

Chapter 3 Video/Animation Scenarios

Topics	Video (Y/N)	Plot	Script	Setting
Training Video – Part 1				
<i>Introduction</i>	N			
<i>Referral to SAP</i>	Y	A ninth-grade student, John, approaches a counselor, Mr. Thomas, about some problems he is having and wants to self-refer to the SAP program. After listening to John, the counselor, Mr. Thomas, suspects the student is seeking support for a potential substance use disorder. Mr. Thomas now needs to determine if the SAP program must obtain parental consent prior to working with John.	John: Uh, hey Mr. Thomas, I wanted to talk to you about something. Mr. Thomas: Of course, John. What's on your mind? John: Well, I've been having some issues lately, you know? And I think I might need some help. Can I self-refer to the SAP program? Mr. Thomas: I'm glad you're reaching out, John. But before we proceed, could you perhaps elaborate on the issues you're facing? John: Well, it's just... I've been feeling kinda off lately, and my friends have been saying things, like I'm out of control. Mr. Thomas: Hmm, I see. Could you be a bit more specific about what you mean by out of control? John: <i>*sighs*</i> Okay, it's about substances, alright? I've been experimenting, and now I don't know how to stop. I really would like some help, but what if I don't want my parents to know?	Hallway during class change or similar
Training Video – Part 2				
<i>Screening</i>	Y	Candice pops into Mr. Davenport's office. Her friend Stacey has been working with the school's SAP's program and she says it has really been helping her. Since Mr. Davenport works with the program, Candice wants to have a quick chat with him about some things she has been facing. As Candice speaks, Mr. Davenport recalls that New Hampshire law has limited the ability of schools to administer nonacademic surveys and questionnaires but wonders if these	<i>*Candice confidently strolled into Mr. Davenport's office, determined to seek some guidance.</i> Candice: Hey Mr. Davenport, do you have a minute? Mr. Davenport: Of course, Candice. What can I do for you? <i>Candice leaned against the edge of his desk, her eyes alive with curiosity.</i> Candice: So, I've heard about this SAP's program that Stacey has been using, and she says it's been really helpful. Do you know anything about it? Mr. Davenport: Ah, yes, the SAP. I'm quite familiar with it. Are you facing any specific issues that you think the program could assist with? <i>*Candice's voice toned with sincerity.</i> Candice: Well, I've been having some personal challenges lately. So, can we talk for a sec, Mr. Davenport? <i>*Mr. Davenport smiled warmly, eager to help.</i>	Office in school setting

		laws impact discussions with students.	Mr. Davenport: Absolutely, Candice. I have a moment for a quick chat. Now, what's been troubling you? <i>*Candice began pouring her heart out, Mr. Davenport listened attentively</i>	
Sharing Student Information with a School Behavioral Health Team or other School Personnel	Y	Dr. Wyatt is a school district administrator. She needs to confirm SAP participation for Rachel Owens, an eleventh-grade student, so she calls Mr. Morgan at the local high school, to confirm Rachel's participation in the SAP program. Mr. Morgan confirms that Rachel is indeed a participant. Dr. Wyatt also seeks to confirm if Rachel is being seen for substance-related concerns. Mr. Morgan does not disclose this information. He remembers that Part 2 protects the privacy of people receiving treatment for SUDs.	<i>*phone rings</i> Dr Wyatt: Hello, is this Mr. Morgan? Mr. Morgan: Speaking. How can I help you, Dr. Wyatt? Dr Wyatt: I just need to confirm Rachel Owens' participation in the SAP program. Mr. Morgan: Ah, Rachel Owens. Yes, she's definitely a participant in the program. Very polite, I might add. Dr Wyatt: Excellent news. I appreciate your cooperation. Now, I also want to inquire if Rachel is being treated for substance-related concerns. Mr. Morgan: Sorry, Dr. Wyatt, but I cannot disclose that information. Dr Wyatt: Oh, right, privacy protections for SUDS. Well, understood. Thank you for informing me. Mr. Morgan: No problem, Dr. Wyatt. Need anything else? Dr Wyatt: Not at the moment, but I may have further inquiries in the future. Until then, keep up the good work with Rachel. Mr. Morgan: Will do! Take care, Dr. Wyatt. Dr Wyatt: Likewise, Mr. Morgan. Goodbye. <i>*phone call ends</i>	Two offices/phone conversation
Training Video – Part 3				
Referral to School and Outside Resources Example Scenarios Regarding Assumption of Duties	Y	School SAPs should not assume any additional, such as therapeutic duties. Unfortunately, an SAP staff member, Mr. Roberts, provides direct counseling to a student, Frank, for his substance use over the course of the school year. Frank has come to rely on this counseling to remain sober, and the SAP never makes a referral to an outside, year-round provider, as is the best practice. This situation is a precarious one for the school's SAP because the SAP may have voluntarily assumed an additional,	<i>*Mr. Roberts walks into Mr. Johnson's office.</i> Mr. Roberts: Hey, Mr. Johnson. I've been meaning to talk to you about Frank, Mr. Johnson: Sure, come in and close the door. What about him? <i>*eyebrows drawn together in curiosity.</i> Mr. Roberts: You see, I've been providing direct counseling to him for his substance use throughout the school year. Mr. Johnson: <i>*eyes widen.</i> You what? That's not your role! You're not supposed to take on therapeutic duties. Mr. Roberts: <i>sighs</i> I know, I know. But Frank has relied on me, and I didn't want to let him down. I thought I could help him. Mr. Johnson: <i>*rubs his temples, trying to process what he has just heard.</i> Mr. Roberts, this is a delicate situation. You should have referred him to an outside provider for year-round support. It's best practice.	Office/closed door

		therapeutic duty to Frank, which should never take place. Frank could be left without the support he requires over the summer (when school is not in session), impacting continuity of care for Frank and potentially resulting in relapse. Mr. Roberts needs to speak with his supervisor, Mr. Johnson to attempt to resolve the situation.	Mr. Roberts: <i>*nods with guilt etched on his face.</i> I understand now, but it's too late. School's almost over, and Frank won't have the support he needs over the summer. Mr. Johnson: <i>*sighs</i> We need to come up with a solution, Mr. Roberts. We can't let Frank relapse. Let's reach out to some local organizations and see if they can help.	
Monitoring	Y	Mrs. Peters is a SAP counselor. The office does not offer certain services but instead refers students to appropriate external support. She has a session with Andrea today and plans to follow up and determine if Andrea has accessed any of the services she was referred to. SAP should follow up to confirm students like Andrea have accessed the resources that were suggested to them. The SAP should also find out from students if the recommended resources have been helpful and discuss options for different resources if the initial referral did not work out.	<i>*Mrs. Peters sits behind her desk, flipping through her notes as she waits for Andrea to arrive. She is determined to find out if the young girl had sought out the counseling services she had recommended.</i> <i>*Andrea timidly walks in and takes a seat.</i> <i>*Mrs. Peters put on her most comforting smile.</i> Mrs. Peters: "Hi, Andrea. How have you been since our last session?" Andrea: <i>*sighs.</i> "Honestly, Mrs. Peters, I haven't been doing so well. I...I didn't go to any of the services you mentioned. I was scared, I guess." Mrs. Peters: <i>*nods empathetically.</i> "It's okay to be scared. It takes a lot of courage to seek help. But remember, these resources are here for you. They can provide the support you need." Andrea: <i>*shifts uncomfortably.</i> "I know, but what if they don't work? What if I try and nothing changes?" Mrs. Peters: <i>*leans forward, voice gentle yet firm.</i> "If the initial referral doesn't work, we can always explore other options. It's important to find what works best for you, Andrea. Remember, we're in this together." Andrea: <i>*glances up, eyes teary.</i> "Thank you, Mrs. Peters. I'll try...I'll try to give it a shot this time." Mrs. Peters: <i>*smiles, relief washing over her.</i> "That's all I ask, Andrea. Just one step at a time. We'll figure this out together."	Office/closed door
Health and Safety	Y	John, an SAP counselor, is working with a student, Amber, who has severe mental health concerns. She	John: Amber, I understand that you're angry with Rose, but I'm really concerned about the plans you've mentioned to cause her harm.	Office/closed door

Emergencies		has expressed her anger with another student, Rose. He has found out that Amber plans to cause Rose harm. John sincerely believes that Amber intends to carry through with this threat and feels this situation necessitates disclosure to prevent harm to Amber or other students. John decides that it may be appropriate for an SAP to contact a student's parents about a threat or to make a report to law enforcement depending on the severity.	Amber: <i>*angrily</i> She deserves it! She's always spreading rumors about me and making my life hell! John: I hear that you're feeling hurt and frustrated, but hurting someone is not the solution. It's important to find healthier ways to deal with our emotions. Amber: <i>*sarcastically</i> Oh yeah, like what? Breathing exercises? Meditating? Talk about useless! John: Actually, there are many effective coping mechanisms we can explore together. It's crucial to find a safe outlet for your anger instead of acting on it. Amber: <i>*defensively</i> What do you expect me to do? Just let her get away with everything? John: No, but seeking revenge will only create more problems. Let's try to address the issue through communication or involving a mediator, like a teacher or counselor. Amber: That's useless. I am ready to throw some punches, I am ready to snap. John: That's understandable, but let's see if we can find a solution that doesn't involve harm. I believe we can work through this together. I'll set up a mediation session today. <i>*Amber leaves his office to go to class.</i> <i>*John's heart sinks, realizing that this battle is far from over. But for now, he had prevented immediate harm.</i>	
Training Video – Part 4				
Best Practices for Contracts Between School Districts and SAPs	N			