshop format was designed to allow the group to find its own level without any major influence from the leader. The feedback from the participants indicated that this had occurred.

4. Evaluation methodology