

REPORT OF A COUNSELLING INTERNSHIP AT ST. JOHN BOSCO  
ALL GRADE SCHOOL, ST. JOHN'S NEWFOUNDLAND,  
INCLUDING A RESEARCH PROJECT:  
IMPLEMENTATION AND EVALUATION OF A GRADE EIGHT  
DRUG AWARENESS PROGRAM ENTITLED, ALCOHOL IN OUR SOCIETY

CENTRE FOR NEWFOUNDLAND STUDIES

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Faculty of Education  
Memorial University of Newfoundland

**Report of a counselling internship at St. John Bosco All Grade School,  
St. John's, Newfoundland, including a research project:  
implementation and evaluation of a grade eight drug awareness  
program entitled, Alcohol in our Society.**

by

*Deana M. Drover, B.Ed*

An internship report submitted to the school of Graduate Studies in partial fulfillment of the requirements for the degree of Master of education.



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## ABSTRACT

During a eight week counselling internship at St. John Bosco All Grade School, St. John's, Newfoundland, the intern engaged in many professional activities which enabled her to enhance and build upon her skills as a counsellor. These activities included: (a) individual counselling with 29 students on a variety of personal, academic and career concerns; (b) group counselling kindergarten to level-III students; (c) participating in case conferences and consultation with school, school board personnel, and with other helping professionals; (d) administering a variety of psychoeducational assessments, and; (e) assisting with the delivery and implementation of an alcohol and sexuality workshop.

The intern also had an opportunity to implement, and to evaluate a drug awareness program delivered to a grade eight class at St. John Bosco School. Specifically, the intern delivered and evaluated a module entitled, **Alcohol in our Society**, which is one of the three modules in a program called **Tuning Into Health** (Saranchuk, R. & Koss, D, 1986).

In this evaluative study the intern addressed the following: factors which facilitated and hindered the implementation and delivery of the program, modifications that were made, the extent to which the specific objectives of this program were accomplished, salient aspects and critical events associated with the instructional process, and how the students evaluated the usefulness of the program and its relevance to real-life situations with which they might be confronted.



This report notes specific modifications that are necessary to improve the delivery of this program and the factors which facilitated and hindered the implementation of the program. As well, the program delivered by the intern was successful in positively increasing students' knowledge regarding alcohol. In addition, some students stated that the program was useful and prepared them for possible real-life situation with which they might be confronted. However, some students believed that the program would be useful if implemented with lower grades, and that by grade eight they have already had to confront peer pressure situations involving alcohol.

The last chapter of this Report concludes with an overview and recommendations.

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## CHAPTER I

### INTRODUCTION

#### Rationale

A counselling internship is an option available to graduate students pursuing the master's degree in Educational Psychology at Memorial University of Newfoundland. The internship option consists of placement following the successful completion of all course work. It is intended to further develop counsellor competencies and provide for a wide range of opportunities for the supervised professional application of a variety of theoretical ideas, client interventions, problem solving skills, and collaborative approaches.

The following guidelines were developed by the Faculty of Education to direct the implementation of the internship program development:

- It commences only after or near the completion of course work, and where applicable, completion of appropriate practica, and/or the acquisition of professional experience;
- It consists of an organized sequence of supervised activities in which interns have the opportunity to exercise professional responsibilities which are associated with the professional role for which they are preparing;
- The research should be such that it is integrated within the overall objectives of the internship and is conducted at the work site;
- Interested students must submit and have approved by the Faculty a formal internship proposal, and

- The activities engaged in should be such that interns are assured both a depth and breadth experience.

This internship, conducted at St. John Bosco All-Grade School, Shea Heights, St. John's Newfoundland, was selected by this intern for the following reasons:

- the internship site provided a professional environment where direct supervision was available in such areas as individual and group counselling, case conferencing and consultation;
- it allowed the intern to gain practical experience in individual and group counselling and to apply theoretical concepts learned during the formal part of her program;
- the internship provided the opportunity to interact with a multi - disciplinary team, for example: educational psychologists, psychiatrists, speech- language pathologists, social workers, and community workers;
- the intern was given the opportunity to broaden her knowledge about the counselling profession, and;
- it provided the intern with opportunities to further develop her competency across a wide range of psychoeducational processes and instruments.



## **The Setting**

### **St. John Bosco All-Grade School**

Shea Heights is a unique community located in the Southside Hills overlooking the city of St. John's, Newfoundland. The community came under the jurisdiction of the city of St. John's in 1986. While being part of the larger urban area of St. John's, the community of Shea Heights has basically maintained its own separate identity both geographically as well as socially. It can probably be said that Shea heights has many of the social activities and community attributes as any outport community in Newfoundland.

From Shea Height's earliest history, it has been associated with the stigmatism that it is was less than a desirable place to live. The early inhabitants were people who choose to live on "The Hill" because of very limited economic resources which forced them to settle outside of St. John's. This attitude, unfortunately, still haunts the community to this day.

The nucleus of the community has evolved around St. John Bosco Parish and the School. This modern school facility on Shea Heights boasts a student population of 540 and a teaching staff of 40 teachers (both full and part-time). It is operated by the Roman Catholic School Board for St. John's, Newfoundland, and encompasses grades Kindergarten to grade 12. This means that the young people of the Shea Heights area are very much prone to be segregated from other young people in the St. John's area. They often, grow up, are educated, and become socialized all within their own community. This

has become both a benefit, as well as an obstacle to their future development. It is when the young people of Shea Heights have to leave their familiar environment and venture into other areas for training and education that they seem to be faced with a great dilemma.

As previously noted, the stigmatism associated with living in Shea Heights still exists today. The Shea Heights Community Health Centre Board has been working within the community to dispel this stigmatism. The Board has targeted the young people as the avenue in which to address this problem. By keeping the young people in school and building their self-esteem, so they will not be at a social and educational disadvantage, they hope they can rise above the image that has overshadowed them for so many years (George, 1992).

The fact that the community of Shea Heights has a high incidence of school dropouts also coincides with the fact that they have a high unemployment rate as well as other significant disadvantages (Table 1).

**Table 1****Statistics Comparing St. John's and Shea Heights**

	<b>Shea Heights</b>	<b>St. John's</b>
Population	2301	161901
Average Household Size	3.9	3.3
Average Number of Children Per Household	1.9	1.6
Percent of People with Less than grade 9	34.6%	15%
Percent of People without Secondary Cert.	37.5%	28.5%
% Attended University and Received Degree	2%	10.4%
% Attended University Without Degree	4.3%	13.6%
Unemployment Rate Among Males	24.8%	15.0%
Unemployment Rate Among Females	34.2%	15.7%
Unemployment Rate-Both Sexes Aged 15-24	42.6%	24.9%
Unemployment Rate-Both Sexes Aged 25+	22.2%	12.2%
Average Income of Males	\$13453	\$21612
Average Income of Females	\$9695	\$12325
Median Income of Males	\$12402	\$17875
Median Income of Females	\$7779	\$9553
Average Family Income	\$22944	\$36849
Median Family Income	\$19949	\$32917
Percentage of Low Income Families	44.6%	16.7%
% of Low Income Unattached Individuals	41.0%	43.4%
Percentage of Single Parent Families	17.8%	13.5%

**Source: George, 1992**

The province of Newfoundland and Labrador has a very high unemployment rate. During the past several years it has been going through a difficult adjustment to the close down of its primary industry, the fishery. Although there are signs of economic growth in some sectors, opportunities, particularly for students without post secondary education or training will continue to be very limited.

The key to addressing the problem of chronic unemployment in the community of

Shea Heights is to teach school children the benefits of obtaining a complete and full education. This can only be accomplished when children remain in school. To tackle this problem, the Shea Heights Community Health Board oversees a youth association. The mandate of the youth association is to work closely with the young people of Shea Heights to motivate them to stay in school.

According to George (1992):

It has become apparent that the critical period of time for many young people of school leaving age is over the summer holiday period when the school is closed and many of the resources they have come to depend upon are not available to them. Peer pressure can very easily come into play over this time. As well, the lure of finding a job and having extra spending money, many times lure young people away from the community in the hopes of finding a solution to their problems. But with the low education levels of those who leave, their problems can become compounded (p. 7).

### **Suitability of Internship Placement**

St. John Bosco All-Grade School, Shea Heights, St. John's, Newfoundland was chosen by this intern for the internship setting for these reasons:

- the high quality of professional supervision available at the setting;
- the relevancy of the practical experiences in the actual setting to the environment in which the intern expects to work;
- the quality of learning opportunities and experiences that were available in the school setting;

- the opportunity to work with other special services professionals and participate in case conferencing; and,
- the availability of time for full-time involvement required to complete the internship.

St. John Bosco has one full-time school counsellor who is readily available to assist students with their personal, social, academic, and career concerns. It also has available to it a number of other professionals associated with the St. John's Roman Catholic School Board. This professional team consists of:

School Personnel

Glenda Riteff, School Counsellor

Len White, Principal

Carol-Ann Northcott, Vice-principal

Board Personnel

Donna Mclennon, Program Coordinator of Counselling Services

Anna Courish, Program Coordinator of Special Education Services

Robert Gauthier, Educational Psychologist

Janice Power, Speech-Language Pathologist.

## **Supervision**

The responsibility for the supervision of the intern was shared by the Faculty of Education, Memorial University and St. John Bosco All-Grade School.

At the school, the on-site supervision was conducted by the school counsellor, Ms. Glenda Riteff B.A., B.Ed., M.Ed. She had the following responsibilities:

- to consult with the intern and her faculty supervisor during the development of the internship proposal;
- to have primary responsibility for the on-going supervision of the intern's counselling activities;
- to facilitate the intern's access to appropriate professional opportunities to ensure a full and successful internship experience;
- to meet with the intern once a week, to assess the intern's progress and determine any changes in the internship as needed;
- to meet with the intern, and the faculty supervisor midway through the internship period to assess her progress and determine further direction; and
- to meet with the faculty supervisor at the conclusion of the internship to conclude a summative evaluation of the intern and her internship.

The university supervisor was Dr. Glenn Sheppard B.Ed., M.Ed., C.A.G.S., Ed.D.

He had the following responsibilities:

- assisting the intern in the preparation of her internship proposal and in making the many decisions associated with this process;
- be available throughout the internship for consultation with the intern and her internship supervisor as the need arises;
- collaborate and consult with intern and on-site supervisor midway through the internship to assess the intern's progress; and
- participate in a final session with the intern and field supervisor, to conclude evaluation and closure of the internship.

### **Internship Goals and Objectives**

As stated in the guidelines for internships, the purpose of the internship is to provide opportunities for:

- the development of personal and professional competencies for each intern based on the intern's needs, previous experiences, and career plans;
- practical experiences that will bring into focus the theoretical component of the program;
- practical experiences that will enable the intern and the Faculty to evaluate the intern's professional and personal competencies;

- the development of research and problem-solving skills appropriate to the needs of the intern and the setting, considering the nature of her placement and the intern's career goals; and,
- feedback to the Faculty which will serve to inform further program development.

Based on the broad goals set by the Faculty of Education, the intern developed general and specific goals related to the chosen setting. The primary general objective for the intern in choosing the internship was to gain further practical experiences which would enhance her professional growth and development.

The following is a list of her specific goals:

**Goal 1. to continue to develop and enhance group counselling skills.**

The intern accomplished this goal through the activities as presented in

Table 2.

**Table 2**

**Type and Frequency of Activities Used to Develop and Enhance Group Counselling**

**Skills:**

<b>Activity</b>	<b>Hours</b>
<i>Advanced Peer Counselling</i>	<i>5 hours</i>
<i>Adolescent issues with the Level II and Level III Family Life students</i>	<i>8 hours</i>
<i>Sexuality Workshop with Grades 5 to 9.</i>	<i>5 hours</i>
<i>Drug and Alcohol Workshop with</i>	<i>3 hours</i>



*Grades 4 to 6.*

*Facilitator of a Drug and Alcohol  
Awareness program entitled  
Tuning In To Health.*

*12 hours*

**Goal 2. to continue to develop and improve individual counselling skills and to  
further become familiar with various counselling approaches.**

During the course of the internship, regular ongoing consultations were held with Glenda Riteff and Dr. Glenn Sheppard. Both counsellors have long standing experience in the areas of personal, social and career counselling and thus they were able to offer valuable experience to the intern regarding evaluation and suggestive techniques in individual counselling skills and approaches.

This goal was also accomplished through the activities as presented in Table 3.

**Table 3**

**Type and Frequency of Activities used to Develop and Improve Individual  
counselling skills.**

<b>Activity</b>	
<i>Personal and social participation in individual counselling sessions with a large number of clients.</i>	<i>29 students</i>
<i>Career counselling sessions with a number of clients.</i>	<i>13 students</i>
<i>Critically reviewing and analysing</i>	<i>34 hours</i>

*each individual counselling session, both individually as well as with on-site supervisor.*

*Observing my on-site supervisor engaged in individual counselling sessions as well as co-counselling with her.*

*12 hours*

*Extensive reading in the area of individual counselling theories and techniques.*

*20 hours*

---

**Goal 3. to develop an increased awareness and understanding of the personal, social, and academic concerns of primary, elementary, junior high and high school students.**

This goal was accomplished through: (a) observations of students during structured and unstructured times; (b) individual counselling with all four levels: primary, elementary, junior high and high school; and, (c) reading in the area of developmental issues and readings related to social, personal and academic struggles children endure.

**Goal 4. to gain further understanding and proficiency in the use of psychoeducational assessment instruments and processes including criteria for administering, interpreting, scoring, and the integration and utilization of assessment information in programming**

**for individual students.**

This goal was accomplished through a variety of activities: (a) carrying out full psychological assessments; (b) discussing each case with on site-supervisor preceding, during, and following each assessment; (c) presenting each of these cases to the appropriate authorities; and (d) reading in the area of psychological assessment.

**Goal 5. to further develop consultation and collaborative skills.**

This was accomplished through a variety of activities as presented in Table 4.

**Table 4**

**Type and Frequency of Activities the Intern Participated in to Develop consultation and collaborative skills.**

<b>Activity</b>	<b>Frequency</b>
<i>Meetings with parents in which their child's academic and social development was discussed</i>	<i>4 hours</i>
<i>Participating in the case conferences with doctors, nurses and social workers at the Shea Heights Community Health Centre</i>	<i>6 hours</i>
<i>Meetings with officials from the Roman Catholic School Board office to discuss the psychological assessments of one client</i>	<i>4 hours</i>
<i>Discussions with school administrators in which recommendations for student programming and placements were made.</i>	<i>8 hours</i>

<i>Active participation in Program Planning Team meetings which involved teachers, administrators, parents, doctors, and clients alike</i>	<i>4 hours</i>
<i>Consultation and networking with other colleagues and with supervisors to discuss experiences and recent cases.</i>	<i>16 hours</i>

---

**Goal 6. to become more familiar with the skill and protocol for  
working effectively as a part of a multidisciplinary team.**

This goal was accomplished through a variety of activities: (a) referrals to the Janeway Hospital- mental health division, child development and learning clinic and psychiatry department; (b) reading in the area of special services policy and procedures for the Roman Catholic School Board for St. John's; (c) consulting with school board personnel on services offered through external agencies; and, (d) having the responsibility to chair a program planning team meeting with other school personnel involved.

**Goal 7. to conduct a research study which will involve the delivery and  
evaluation of a drug awareness program for a grade eight class  
(See Research Section).**

This goal was achieved through the implementation and evaluation of a drug awareness program, **Alcohol in our Society**, in a grade eight class at St. John Bosco

School. A pre and post test was administered in conjunction with an audio taped interview. Also, detailed process notes were kept, session by session, and all adaptations, critical incidents and other salient experiences were recorded.

**Goal 8. to further understand student and community needs in a community with challenging economic and social circumstances and how these needs reflect in the role and responsibilities of the school counsellor.**

This was accomplished through (a) visiting the community medical centre; (b) discussing economic and social circumstances both one-on-one and in groups with the students of St. John Bosco; (c) listening to the parents' concerns pertaining to the future of their children; and, (d) reading journal articles and books relevant to this population.

## CHAPTER II

### THE INTERNSHIP: A DESCRIPTION OF ACTIVITIES

This chapter will serve to highlight the various activities undertaken by the intern during the internship period of May to June, 1996. A detailed account of all major professional activities engaged in during this time, as well as, complete time allocations for each, is provided in Table 5.

**Table 5.**

#### Hours Allocated To Internship Activities

<b>Components</b>	<b>Number of Hours</b>
<i>Individual Counselling</i>	<i>72 hours</i>
<i>Group Counselling</i>	<i>8 hours</i>
<i>Career Counselling and Career Development</i>	<i>7 hours</i>
<i>Testing</i>	<i>16 hours</i>
<i>Case Conferencing</i>	<i>28 hours</i>
<i>Inservice</i>	<i>24 hours</i>
<i>Sexuality Workshop</i>	<i>8 hours</i>
<i>Drug and Alcohol Workshop</i>	<i>5 hours</i>
<i>Supervision</i>	<i>12 hours</i>
<i>Research</i>	<i>95 hours</i>
<b>Total hours allocated to these activities</b>	<b><i>278 hours</i></b>

### **Areas of Concentration**

During the internship at St. John Bosco School, the intern was exposed to a number of activities that she believed would enhance and further develop the diverse roles and responsibilities of a school counsellor. Each of the following areas provided the intern with experiences and exposure that facilitated her growth as a school counsellor.

### **Individual Counselling**

One of the major focuses of this internship was on the provision of individual counselling, therefore, a substantial amount of the intern's time was devoted to this activity. The counselling centred primarily, but not exclusively, around personal and social issues. Since St. John Bosco covers grades Kindergarten (ages 4-5) to Level III (ages 16-19) the issues for which students sought counselling were diversified. They were as follows: Primary/Elementary level- 3 clients. Two of these were referred by their teacher due to behavioural difficulties, and one because of academic difficulties. Intermediate Level- 19 clients. Some of the intermediate level students sought counselling due to family conflict, divorce and/or separation of parents. However, other students were having difficulties in other areas of their lives such as; peer pressure, personal and sexual relationships. Then there were students who solely wanted information on such areas as sexually transmitted diseases, primarily HIV infection and where they could go to receive free contraceptives. High School level- 7 clients, who presented with a variety of issues such as anger control,

relationship problems, suicide ideation, and “at- risk” of dropping out.

During the period of the internship the intern saw a total of 29 clients. A total of 72 hours during the whole of the internship was spent engaged in individual counselling sessions with clients.

Included in the 72 hours, the intern participated in both supervised, as well as unsupervised, individual counselling. From this exposure the intern was able to self-evaluate her counselling strengths and weaknesses. The areas identified as some of her weaknesses were; failing, at times to understand and/or to acknowledge the clients frame of reference, fear of silence, and not taking advantage of salient moments during the session. Areas of strengths noted by the intern and her supervisor were; listening skills, appropriate attending skills, respecting clients’ opinions and personal space, providing positive feedback, patience and empathy.

### **Career Counselling and Career Development**

As part of the internship at St. John Bosco the intern became involved in delivering a variety of career services.

Specifically, the intern was responsible for spending a 30 minute individual session with half of the level III students. The purpose of these meetings was to dedicate individual attention to each student concerning their future educational and career plans. The intern also acted as a liaison between the students and the community. Specifically,



she helped students become aware of a variety of programs, assisted with the completion of application forms, assisted students in their search for financial advice and acted as a mediator between students and parents.

Another emphasis during this time was assisting individuals to discover within themselves the strengths and the employability skills which they clearly possess. This was accomplished through promoting job shadowing and acting as a liaison person between the student and the community.

### **Group Counselling**

During the internship, there were a number of groups in which the intern had an opportunity to participate, organize and/or lead while at St. John Bosco School. These group activities are presented in Table 6.

**Table 6.**

#### **Type and Frequency of Activities Used to Develop Group Counselling Skills**

<b>Activity</b>	<b>Frequency</b>
<p><i>Advanced Peer Counselling Workshop.</i>            This workshop taught the intern how to train a group of peer counsellors and how to effectively implement a peer counselling program by using both individual and group techniques. This workshop was delivered by Len Hynes and Joan O'Reilly. Both presenters are school counsellors with the Roman Catholic School Board for St. John's, and who have shown considerable leadership</p>	1 day

in the development and implementation of peer counselling programs at their respective schools.

*Discussion of Adolescent Issues with the Level II and III Family Life Classes.*

8 sessions  
( 45 mins; per session)

The issues of discussion consisted of the following: Pregnancy, intimacy, respect, love, sex, dating, divorce, single parenting and parenting skills, physical sexual and emotional abuse.

*Sexuality Workshop was held in coordination with the Shea Heights Community Health Centre at St. John Bosco School.*

1 day

This workshop was for grades 5 to 9. The following areas of sexuality that were thoroughly discussed were the following: Sexually transmitted diseases, different methods of birth control, date rape and sexual physiology. After the presentations each grade were given the opportunity to ask any questions they had pertaining to the area of sexuality.

The intern assisted with the delivery and implementation of this workshop. Specifically, she co-conducted the sessions on sexually transmitted diseases.

*Drug and Alcohol Workshop with grades 4 to 6.*

.5 day

The intern planned and implemented, in consultation with the on-site supervisor, a half-day workshop concerning areas on smoking, alcohol and drugs. During this workshop she presented two sessions to the grades 5 and 6 classes on the short and long term effects of alcohol, and the intern discussed various ways of dealing with peer pressure. She allowed the participants to actively be involved in a variety of role-playing activities that consisted of practising assertiveness skills and other ways to make decisions around the use of alcohol. In addition, she was responsible for presenting a workshop on smoking to the grade 4 class. The method of instruction was, once again, to give the children the opportunity to be actively involved with the discussion on the effects of smoking and how to say

"No" to peer pressure. In all sessions there was a primary emphasis on assertiveness and refusal skills.

*Facilitator of a Drug and Alcohol Awareness program titled, Tuning In to Health, by Saranchuk, R. & Koss, D. 1986.* The intern implemented and evaluated this program in a grade eight class at St. John Bosco. Specifically, the intern delivered and evaluated module two entitled, Alcohol in our society. This program will be thoroughly discussed in the section of this report entitled, Evaluation Study.

8 sessions  
(1.5 hours each)

### Psychoeducational Assessment

The intern spent a concentrated period of time enhancing her competency with regards to the administration, scoring, and interpretation of psychological and educational tests. During the internship there was ample opportunities to do full psychological and educational write-ups. The type and frequency of tests administered during the internship are listed in Table 7.

**Table 7**

#### **Type and Frequency of Tests Administered During the Internship.**

<u>Type of Test Administered</u>	<u>Frequency (Hours)</u>
<i>Wechsler Intelligence Scale For Children- Third Edition</i>	<i>3 ( 6 hours)</i>
<i>Kaufman Test of Educational Achievement- Comprehensive Form.</i>	<i>5 (2 hours)</i>
<i>Developmental Test of Visual Motor Integration</i>	<i>3 (1 hour)</i>

<i>Alberta Diagnostic Reading Battery Assessment</i>	<i>1 (1 hour)</i>
<i>Informal Assessments: Curriculum-base, student interviews.</i>	<i>4 (2 hours)</i>
<i>Goodenough- Harris</i>	<i>2 (1 hour)</i>
<i>Parent Rating Scale</i>	<i>3 ( half hour)</i>
<i>Test of Visual Perceptual Skills</i>	<i>3 (1.5 hours)</i>
<i>Test of Auditory Perceptual Skills</i>	<i>3 (1.5 hours)</i>

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Tests were administered to a variety of students who were primarily having difficulties in learning. Depending on the nature of the referral, preparation for testing varied. History taking for each student played a significant role in determining the type of assessment tool and the conditions under which such assessment devices were administered. There were occasions when testing had to be carried out over several periods, especially if the child was younger and/or had difficulty attending to the task due to a psychological factor, low motivation and/or physical challenges.

As a follow-up to the administration of assessment devices, consultations with other professional personnel, parents and the student were conducted. The purpose of these consultations was primarily to explain the results of the assessments to all parties involved. Specifically, once student strengths and limitations were ascertained in

consultation with the multi-disciplinary team, an individual program was developed for implementation intended to meet the unique needs of that child.

Another purpose of these consultations was to obtain feedback and direction to enhance the intern's skill in administration, and particularly in the interpretation of, these assessment devices. Given the wide variety of professional staff available for consultation, the depth and breadth of their input was invaluable. The intern's confidence in the selection, administration, scoring and interpretation of assessment tools increased as a result of these experiences. Discussions with the staff permitted the intern to critically analyse the application of a variety of assessment tools and processes.

### **Case Conferences**

During the course of the internship, the intern participated in a number of case conferencings within different settings. On May 16 and June 13, 1996 she presented three cases at the clinic meeting held in the Community Medical Centre of Shea Heights. A number of professionals were presented at this time including two full-time physicians, two resident physicians, community health nurse, social worker, vice-principal and guidance counsellor. This experience offered the intern the unique experience of receiving feedback from a variety of professionals and from the perspective of different professional disciplines. The intern felt that as a result of being exposed to this exercise, she has become more cognizant of the multi-disciplinarian approach that is necessary in meeting

the needs and concerns of students.

Within the school setting the intern participated in three case conferences with supervisor, and parents. The purpose of these meetings was to fully explain the procedures being utilized in determining the child's academic strengths and limitations. In addition, the intern participated in eight other case conferences. Six of these conferences dealt with an explanation of assessment results and a decision for future educational placement as well as the development of an individual program plan. The other two case conferences were concerning students that the intern had seen and who were experiencing many difficulties in their lives both at school and at home.

### **Inservice**

The intern participated in a number of professional development workshops sponsored by the Roman Catholic School Board for St. John's. The first workshop attended was on implementing an advanced peer counselling program in the schools. The presentation was by two local counsellors, Len Hynes, and Joan O'Reilly. Both counsellors work in high schools administrated by the Roman Catholic School Board for St. John's and have a provincial reputation for their leadership in the development and implementation of school-based peer counselling programs.

This workshop took place on May 22, 1996 and was attended by school counsellors and special service coordinators. The purpose of the workshop was to train

those in attendance in the skills and proper protocol needed to successfully implement an advanced peer counselling program in schools.

Another workshop held by the Roman Catholic School Board was on the draft revisions of the handbook for school counsellors within the school system. In attendance were school counsellors, educational psychologists and special service coordinators. The purpose of the workshop was for the Counselling Program Review Committee to receive feedback from counsellors, and psychologists on their suggested changes. The intern found this workshop to be enlightening and it increased her awareness of the roles and responsibilities of a guidance counsellor and provided some insight into the process of policy development.

### **Sexuality Workshop**

On May 7, 1996 the intern assisted in the organization and implementation of a one day sexuality workshop at St. John Bosco School. Presenters at the workshop included social workers, a public health nurse, a doctor, and a counsellor from Planned Parenthood. The workshop was directed at grades 5 to 9 students and dealt with topics such as, decision making, sexual physiology, sexually transmitted diseases, contraception, and date rape. After the presentations were completed the presenters gathered together to address the questions that the children submitted on a sheet of paper that was provided. The question and answer periods were formatted in such a way that the children's

questions would remain anonymous.

Participation in this workshop provided the intern with the opportunity to make additional professional contacts, to observe different health professionals at work, and to have the experience of organizing such an event within the school. This experience also aided the intern in gathering information on the topic of sexuality which will assist her in future work with youth.

### **Drug and Alcohol Workshop**

On June 6, 1996 the intern organized and implemented a half day workshop for grades 4 to 6 students at St. John Bosco School. The presentations were as follows; illegal and legal drugs- Constable McDonald; smoking and alcohol - Deana Drover (intern).

This provided the intern with opportunities to enhance her organizational and planning skills, and to continue to become more self-confident in making such presentations.

### **Supervision**

The intern met with Glenda Riteff, on-site supervisor, during each week of the internship period. These meetings were pre-scheduled for one hour and normally occurred after the school day. During these meetings, the time was usually spent reviewing and



discussing the progress and concerns of the intern with regard to each of her clients. The intern found these meetings to be both challenging and insightful. It gave the intern a chance to critically analyse her counselling style and at the same time develop new skills under the guidance of her field supervisor.

The intern had a number of meetings with her university supervisor, one meeting of which was the required mid-internship supervisory committee meeting, at which time the progress of the internship was reviewed. Areas of discussion centred around (a) the extent to which the intended goals of the internship were being met, and (b) the status of the ongoing internship research project. Areas discussed pertaining to the ongoing research were the following: How to effectively deal with student self-disclosure, or disclosure of a parent or family member, how to sensitively address issues such as addiction, peer pressure, and appropriate decision-making; (c) whether or not changes needed to be made in the internship for the remaining period; and (d) discussed the progress and concerns of the intern with regard to each of her clients. Given the fact that the intern was spending a significant amount of her time providing personal counselling around difficult issues, considerable attention was given by the supervisors in providing feedback, and suggestions concerning different techniques that could be utilized.

## **Research /Reading**

During the internship it was the intern's decision not to use instructional school time to conduct research, but to use evenings and weekends to complete this task. Time spent researching was primarily spent in the pursuit of books and articles that related to her internship project. The intern also used time to do some additional reading on areas that were of personal interest to her. They included such areas as, cognitive-behavioural techniques, survivors of sexual abuse, programs aimed at the prevention of violence amongst adolescents, single parenting and parenting skills.

The intern plans to continue this activity on a regular basis. The intern is aware that through reading and practice she will continue to grow as a counsellor. For a complete list of books and articles read throughout the internship, refer to Appendix A.

## **Other Activities**

The intern was involved in many other counsellor-related activities during the period of her internship other than those major activities which are described above. It would be impractical to try to name all of these activities or to provide the specific time devoted to each of them. These other activities included the following: (a) socializing with the students during extracurricular events (e.g. music festival, donating blood with the Level II and III students, sports day, watching graduation videos); (b) building relationships with the students through classroom visits and helping them with their school

work; (c) making and receiving telephone calls; (d) making notes and filing; and (e) consulting with teachers, administrators, guidance counsellors and other professionals.

### **Conclusion**

This chapter has outlined the various activities in which the intern was engaged in during her internship at St. John Bosco School. The intern feels that as a result of the many and diverse experiences described above, she has been successful in achieving her overall aim of enhancing her professional growth and development as a counsellor.

The placement at St. John Bosco School gave the intern an opportunity to work with experienced professionals from various disciplines within the helping profession. The intern feels that these experiences have helped her build upon her counselling skills, and in turn, has increased her self-confidence as a competent counsellor. The experience is one that this intern would recommend to other graduate students in School Counselling Programs.

## CHAPTER III

### EVALUATION STUDY

#### **Purpose of the study**

To fulfil the requirements for the internship in the counselling program at Memorial University one must undertake a project appropriate to the particular internship setting.

The purpose of this internship project was to implement and evaluate a drug awareness program in a grade eight class at St. John Bosco All Grade School. Specifically, the intern delivered and evaluated a module entitled, **Alcohol in our Society**, which is one of the three modules in a program called **Tuning into Health** ( Saranchuk & Koss, 1986 ).

This program was conducted over an eight week period and the evaluation study addressed the following questions:

1. What are the factors which facilitated and hindered the implementation and delivery of the drug awareness program, **Alcohol in our Society**, to a grade eight class at St. John Bosco School?
2. What modifications were made to this program, both in terms of instruction and curriculum content, during the process of teaching it to a grade eight class?

3. What were the salient aspects and critical events associated with the instructional process involved in the teaching of this program to the grade eight class?
4. To what extent were the specific objectives of this program achieved when taught by the intern to a class of grade eight students at St. John Bosco school?
5. How did students evaluate the usefulness of this program and its relevance to the real - life situations with which they might be confronted?

### **Rationale**

Drug abuse among youth is becoming a very widespread problem in society. This phenomenon is becoming more evident in schools on a daily basis (Adlaf, Eliany & Wortley, 1991; Single, MacLennan, & Macneil, 1994). In a study conducted on behalf of Health and Welfare Canada (1990), it was reported that Newfoundland youth, age 15-19 years, drink on average 4.03 drinks per week, compared to the Canadian youth overall average of 3.3 drinks per week. In addition, 73.5 % of the Newfoundland youth involved in this study, age 15-18 years, report that their primary reason for drinking was to be sociable. As well, the survey indicated that Newfoundland youth age 15-24 years tend to drink more alcohol per occasion in bars or taverns than the average Canadian youth (4.8 drinks in comparison to 3.9 drinks).

In light of the results from this 1990 survey, there is cause for concern. Parents, teachers and other professionals are left wondering how to solve drug related problems and how to prevent further misuse. Therefore, all parties must become involved in dealing with this problem head on with well thought-out and innovative ideas and programs.

For some time, educators have been using different programs and strategies to increase student awareness and understanding of drug use. These efforts have been intended to have a positive effect on how students relate to drugs in their own lives. Some programs were designed to teach abstinence by providing unbiased, factual information about the use of drugs (Glynn, Leukefeld & Ludford, 1983). It is important for children to learn the facts concerning drug abuse, including the most widespread drug, alcohol. However, research suggests that prevention programs that are designed primarily to increase knowledge of drugs as a way of changing attitudes are not particularly effective. In fact, in some circumstances this type of intervention may lead to increase experimentation ( Glynn, Leukefeld & Ludford, 1983; Gordis, 1990 ). Other programs use the "fear arousal" approach to frighten young people in the prevention of drug use. Davies and Coggans (1991) indicate that, based on hindsight and evaluation of drug education programs, it is now known that fear arousal is largely ineffective and can be counterproductive. More recently, programs have been based on the goal of teaching students to make informed decisions about drugs. Specifically, these prevention programs are based on informing youth about the health and social consequences of drug use;

identifying social, peer, media, and environmental influences, teaching personal skills, such as decision-making, problem solving and assertiveness training ( Johnson, Pentz, Weber, Dwyer, Baer, MacKinnon, Hanson & Flay, 1990 ).

Research indicates that junior high is a particularly good time to teach about drugs and their effects and to teach children to develop resistance to later drug use ( Johnson, Pentz, Weber, Dwyer, Baer, MacKinnon, Hanson, & Flay, 1990 ).

For these reasons, the program **Tuning in to Health**, was selected for use in this internship. It provides both knowledge on the drug, alcohol, and emphasizes the teaching of problem-solving and assertiveness skills applied to real-life situations ( Saranchuk & Koss, 1986 ).

The specific objectives of the module two of this program entitled, **Alcohol in our Society** are as follows:

- to identify alcohol's short-term effects on the body;
- to identify the major influences affecting one's decisions to use or not use alcohol;
- to identify and apply the steps involved in finding effective solutions to problem situations;
- to understand the meaning of the term "assertiveness", and to identify and participate in verbal and non-verbal assertive skills;
- to identify the factors that determine the level of alcohol in the human body;
- to identify the risks of alcohol consumption;

- to apply basic legal knowledge to situations involving alcohol;
- to identify the techniques used to advertise alcohol; and
- to analyse advertisements designed to sell alcohol.

It is important that all educational practitioners develop the skills and commitment to the thoughtful assessment of the many programs, such as this one, which are intended to address a variety of educational challenges. Hopefully, the evaluation of this program will provide relevant information for informed decisions regarding its place and usefulness in the junior high school curriculum.

### **Tuning In To Health Program**

The drug awareness program which was used for this project is **Tuning Into Health: Alcohol and Other Drug Decisions For Junior High Students** developed by Ron Saranchuk and Denise Koss ( 1986). According to developers, the program has gone through a number of stages in its development. The following groups and individuals are given credit for having contributed to this development: Manitoba Education; the Joint Alcoholism Foundation of Manitoba; Alcoholism Foundation of Manitoba; and the pilot teachers who tested the **Tuning In To Health** materials in their classroom.

According to the authors, **Tuning In To Health: Alcohol and other Drug**



**Decisions** is a practical, comprehensive package on drug education. As a primary prevention program, it is intended for classroom use for all grade seven, eight, and nine students. Its stated purpose is to reduce the future incidence of problems associated with the use of alcohol and other drugs by helping students understand; the effects of drugs on the body, the factors that influence people to use/not use drugs, the decisions adolescents face to use/not use drugs and the alternatives to drug use.

Specifically, the section of the program which was implemented and evaluated is the second module entitled, **Alcohol in our Society**, which is one of the three modules in the program **Tuning Into Health**. The module includes fourteen sessions, although the last four sessions are optional. Each of the ten sessions in the module is broken down in terms of its objectives, student resources, teacher resources, preparation and lesson, which includes, lesson introduction, reviewing the lesson and a summary statement.

This module provides material on:

- the effects of alcohol on the body.
- influencers affecting one's use/non-use of alcohol.
- problem-solving and decision-making in situations involving alcohol.
- alternatives to using alcohol in establishing and maintaining a healthy lifestyle.

### **Procedure**

This study was conducted at St. John Bosco All Grade School, Shea Heights, St. John's, Newfoundland. Students from one grade eight class participated in the study.

The intern had a meeting with the grade eight home room teacher, principal, vice-principal and school counsellor to explain in detail the proposed study. Although their formal informed consent had not yet been obtained, the proposed program, in their view, was very compatible with the goals of the health program for junior high students at the school.

The program was implemented during the eight week internship. Each weekly session occurred on day 5 of the six - day school schedule at 1:40 p.m -3:00 p.m. This time was determined in collaboration with the home room teacher and the school principal.

The intern was responsible for ensuring the confidentiality of the students' opinions, sharing of experiences, as well, as the results of the pretest, post-test and the semi-structured interview. The data collected was handled in such a manner to ensure anonymity and confidentiality. Before the initial session, informed consent was gathered from the students, parent/guardian's of these children, the school principal and the Roman Catholic School Board for St. John's (Appendix D). These consent forms ensured that participants were fully aware that their participation was strictly voluntary and could be withdrawn at any time.

After the appropriate forms were collected, a pre-test was administered to the grade eight class. The next eight sessions were spent implementing the **Tuning in to Health: Alcohol in our Society** program. At the conclusion of the study the students were asked to complete the post-test and were assigned a fifteen minute session with Ms. Glenda Riteff or Ms. Wanda Pelley to respond to the semi-structured interview.

### **Evaluation of the Program**

This study followed a participant-oriented approach to program evaluation (Stake, 1983). This approach was sufficiently flexible to accommodate the process/outcomes combination being used in this project.

Evaluation of the program , **Alcohol in our Society**, was accomplished in two ways: firstly, through an ongoing assessment of the process of implementing and delivering of the program. The intern kept comprehensive and thorough notes on the process and content of each session. All salient events were noted, as well as any program modifications. Secondly, the assessment of student outcomes and their views about this program consisted of the following components: (1) the administration of a pre-test; (2) implementation of the module, **Alcohol in our Society**; and (3) the administration of the posttest and a semi-structured interview with each student in the class.

This project proceeded in three stages:

- (1). All the preliminary preparation for program delivery was completed, including the pretest, within two days before the start of the program.
- (2). The program was delivered by the intern over an eight week period.
- (3). At the conclusion of the program all participants completed a posttest and participated in a semi-structured interview conducted by Ms. Glenda Riteff, the school counsellor, or Wanda Pelley, a graduate student in school counselling.

These interviews were audio recorded and the intern conducted a content analysis of all interviews, and the results of the pretest and posttest were statistically analysed.

It was intended that the final report would include lessons learned from this experience about the process and procedure for implementing a program of this kind, including those factors which facilitated or hindered program implementation.

Prior to and after the implementation of the program the intern administered both a pretest and posttest to determine whether the objectives had been met. As well, the students were asked to answer questions on the semi-structured interview. This medium was used to evaluate the student's overall attitude toward the program. In addition, the

students were asked, in the interview, to relate what they had learned to possible real-life situations.

### **Results and Analysis**

The purpose of this study was to implement and evaluate a drug awareness program in a grade eight class at St. John Bosco All Grade School. In particular, the intern delivered and evaluated a module entitled **Alcohol in our Society**, which is one of the three modules in a program called **Tuning Into Health**.

This study addressed the following five distinct questions:

1. What are the factors which facilitated and hindered the implementation and delivery of the drug awareness program, **Alcohol in our Society**, to a grade eight class at St. John Bosco School?
2. What modifications were made to this program, both in terms of the instruction and curriculum content, during the process of teaching it to a grade eight class?
3. What were the salient aspects and critical events associated with the instructional process involved in the teaching of this program to the grade eight class?
4. To what extent were the specific objectives of this program

achieved when taught by the intern to a class of grade eight students at St. John Bosco School?

5. How did students evaluate the usefulness of this program and its relevance to the real-life situations with which they might be confronted?

#### Research Question 1

**What are the factors which facilitated and hindered the implementation and delivery of the drug awareness program, Alcohol in our Society, to a grade eight class at St. John Bosco School?**

During the nine week program there were many factors which facilitated and hindered the implementation and delivery of this program. The program took place in three stages. The first stage consisted of the preliminary work, which included briefing the school administration, teachers and parents about the program; obtaining informed consent from students, parents, school administrators and the school board; establishing a time within the school schedule for delivery of the program, and administering the pretests. The second stage consisted of implementing the program; and the third stage involved administering the post-test and conducting audio taped individual interviews with all students in the program.

There were many factors during the first stage that hindered and facilitated the

implementation of this program. It was the decision of the intern, in collaboration with the Principal, the on-site supervisor and homeroom teacher, that the grade eight class at St. John Bosco would be the class chosen for this intervention. The ready support of all school personnel facilitated the delivery of this program. The homeroom teacher rescheduled her class timetable, and the administration of the school supported these changes. In addition, the teacher provided the intern with a class list and made many helpful suggestions. One of the ideas suggested was to call the students' parents to prepare them for the consent form that would be sent home. The parents were very cooperative and offered their assistance if deemed necessary. Parents were encouraged to call the intern at any time if they had any further questions or concerns throughout the delivery of the program. The openness and cooperation of all parties involved was certainly advantageous to the delivery of the program.

Two days before the program was to begin the intern was told by the principal that she could not begin the program unless consent was obtained from the Roman Catholic School Board for St. John's. The intern called the School Board and was asked to submit the proposal for acceptance. It was stated that the intern would be notified of the decision in one week. This unexpected event could have delayed the start date of the program. However, the intern explained the urgency of receiving consent sooner than one week, which the School Board understood. They accepted the proposal on the day the program was scheduled to start. In fact, the letter from the School Board not only gave permission

for the program, but expressed support and interest in the results (Appendix D).

The intern, along with the home room teacher, read through the consent forms with the students. They were encouraged to ask any questions concerning the information on the consent form. The students stated that they understood the procedure and that all personal information discussed during the program sessions would be confidential. All 19 participants signed the consent form. The students' ready acceptance facilitated the delivery of the drug and alcohol awareness program, **Tuning Into Health**. It appeared that the students were comfortable with the procedure and were willing to participate.

Despite the students' ready consent during the briefing session, during the first 30 minutes of the first session some students began to make critical comments, for example, " I don't want to do this program," " What a waste of time", "Like I am going to tell you about me, you will tell our parents." The intern immediately stopped the delivery of the program and discussed the importance of clarifying the issues raised and addressing all concerns. She reiterated that each student was free to make his or her choice regarding participation in the program, that there would be no negative consequences if they chose not to participate, and that the personal information shared or disclosed during the discussion periods would be confidential.

The students presented the intern with different scenarios and asked if she would disclose such information to the teacher or their parents. An example of one of the questions was, "If I told you that I drink every now and then what would you do?". The



intern explained that any such disclosures would be confidential, however, she further explained to the students that if the behaviour disclosed was threatening to their safety then she could not keep this information to herself. After this open and frank discussion the students were asked to take five minutes to think about whether they would like to continue with the program. All participants agreed to continue.

It was felt that the students' discomfort and concerns about confidentiality were justified and had to be dealt with immediately. As well, the intern believed that the time spent was worthwhile, however, the discussion did reduce the time available for the actual program by 30 minutes.

There were other factors which hindered and others which facilitated the implementation of the program.

The format and resources of the lessons as provided in the published program were well-constructed and provided valuable factual knowledge on different aspects of alcohol. However, the outlined lessons were not sufficient from a number of perspectives. The goal of the program was to prepare students to apply their increased knowledge, new insights and improved self awareness to real-life situations. Yet many of the lessons, as presented in the booklet, did not provide adequate resources or allow for sufficient time to address this objective.

The average lesson, as outlined in the manual, is intended to take approximately 45 minutes to deliver. The intern felt that 45 minutes a lesson could not possibly address

such important issues as: learning how to make personal decisions in typical social situations, many of which might include dealing with peer pressure; and the acquisition of the assertive skills necessary if the students were to learn how to express their values and views.

There were eight 90 minute sessions scheduled for the delivery of the ten lessons. According to the time allotment, as stated in the published program, there was sufficient time to complete the program. However, due to alterations and modifications that the intern believed were essential, only eight of the ten lesson were delivered. It was felt that the two lessons that were not delivered limited the overall effectiveness of the program.

The physical size of the grade eight classroom at St. John Bosco was small, making it very difficult to coordinate group work activities such as role-plays. During group work activities one group would have to discuss the activities in the corridor of the school. The intern believed that this hindered the delivery of the program since she could not closely monitor all groups equally.

The third stage of this program consisted of administering the post-test and scheduling 15 minute interviews for each student. The post-test and audio taping occurred during the last week of school. The students had completed their exams and some of them felt "that there was no reason to come back for the last three days of school". The interviews were to be administered on the second last day. The intern asked the students to make the effort to attend school on the second last day in order to

complete the final stage of the program. She proceeded to pass around two sheets of paper for the students to sign their name to a fifteen minute time slot. Out of the 19 participants, two students did not sign their names for an interview time. The scheduling of these interviews just two days before the close of school and immediately following final school examinations may have interfered with students' motivation to participate.

During the preparation for the delivery of the program, the intern, on-site supervisor and homeroom teacher felt that due to the limited instructional time available that it would have been more beneficial to use the full eight weeks to implement the program. Therefore, the final evaluations had to occur during the last week of school.

In summary, the following are the factors which supported or facilitated the initiation and delivery of the drug awareness program, **Alcohol in our Society**:

- Ready and unanimous support were provided by the on-site supervisor, homeroom teacher, Principal, School Board and parents.
- Resources provided in the published program were well constructed and provided valuable factual knowledge on different aspects of alcohol.

The factors which hindered or challenged the program implementation were as follows:

- The need to obtain written permission from the School Board was an unexpected event which could have postponed the implementation of the program, and thus requires more pre-planning.
- The students' hesitation and discomfort to consent to their participation in the research as a result of issues concerning confidentiality. It was essential that all participants fully understood their role in the program and issue of confidentiality.
- One of the goals of the program was to prepare students to apply their increased knowledge, new insights and improved self awareness to real-life situations. Many of the lessons, as presented in the manual, did not provide adequate resources or allow for sufficient time to develop this objective.
- The average lesson, as outlined in the manual, is intended to take approximately 45 minutes to deliver. The 45 minute time allotment is insufficient to develop and achieve the goals of this program;
- The physical size of the grade eight classroom at St. John Bosco was small, making it very difficult to accommodate group work activities.
- Due to time constraints the post-test and interviews had to be administered during the last week of school. The students had completed their exams and some felt that "there was no reason to come back for the last three days". Although the

intern emphasized the importance of completing the post-test and interview, two students out of nineteen chose not to complete the last stage of the program.

### Research Question 2

**What modifications were made to this program, both in terms of instruction and curriculum content, during the process of teaching it to a grade eight class ?**

The intern kept comprehensive notes on modifications that were made to this program, both in terms of instruction and curriculum content, during the process of teaching it to the grade eight class.

It was the intention to follow the proposed format outlined in the manual unless changes were judged to be appropriate, then these modifications were systematically recorded. There were numerous factors which resulted in alterations from the prescribed program.

The following are the changes which were made and recorded for each lesson:

#### Lesson 1: Long-Term Effects of Alcohol

Objective: to identify the long-term effects of alcohol and its effects on a person's development

Lesson duration: 45 minutes (as proposed in the manual)

The introduction of the first lesson, as proposed in the program, consisted of asking the students to discuss the following 'basic terms': dependency, tolerance and withdrawal. However, it was believed that it was crucial to set the importance of this

program in a manner that was meaningful to the developmental stage of the participants. Thus, the content of the lesson introduction began by using a flip chart with the word ADOLESCENCE.

Because of this change many interesting ideas originated from the question, “What does it mean to go through adolescence?” In particular, the students discussed issues such as the need to be more independent, to have more choices, to be given the opportunity to voice one’s opinion and, “not to get in trouble for feeling the way we feel.”

This discussion appeared to increase motivation and to set the context for subsequent lessons. Although the students were cautious at first and somewhat reluctant to discuss in a personalized manner, once reassured that the information would be confidential they did appear more at ease with discussing the question and began to converse about their personal views and experiences.

The last 20 minutes of the lesson consisted of using the activity sheet “growing up”, which was provided in lesson one. Although this activity sheet was used to introduce the positive and negative characteristics of the long-term effects of alcohol, it was believed the students should be given the opportunity to relate this knowledge to their own age group. Therefore, the content of the lesson was modified by asking the students to think about the long-term effects of alcohol on their personal, social and physical development. The specific questions that were added are as follows: 1). How could alcohol prevent you from finishing Junior High or High School ? 2). How would you feel about yourself if you

became “hooked” on alcohol ? 3). How does alcohol limit your opportunities in terms of your academic and social development?

In total, the delivery of the lesson took 90 minutes, as compared to the 45 minute allocation proposed in the manual.

#### Lesson 2: Short-Term Effects of Alcohol

Objectives: to identify alcohol’s short-term effects on the body;

to trace the path that alcohol takes as it flows throughout the body; and

to identify the dangers of short-term alcohol use.

Lesson duration: 43 minutes (as proposed in the manual)

The intern altered the introductory part of this lesson by allowing the students the opportunity to share their thoughts in relation to the three questions passed out in the last lesson. It was felt that this activity was enhanced by improving the balance between the didactic and experiential nature of the learning experience. Approximately 60 % of the students volunteered to share their responses with the group (The students’ answers will be further discussed with research question 3).

The remainder of the lesson, as outlined in the program manual, consisted of providing information on the following terms and concepts: ethyl alcohol, impairment, the short term effects of alcohol and tracing the path that alcohol takes through the body. Although this was done as it is presented in the program, it was felt that it subtracted from the group process which had developed in the earlier part of the session. Students

remained cooperative but showed a noticeable decrease in their level of enthusiasm. Just how to present the factual information in a manner which did not subtract from the group process and group dynamics, and in a way which would be conducive to maintaining students' interest and enthusiasm, was one of the consistent challenges of the program as designed. It was believed that the factual concepts would have been better perceived if the material was integrated throughout lesson 2 as opposed to being delivered as 'an add on'.

In total, the delivery of this lesson took 90 minutes, as opposed to the 43 minute time allotment proposed in the manual.

### Lesson 3: Influencers

- Objectives: to identify the major influencers affecting one's decision to use/not use alcohol;
- to examine the ways in which these major influencers have a positive or negative effect on the use of alcohol; and
- to demonstrate the use of influencers in making a positive lifestyle decision about the use of alcohol.

Lesson duration: 18 minutes ( as proposed in the manual)

The proposed outline for lesson 3, was followed, however, it was believed that additional activities were necessary in order for the students to better understand how such 'influencers' could be related to their own lives. Therefore, the students were encouraged to set up five different groups. While in the groups they were asked to brainstorm various influencers and to compile a list that would later be shared with the large group. The groups were allotted 15 minutes to discuss the issue, and then they were



asked to come back together as a class. The lists were compiled by asking one student from each group to write down their thoughts on the flip chart. Each group was then asked to take three areas and to determine how they could effectively make a positive lifestyle decision concerning alcohol. The students were given approximately 20 minutes to discuss with the class ways to adequately deal with the listed influencers.

Once again this approach to maximizing student involvement facilitated important experiential learning allowing students to gain insight into how they might apply these learning in their social environment.

In total, the delivery of the lesson took 45 minutes, as compared to the 18 minute allocation proposed in the manual.

#### Lesson 4: Solving Problems / Making Decisions

Objectives : to identify the steps involved in finding effective solutions to problem situations; and

to apply these steps in finding solutions to problem situations dealing with the use of alcohol.

Lesson duration: 37 minutes (as proposed in the manual)

The suggested recommendations for the delivery of this lesson were followed. However, the recommended time allotments were believed to be insufficient for this lesson, and as a result, hindered the achievement of the intended objectives.

The first three minutes of the introduction of the lesson, as proposed in the program, was to consist of explaining to the students what a decision meant and that

decisions could be of a major or minor nature. This was modified by asking the students what they thought a decision meant and to support their answer with an example. It was believed that this approach facilitated the delivery of the program by allowing the students to draw upon their own existing knowledge and by giving them the opportunity to express their opinion. Because of this approach, the introduction of the lesson took 25 minutes as opposed to the recommended 3 minutes.

The next step of this lesson was to use the “steps in decision-making” resource sheet prepared as an overhead transparency to show the students the procedure for making a decision. Once this activity was completed, students were asked to submit different situations that they may have to confront and to apply the decision making model to the examples. The manual suggested a time duration of seven minutes to complete this component.

This time limit once again was anticipated to be insufficient in the delivery of this component. The format of this lesson was followed, although it took the students 60 minutes to express their understanding of what a decision was, read over the scenarios in one of five groups, and to write down their thoughts on how they could demonstrate the decision-making model to possible real-life situations.

The conclusion of this activity was to have each group describe their problem situation to the rest of the class and then identify their solution-finding process, their choice of best solution, and a statement of prevention. The recommended time allotment

was 15 minutes. A decision was made to extend this time so, the last 20 minutes of the session were taken to discuss their responses. Continued discussion of this activity took place in the first 15 minutes of the next session. It was believed that allowing the additional time for the students to think about their responses and to discuss their thoughts with the other group members facilitated the achievement of lesson objectives.

In total, the delivery of the lesson took 1 hour and 40 minutes, as compared to the 37 minute allocation proposed in the manual.

#### Lesson 5: Taking A Stand

Objectives: to understand the meaning of the term “assertiveness”;  
to identify verbal and non-verbal assertive skills, and when to use them; and  
to participate in and/or observe role-play situations using assertiveness in handling pressure to use alcohol.

Lesson duration: 45 minutes (as proposed in the manual)

As noted in Lesson 4, the first 15 minutes began by allowing the students to share with the larger group their responses on how they would deal with a problem-situation.

The next 19 minutes of the lesson began with the introduction of Lesson 5 as outlined in the manual. The intern discussed the meaning of the term, ‘assertiveness’, and used the resource sheet, ‘Being Assertive’, as a guide for the students to identify the skills of assertiveness, and when to be, or not be, assertive. The activity sheet appeared to facilitate the lesson since it provided students with practical information on ways to

distinguish between assertiveness and aggressiveness.

There were many modifications made to the next section of the lesson which, as outlined in the manual, recommended distributing copies of the activity sheet, "Pressure Situations" to the class. The sheet consisted of hypothetical situations involving pressure situations to using alcohol. In addition, the students were directed to take part in role-playing situations. The use of such medium would allow the students the opportunity to exercise assertiveness skills and to relate these skills to possible decision making occasions.

The process modifications to this section of the lesson consisted of the following: First, the questions were read with the group since some of the students had reading difficulties. Secondly, the class discussed ways to use the decision-making model and assertiveness skills to deal effectively with the situations. Third, students were assigned each to one of five groups, with each group selecting one scenario to fully develop in the form of a role-play. Fourth, the students were to prepare their role-plays for the next session. They were encouraged to bring in any resources they felt would help in the presenting of their role-playing, e.g. costumes, music, art, etc... ( the events that occurred during the role-plays as a result of this invitation will be fully discussed with research question 3).

This lesson took 3 hours to present (two 90 minute sessions) in order for students to complete their role-plays. The intern believes that the time limit of 45 minutes is

certainly insufficient for implementing a lesson of this nature. In addition, it was her opinion that three hours was still an inadequate time limit for each group to present their role-plays, and to then discuss the implications behind the messages that they were portraying through the use of drama.

It would seem that the development of assertiveness skills should be a central component of this program if it is to achieve the overall goal of empowering young people to make informed decisions concerning alcohol.

#### Lesson 6: Alcohol Consumption And Behaviour

Objectives: to identify the factors that determine the level of alcohol in the human body;  
to relate alcohol consumption to change in human behaviour; and,  
to identify the risks of alcohol consumption.

Lesson duration: 48 minutes ( as proposed in the manual)

The factual content of this lesson seemed appropriate to the lesson objectives. It provided factual information on what can happen to our bodies if we consume alcohol, and it delivered this information by using two resource sheets that contained cartoon clippings of the effects that alcohol can have on our behaviour. The students stated that they enjoyed the medium utilized and the message it was portraying.

Given the reality of some adolescents experimenting with alcohol, it was considered essential to discuss ways the students could help both themselves and/or a

friend who appeared to be at risk from alcohol use.

The program provided a resource sheet for this lesson entitled, "Under the Influence". The format was such that it provided various alcohol influenced social situations. The students were asked to write down expected behaviours from the alcohol use and the risks associated with its consumption. This activity was taken one step further by asking the students to think about some interventions that they could implement in the event that a friend did become intoxicated.

The extension of this activity which added 40 minutes to the lesson, assisted in the facilitation of this lesson. The time spent was worth the outcome of appropriate and reality-based responses shared with the group.

In total, the delivery of the lesson took 90 minutes, as compared to the 48 minute allocation proposed in the manual.

#### Lesson 7: Raising the Issues: Alcohol Laws and Lesson 8: The media as Influencers

At this point in the internship only three weeks remained in the school year. It was realized, that, because of the extra time taken for previous lessons, it would not be possible to complete all the lessons as outlined in the program manual. So, following consultation with her supervisor, Ms. Riteff, it was decided to omit Lesson 7 and 8 and to continue with the last two lessons, entitled, "Reasons for use/non-use of alcohol", and "Alternatives to Alcohol Use".

### Lesson 9: Reasons For Use/Non-Use of Alcohol

Objectives: to identify the reasons adults use/don't use alcohol;  
to explore alternatives to the use of alcohol; and  
to determine three reasons for not using alcohol.

Lesson duration: 45 minutes (as proposed in the manual)

The suggested recommendations were followed for delivering the content of this lesson. The outline provided in the manual facilitated the achievement of the lesson objectives.

The resource sheet entitled, "Finding Alternatives", consisted of a list of reasons people may have for using alcohol. The students were asked to read the reasons and to provide possible positive alternatives to each. This particular exercise was allocated a time limit of 20 minutes. However, the delivery of this activity took the intern 60 minutes to develop. The students appeared to be very interested in sharing their responses to the reasons which they had generated. Thus, it was decided to allow the discussion regarding positive alternatives to alcohol to continue.

In total, the delivery of the lesson took 85 minutes, as compared to the 45 minute allocation proposed in the manual.

Lesson 10: Alternative to Alcohol Use.

Objectives: to identify human needs; and  
to examine activities which fulfill human needs in a healthful way.

Lesson duration: 45 minutes (as proposed in the manual)

The lesson introduction consisted of giving the students the meaning of the term 'human needs.' This process was altered by allowing the students the opportunity to share with the group what they felt human needs were. This change in process was believed to be appropriate because it gave the students the opportunity to share their understanding of the concept and to begin the lesson with an approach that was student-focused as opposed to a mini-lecture.

It was believed that the lesson content that called for the students to brainstorm for the most common reasons why children use alcohol, and then to relate these reasons to human needs and to later examine alternatives for meeting these needs, facilitated the achievement of the lesson objectives.

The estimated time stated in the manual to present this section was 35 minutes. This session for the students at St. John Bosco took 60 minutes. So, as was typically the case, the proposed time was quite insufficient.



In summary, the following are the process modifications that were made during the delivery of this program:

- Time allotments for the delivery of each lesson were consistently underestimated. The estimated time allotted for each lesson, as proposed in the manual, was approximately 45 minutes, however, in order for the grade eight class at St. John Bosco to achieve the intended objectives each lesson took approximately 90 minutes. The program as outlined is highly didactic and structured with emphasis on the provision of information. This appears to be somewhat incongruent with the stated goals of the program, which are to empower students to act assertively in social situations involving the use of alcohol and, in general, to apply the learnings to real-life situations. In order to meet these objectives it was essential to utilize group processes and to facilitate maximum student involvement with the ideas and concepts being taught. This takes a great deal more time than allocated in the program manual.
- The group format was the medium that was primarily utilized in the delivery of this program. It was felt that this format provided more opportunities for the students to practice the learned skills with their peers. In addition, this change in process was believed to be appropriate because it gave the students the opportunity to share their understanding of the concepts and to develop the lessons in an approach that was student-focused as opposed to a mini-lecture.

- One of the focuses for the delivery of this program was to maximize student participation. Therefore, it was necessary to make ongoing assessments during each lesson as when to extend discussions, bring closure, or to extend the lesson into the next session.

The content modifications made during the implementation of this program were as follows:

- In many instances, the introductory concept in the lessons was reframed to invite student involvement and discussion. For example, Lesson one, as proposed in the manual, suggested asking students to respond with a true or false statement to, 'Basic Terms'. However, it was decided to introduce the program by exploring the word, ADOLESCENCE, and what it meant to go through this stage in one's life. It was believed that it was important to set the importance of this program in a manner that was meaningful to the developmental stage of the participants. In fact, this was a common alteration made throughout the delivery of the program.
- Additional activities and questions were added to further achieve the proposed objectives. For example, in Lesson one the following question was included: "What does it mean to go through adolescence?" Lesson 3, additional activities were deemed necessary in order for the students to better understand how such influencers could be related to their own lives. In general, the addition of group

activities to each lesson was utilized to compensate for this deficit in the program manual.

### Research Question 3

**What were the salient aspects and critical events associated with the instructional process involved in the teaching of this program to the grade eight class?**

The salient aspects and critical events consisted of the following: At the end of Lesson one the students were asked to think about three questions. One of the three questions was, "How does alcohol limit your opportunities, in terms of your academic and social development?" During the first 30 minutes of Lesson two the students were given the opportunity to share their answers with the class. One male student, who appeared to be reluctant in putting his hand up, stated that alcohol could limit your opportunities because drinking too much could lead to death. This child elaborated by sharing with the class that his father died of liver cancer seven years ago, and that he wished he had stopped drinking before it was too late. The intern did not realize up to this point that this student's father died of liver cancer due to excessive drinking. It was felt, as the group facilitator, that it would be appropriate to thank this student in front of his peers for sharing his story about his dad's struggles with alcohol and to acknowledge just how difficult it must have been. After the session, she invited the child to come and see her at anytime for further guidance.

This was also a special moment for the intern to witness the strength that this child exemplified by sharing his personal experience with the class, and the genuine support that his classmates unconditionally provided him.

At the outset, it was realized that the program had the potential to evoke significant personal reactions from the students. The challenge for the intern was to manage any such disclosures in the best interest of the child and the other students.

During the delivery of Lesson 3, one female student asked if she could talk after school in private. After the session, she asked the intern if she thought that parents could influence their children's decision on whether to drink or not to drink. Before I could respond, she began to cry and stated that her mother has a drinking problem and that she doesn't want to follow in her" mother's footsteps."

This was a salient moment for the intern for she realized the devastation and struggle that is associated with the abuse of alcohol. In relation to the program, it reiterated the intern's belief that it is essential to have training on how to deal with situations similar to those described above before implementing any alcohol or drug awareness program.

Lesson 5 consisted of the students working together to present a scenario that was passed out in class. The students were encouraged to bring in any resources that they thought would assist in the development of the role-playing. The quality of the role-plays was phenomenal. Four of the five groups brought in costumes and had made look- like

beer cans out of Pepsi cans. The members of each group memorized their section of the script and presented the material through team effort.

The intern believed that the students were very dedicated and committed to this activity. It was felt that the students truly enjoyed the activity and had a better understanding of what it meant to be assertive. As well, it allowed the students the opportunity to express their creativity and planning skills.

During the delivery of the program, the intern received a phone call from two of the students' parents. Both parents wanted to express their gratitude to the intern for implementing a drug and alcohol awareness program. One parent remarked that her daughter came home from school one day and stated that she could not promise to never drink but if she decided to have a drink then she would be responsible about her decision. During the conversation on the phone, this parent expressed that she is a single mother with three children. She further stated that she has a seventeen year old son who has a drinking problem, and consequently he has gone through many ups and downs in his life. She believed that programs of this nature are essential to implement in schools.

These interactions reiterated the intern's belief in the importance of preventative programs and to make the commitment to be proactive rather than reactive in any future positions as a school counsellor.

In summary, the salient aspects and critical events consisted of the following:

- the personal disclosures that two students shared with the intern, one male student who shared with the group his personal experiences of his father's death due to liver cancer, and a female student who expressed her concern for her mother's drinking problem and the effect that it could possibly have on her future;
- to witness the strength of the children who shared their personal experiences both with the class and the intern;
- the genuine support that the classmates unconditionally provided, particularly, with the boy who openly shared his story about his father's death;
- the students' creativity and level of enthusiasm in presenting their role-plays to the class. It was felt that the students truly enjoyed the activity on how to deal with a pressure situation and presented their knowledge through a team effort; and
- the openness and gratitude that was expressed by the two parents that called the intern to thank her for implementing a program of this nature.

#### Research Question 4

**To what extent were the specific objectives of this program achieved when taught by the intern to a class of grade eight students at St. John Bosco School?**

The manual for **Tuning Into Health** provides a 26 item questionnaire which is intended to assess participants' knowledge before and after the intervention of the program. This questionnaire was administered at the start of the program and again after the completion of the program. The results of this assessment are reported in Table 8. As can be seen from Table 8, the differences in the pre and post-test scores was significant at the .001 level.

**Table 8.**

**Differences in scores between Pre and Post-Test for participants in the drug and alcohol awareness program, entitled, Tuning Into Health.**

<b>Variable</b>	<b>Mean</b>	<b>S.D</b>	<b>Degrees of Freedom</b>	<b>t-value</b>	<b>2-Tail Probability</b>
<i>Pretest</i>	<i>19.6471</i>	<i>2.71</i>	<i>16</i>	<i>8.78</i>	<i>.000</i>
<i>Post-Test</i>	<i>23.0000</i>	<i>2.03</i>			

Therefore, the overall conclusion to be drawn from this statistical analysis is that there was a significant increase in levels of participants knowledge of alcohol, as measured by the difference in pre and post-test performances.

Thus, participation in this program as offered by the intern resulted in an increase in the students' knowledge of the effects of alcohol on the body, influencers affecting

one's use and non-use of alcohol, problem-solving and decision making in situations involving alcohol, and alternatives to using alcohol in establishing and maintaining a healthy lifestyle.

#### Research Question 5

**How did students evaluate the usefulness of this program and its relevance to the real-life situations with which they might be confronted?**

In order to find an answer to this question all participants in the program, **Alcohol in our Society**, were asked to participate in a semi-structured interview with one of two interviewers selected by the intern. One was the school counsellor at St. John Bosco and the other was a graduate student enrolled in the masters' degree program in Educational Psychology, at Memorial University of Newfoundland. In order to evaluate the student's perception of the usefulness of the program, and the relevance to the real-life situations with which they might be confronted, the following topics were questioned in the interview: the best and least liked features of the program **Alcohol in our Society**; what they remember most about it; how they felt about the instruction in problem-solving skills; how they felt about the instruction in assertiveness; to give personal examples of when they might have to use problem-solving skills and assertiveness training; and what they might say to other students about enrolling in this program. The second part of the interview consisted of specific scenarios that addressed potential real-life situations. The



students were then asked to apply decision-making and assertiveness skills to the situational scenarios that may of been learned through the program (Appendix B). The third section consisted of transcribing the students' responses in order to determine the usefulness of the program and relevancy to real-life situations.

### **Part 1**

*Topic #1:* All participants reported that the aspect of the program they liked best was the role-playing and the group work. For example, 11 participants reported finding the role playing to be meaningful and fun. Another reported that she has never 'acted' in front of her friends before and was happy to be given the opportunity to do so with her friends. One student stated that she felt more comfortable in groups while discussing alcohol than if each student was singled out.

*Topic #2:* Some of the participants reported that the part of the program they liked least was completing the pre-test, post-test and having to answer personal questions concerning alcohol. For example, two participants reported feeling uncomfortable when the intern would ask the students to think about any personal experiences that they may have had concerning alcohol and how they would now address the situation. One student reported being challenged by some of the personal disclosures in the group. This

seemed to take the form of not knowing what to say to their peers either in the group or outside.

*Topic #3:* Most participants reported that they felt that the program was effective in presenting problem-solving skills. Three students elaborated by reporting that the program gave them the opportunity to practice decision making skills and felt that they were more prepared to use this model in the future. However, there were two students who reported that they believed that the program did not teach them about problem-solving skills and that they already knew how to make a decision before the program began.

*Topic #4:* All participants reported that the program was effective in presenting issues on assertiveness. In addition, six students reported that they felt that there should of been more time spent on this area. One student reported that “most kids our age do not know how to use assertiveness skills, and that is one of the reasons why teenagers decide to drink even though they know it is the wrong thing to do”.

*Topic #5:* When the students were asked to give personal examples of when they might have to use problem-solving skills and assertiveness

training, most students responded by saying when their friends are pressuring them to drink, smoke and, or use drugs. Three students elaborated by giving a hypothetical situation that would consist of using both problem-solving and assertiveness skills. One student provided the following scenario and how he would respond to the situation: " I am at a party with older people and they are trying to convince me to have a beer. I would say "no, I don't drink". If they began to make fun of me I would probably just hold the beer, this way they would think I am drinking, and it would get them off my back".

*Topic :6:* Twelve of the 17 participants stated that they would recommend this program to other students because it taught them how to make better decisions and how to deal more effectively with uncomfortable situations. Five of the participants stated that they felt that the program was enjoyable, however, they believed that the program should be implemented in lower grades. One student reported that grade eight was too late for a program of this nature because most students have already made up their minds in terms of whether or not they will drink.

**Part 2**

Part 2 consisted of reading a scenario aloud to the students and asking them to respond to the situation. Each situation will be provided following the students' responses.

*Situation = 1:* You and your friend, Tom, are on the community club hockey team. Tom is the goalie and is, therefore, replied upon heavily by the team. You usually end up losing your Saturday morning games, as Tom is to "hangover" that he can't play properly. The team members are getting fed up and are talking about reporting Tom to the coach.

*Summary of Student Responses to Situation = 1:*

All participants stated that they would first talk to Tom about his drinking. The second step would be to talk to the team to determine further strategies to help Tom decrease his drinking. Fifteen students reported that if Tom decided to continue with drinking and missing games than he should be expelled from the team until he decides to get help. Two students reported that they would suggest for Tom to talk to a person he trusts and possibly receive counselling for his drinking problem.

*Situation = 2:* You're at a school dance with your friends and you're having a good time dancing and talking to them. You walk outside the school gym and your

friend offers you a sip of alcohol which they have in a small container. You turn down the offer, but they keep pestering you.

*Summary of Student Responses to Situation =2:*

Fifteen of the participants reported that they would say, "No, I don't want a sip". They further reported that if their friends kept pressuring them they would walk away. Two students reported that they would not mind taking a sip of vodka because one sip of vodka would not be enough alcohol to get you drunk.

*Situation =3:* What does it mean to be assertive? (Give an example if you can).

*Summary of Student Responses to Situation =3:*

All 17 students reported that assertiveness meant skills that you can use to stand up for what you believe in without fighting and or yelling. Five students stated that they were, "I feel" statements, as oppose to "you are..." statements. One student reported that assertiveness means being able to respect your feelings and opinions and at the same time understanding someone else opinion.

*Situation = 4:* You are at a party with your friend. You are 14. You have tested alcohol before, but you have promised your parents you will not drink until you are of legal age to do so. Most of your friends at this party are drinking beer. You are interested because you don't want to be a spoilsport, but you have made a promise and that's important to you. Two of your friends are persuading you to have a beer.

*Summary of Student Responses to Situation = 4:*

Thirteen students reported that they would try and convince their friends not to drink because they had made a promise to themselves and to their parents. Four of the students reported that their friends would have to make their own choices and stand up for what they believe in. Two of these four students further stated that they would hope that their friends would live up to their promises, but ultimately it is their decision.

*Situation = 5:* Your parents are out of town and you decide to have a few friends over. When your friends come over they had a dozen of beer with them. You made your mind up for sometime that you would not drink, but now your friends constantly ask you to "just have one".

*Summary of Student Responses to Situation = 5:*

All 17 students reported that even though they had made a decision

not to drink they would not expect their friends to make the same commitment. Fifteen of the students further reported that if the drinking occurred in their home and they felt pressured by their friends to drink, then the friends would be asked to leave. Another student reported that this situation would not happen in her life because her friends would not pressure her to drink especially in her own home.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### Summary

The internship took place at St. John Bosco, All Grade School, Shea Heights, St. John's, Newfoundland from May 1st. to June 20th, 1996, under the direct supervision of Mrs. Glenda Riteff, school counsellor; and Dr. Glenn Sheppard, university supervisor. The rationale underlying the internship was to gain as many practical experiences as possible under supervised conditions which would best utilized previous academic training.

Specifically, the internship experience allowed the intern to engage in many professional activities which enable her to enhance and build upon the skills learned in the academic courses. These activities included: (a) individual counselling of students; (b) group counselling; (c) carrying out psychoeducational assessment; (d) participating in case conferencing; (e) inservices in peer counselling, policy development; (f) developing consulting skills; and (g) participating in weekly supervision and evaluation with field supervisor, Ms. Glenda Riteff, and university supervisor, Dr. Glenn Sheppard.

The research component of the internship gave the intern an opportunity to implement and deliver the drug and alcohol program entitled, **Tuning Into Health**. The study was conducted with seventeen grade eight students from St. John Bosco School. The study was intended to address five distinct areas: The factors which facilitated and



hindered the implementation and delivery of the program; modifications made to the instructions and curriculum content; salient aspects associated with the instructional process; extent to which the objectives were achieved; and how the students evaluated the usefulness of this program and its relevance to possible real-life situations. The results of the study indicate that there was a significant increase in the knowledge of students after the intervention of the module.

Virtually all the participants found the program useful as presented to them. They expressed a high level of satisfaction with it and particularly enjoyed the opportunity for group activities and for self expression.

### **Recommendations**

The following recommendations are based on the evaluations of the module,

**Alcohol in our Society**, as presented during this internship.

- seek early support from all the stakeholders;
- allow sufficient time to discuss issues and boundaries of confidentiality and possible self-disclosures;
- plan the delivery of a program of this nature earlier in the school year. This long-term planning could avoid any possible complications that may delay the program or termination of the program.
- ensure appropriate physical space that will accommodate group exercises in developing the intended objectives;
- revise the program to include sufficient time for group processes and group exercises deemed essential to the achievement of the program objectives;
- develop a variety of group exercises for addition to each program lesson. These exercises should be appropriate to the lesson objectives and designed to engage students in developing personal insights and applications. Also, such group

activities serve an important motivational function;

- given the importance of group process and group activities to the success of this program, it is essential that program facilitators have a good understanding of, and competency in, basic group leadership skills;
- given the potential for a program of this nature to evoke significant personal reactions from the students, facilitators should be prepared to manage any disclosures in the best interest of the child and the other students;
- program facilitators should encourage and promote the tremendous capacity of students to engage in cooperative learning activities and to develop role plays and other psychodrama activities;
- the development of assertive skills in this program needs further attention with additional lessons and exercises dedicated to the topic;
- a guest speaker should be invited to present on his or her first hand experiences in dealing with teenage alcoholism;
- program facilitators should be required to be inserviced before the delivery of any drug and alcohol awareness program;
- program facilitators need to develop a list of related resources and materials which may be accessed to further develop his or her competencies in this area.

The intern would like to make some recommendations for others who might consider an internship option for the master of educational psychology degree.

- (1) that all students take advantage of unscheduled time during the academic year to prepare for the development of the proposed internship research study;
- (2) during the internship, develop a comprehensive network of contacts for professional advice and guidance in the future;
- (3) utilize the opportunity provided through the internship, to further develop practical skills and explore different counselling techniques with both field and university supervisor;

- (4) that all students carefully consider the internship option in the masters degree program as an opportunity to significantly advance the development of their professional skills and knowledge in an applied setting.

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**APPENDIX A**  
**List of Readings**

### **List of Readings**

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**APPENDIX B**  
**Pretest and Post-Test**



**PRETEST****PART - A**

Answer the following questions by circling either true (T) or false (F). You must only circle one that relates to your understanding of the question. Take your time answering the questions and try your best. Please **do not** put your name on this sheet

- T    F    1. Alcohol is a drug.
- T    F    2. Alcohol does not stimulate our central nervous system.
- T    F    3. Alcohol warms you by increasing your body temperature.
- T    F    4. If a young person needs to use alcohol in order to get along, then he has a dependence on that substance.
- T    F    5. If someone needs increasingly larger amounts of alcohol to get the same effect, then that person is developing a tolerance for alcohol.
- T    F    6. The sudden stopping of alcohol consumption after lengthy and repeated use can lead to feelings of jumpiness, sleeplessness, poor appetite and even tremors. This is called withdrawal.
- T    F    7. Alcohol is a stimulant drug that tends to pep people up.
- T    F    8. The effects of alcohol on one's brain begin almost immediately after taking the first sip.
- T    F    9. Alcohol beverages can change your sense of taste, smell and sight.
- T    F    10. Most of the alcohol passes into the bloodstream from the walls of the small intestine.
- T    F    11. If two people drink the same number of beers, they will both get the same feeling after drinking the beer.
- T    F    12. Drunkenness will be delayed if one sips drinks slowly, eats at the same time, and spaces drinks over a period of time.

- T F 13. Having only one or two drinks at a time of alcohol is safe.
- T F 14. An overdose of alcohol is a dose that can cause serious and sudden physical or mental damage-even death.
- T F 15. A regular bottle of beer (341 ml), 150 ml of wine and 43 ml of whiskey all contain the same amount of alcohol.
- T F 16. Those who lack self- esteem may not be able to make the necessary decisions required to abstain from drinking alcohol. (*Self-esteem refers to the confidence and satisfaction one has in oneself*).
- T F 17. Peer pressure influences people's decisions about alcohol use by making people think that using it will make them successful and happy.
- T F 18. Advertising influences people's decisions about alcohol use by making people think that using a product will make them successful and happy.
- T F 19. My family has little influence over my attitudes toward alcohol.
- T F 20. Curiosity or the desire to try something new, especially if it is forbidden, often motivates younger people to try alcohol.
- T F 21. As more and more alcohol is taken in within a given unit of time, the more and more control we have over our physical and mental functions.
- T F 22. It is very easy to know how seriously alcohol has affected someone's ability to perform complex tasks simply by looking at his/her behaviour and appearance.
- T F 23. It is legal for a 16 year old to drink with some friends at a social.
- T F 24. It is legal for an adult to sell liquor to a 14 year old.
- T F 25. A driver is sober, and driving home five intoxicated passengers. These passengers are disorderly and disrupt his/her driving. This

causes him/her to run into another car. The police are able to hold the driver responsible.

- T    F    26. It is legal to serve alcoholic beverages to a minor accompanied by his/her legal guardians in a licensed restaurant.

**POST-TEST****PART - A**

Answer the following questions by circling either true (T) or false (F). You must only circle one that relates to your understanding of the question. Take your time answering the questions and try your best. Please **do not** put your name on this sheet

- T    F    1. Alcohol is a drug.
- T    F    2. Alcohol does not stimulate our central nervous system.
- T    F    3. Alcohol warms you by increasing your body temperature.
- T    F    4. If a young person needs to use alcohol in order to get along, then he has a dependence on that substance.
- T    F    5. If someone needs increasingly larger amounts of alcohol to get the same effect, then that person is developing a tolerance for alcohol.
- T    F    6. The sudden stopping of alcohol consumption after lengthy and repeated use can lead to feelings of jumpiness, sleeplessness, poor appetite and even tremors. This is called withdrawal.
- T    F    7. Alcohol is a stimulant drug that tends to pep people up.
- T    F    8. The effects of alcohol on one's brain begin almost immediately after taking the first sip.
- T    F    9. Alcohol beverages can change your sense of taste, smell and sight.
- T    F    10. Most of the alcohol passes into the bloodstream from the walls of the small intestine.
- T    F    11. If two people drink the same number of beers, they will both get the same feeling after drinking the beer.

- T F 12. Drunkenness will be delayed if one sips drinks slowly, eats at the same time, and spaces drinks over a period of time.
- T F 13. Having only one or two drinks at a time of alcohol is safe.
- T F 14. An overdose of alcohol is a dose that can cause serious and sudden physical or mental damage—even death.
- T F 15. A regular bottle of beer (341 ml), 150 ml of wine and 43 ml of whiskey all contain the same amount of alcohol.
- T F 16. Those who lack self-esteem may not be able to make the necessary decisions required to abstain from drinking alcohol. (*Self-esteem refers to the confidence and satisfaction one has in oneself*).
- T F 17. Peer pressure influences people's decisions about alcohol use by making people think that using it will make them successful and happy.
- T F 18. Advertising influences people's decisions about alcohol use by making people think that using a product will make them successful and happy.
- T F 19. My family has little influence over my attitudes toward alcohol.
- T F 20. Curiosity or the desire to try something new, especially if it is forbidden, often motivates younger people to try alcohol.
- T F 21. As more and more alcohol is taken in within a given unit of time, the more and more control we have over our physical and mental functions.
- T F 22. It is very easy to know how seriously alcohol has affected someone's ability to perform complex tasks simply by looking at his/her behaviour and appearance.
- T F 23. It is legal for a 16 year old to drink with some friends at a social.
- T F 24. It is legal for an adult to sell liquor to a 14 year old.

- T F 25. A driver is sober, and driving home five intoxicated passengers. These passengers are disorderly and disrupt his/her driving. This causes him/her to run into another car. The police are able to hold the driver responsible.**
- T F 26. It is legal to serve alcoholic beverages to a minor accompanied by his/her legal guardians in a licensed restaurant.**

**APPENDIX C**  
**Interview Questions**

## **SEMI-STRUCTURED INTERVIEW**

This will be a semi-structured interview. The interviewers will be coached before they start so as to agree on a framework for the conduct of the interview. They will explore the students' opinions and experiences regarding the following topics related to the program, but will be encouraged to pursue issues raised by each student as to obtain further detail, clarification, personal experiences and so forth.

Topics to be discussed:

- the best and least liked features of the program Alcohol in our Society;
- what they remember most about it;
- how they feel about the instruction in problem-solving skills;
- how they feel about the instruction in assertiveness;
- invite them to give personal examples of when they might have to use problem-solving skills and assertiveness training;
- what they might say to other students about enrolling in this program.

### **The interview will pose the following scenarios to each student.**

#### ***Situation I:***

You and your friend, Tom, are on the community club hockey team. Tom likes to drink, but he usually overdoes it. Tom is the goalie and is, therefore, relied upon heavily by the team. You usually end up losing your Saturday morning games, as Tom is to "hungover" that he can't play properly. The team members are getting fed up and are talking about reporting Tom to the coach.

I would like for you to imagine that you are Tom's friend and that you are in this situation. What decision making steps would you take to solve the problem?

#### ***Situation II:***

You're at a school dance with your friends and you're having a good time dancing and talking to them. You walk outside the school gym and your friend offers you a sip of vodka which they



have in a small container. You turn down the offer, but they keep pestering you.

I would like for you to imagine that you are in this situation. What decision making steps would you take to solve the problem?

***Situation III:***

What does it mean to be assertive? ( Give an example if you can ).

***Situation IV:***

You are at a party with your friend. You are 14. You have tested alcohol before, but you have promised your parents you will not drink until you are of legal age to do so. Most of your friends at this party are drinking beer. You are interested because you don't want to be a spoilsport, but you have made a promise and that's important to you. Two of your friends are persuading you to have a beer.

I would like for you to imagine that you are in this situation. think of something you could say to your friends in this situation. Please write down what you might say. ( yes, the actual words ).

***Situation V:***

Your parents are out of town and you decide to have a few friends over. When your friends come over they had a dozen of beer with them. You made your mind up for sometime that you would not drink, but now your friends constantly ask you to "just have one".

I would like for you to imagine that you are in this situation. What skills would you use to deal with this pressure situation?

**APPENDIX D**  
**Student Consent Form**  
**Parent Consent Form**  
**School Consent Form**  
**School Board Consent Form/Acceptance Letter**

## STUDENT CONSENT FORM

Dear Students;

My name is Deana Drover and I am a graduate student in school counselling at the Faculty of Education, Memorial University. I am asking you to participate in a drug awareness program, **Tuning In To Health**, which I hope to teach at St. John Bosco during April, May and June, 1996.

Your participation will consist of attending and participating in eight class sessions, to be held on Day 5 at 1:40 pm to 3:00 pm. You will be asked to complete a brief test before and after the program. Each test will take no more than 20 minutes. Also, after the final session, you will be interviewed by Wanda Pelley, school counsellor trainee, or Ms. Riteff at which time they will be asking questions about your view of the program. This session will be no longer than 15 minutes and will be audio taped. The tapes will be erased as soon as I have an opportunity to listen to them and record your opinions.

If you decide to join this program you may also leave it at any time if you should change your mind. All the information which I will gather in this study will be handled in a way which will not involve the use of your name. In this way your personal opinions will be kept confidential. As well, the study is in accordance with the ethical guidelines of the Faculty of Education and the university.

If you agree to join the study please sign below and return this form to me. The other copy is for you to keep.

If you have any questions or concerns please do not hesitate to contact me at St. John Bosco Between 8:30 am - 4:30 pm, any school day. Of course, you may talk to Mr. White, your school principal about it as well. If at any time you wish to speak to another person not connected with the study, you may contact Dr. S. Norris, Acting Associate Dean of Research and Development, at the Faculty of Education, ( 737-3402).

Yours sincerely,

Deana Drover

I, \_\_\_\_\_ (a student of St. John Bosco) hereby consent to take part in this study. I understand that participation is entirely voluntary and that I can withdraw my support at any time. All information is strictly confidential and no individual will be identified in the report.

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

**PARENTAL CONSENT FORM**

Dear parent or Guardian;

My name is Deana Drover and I am a graduate student in school counselling at the Faculty of Education, Memorial University. During April, May and June 1996 I will be completing an internship as a school counsellor at St. John Bosco. As part of my internship I plan to teach and evaluate a program on drug awareness called Tuning In To Health, to a grade eight class. I am requesting your permission for your son/daughter to participate in this program. The program is designed to reduce the future incidence of problems associated with the use of alcohol by helping students understand the consequences of alcohol.

Your son/ daughter's participation will consist of attending and participating in eight sessions, to be held every Day 5 of the school schedule at 1:40 pm to 3:00 pm. A short written test will be administered to each student before the study begins as well as after the final session has finished. Each test will take approximately 20 minutes. Also, after the final session, each student will be interviewed by Wanda Pelley, school counsellor student at Memorial University, or Glenda Riteff, school counsellor at St. John Bosco, at which time they will be asked questions about their view of the program. This session will be no longer than 15 minutes and will be audio taped. The tape will be erased as soon as I have an opportunity to listen to them and record the childrens' views. These tests/questionnaire interview will be handled in a manner which will ensure confidentiality. Your son/daughter will also be asked to participate and it will be made clear that he/she can withdraw their permission at any time should he/she change their mind.

All information gathered in this study is strictly confidential and at no time will individuals be identified in the report. Participation is voluntary and you may withdraw your son/daughter at any time. As well, this study is in accordance with the ethical guidelines of the Faculty of Education and the university.

If you are in agreement with having your son/daughter participate in this study please sign below and return one copy to St. John Bosco. The other is for you. If you have any questions or concerns please do not hesitate to contact me at St. John Bosco School (753-8850) between 8:30 am - 4:30 pm, Monday to Friday and as well, you may contact Mr. White, the school principal. Please return this consent form as soon as possible. If at any time you wish to speak with a resource person not associated with the study, please contact Dr. S. Norris, Acting Associate Dean, Research and Development, faculty of education, ( 737-3402).

Yours sincerely,

Deana Drover

I, \_\_\_\_\_ (parent/guardian) hereby give permission for my son/daughter, \_\_\_\_\_, to take part in this study. I understand that participation is entirely voluntary and that my son/daughter and/or I can withdraw permission at any time. All information is strictly confidential and no individual will be identified in the report.

Date: \_\_\_\_\_ Parent signature: \_\_\_\_\_ Son/daughter: \_\_\_\_\_

**SCHOOL CONSENT FORM**

Mr. Len White

Principal St. John Bosco

Dear Mr. White,

My name is Deana Drover and I am a graduate student in the school counselling at the Faculty of Education, Memorial University. As a part of my internship at St. John Bosco, I am requesting your permission to implement, and evaluate a drug awareness program, **Tuning In To Health**, at St. John Bosco School during April, May, and June, 1996. I am requesting your permission for one grade eight class to take part in this program.

The students' participation will consist of attending and participating in eight sessions, to be held every Day 5, 1:40 to 3:00. A short written test will be administered to each student before the implementing of the program begins as well as after the final session has finished. Each test will take approximately 20 minutes. Also, after the final session, each student will be interviewed by Wanda Pelley, school counsellor trainee, or Glenda Riteff. They will be asking questions about the student's view of the program. This session will be no longer than 15 minutes and will be audio taped. The tapes will be erased as soon as I have an opportunity to listen to them and record the childrens' views. The students will be asked to participate and it will be made clear that he/she can stop and leave the group at any time that he/she wishes. Parental consent will also be received before any student is allowed to participate.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in determining the effectiveness of the program Tuning Into Health. Participation is voluntary and you may withdraw your school support at any time.

If you are in agreement with having your school participate in this study please sign below and return one copy to me. The other is for you. If you have any questions or concerns please do not hesitate to contact me at St. John Bosco between 8:30 am -4:30 pm, Monday to Friday. If at any time you wish to speak to a resource person not associated with the study, please contact Dr. S. Norris, Acting Associate Dean of Research and Development, faculty of education, (737-3402).

Sincerely,

Deana Drover

I, \_\_\_\_\_ (Principal, St. John Bosco) hereby give permission for students at St. John Bosco School to take part in a study to determine the effectiveness of the program Tuning Into Health. I understand that participation is entirely voluntary and that the school, parents, and/or the students can withdraw permission at any time. All information is strictly confidential and no individual will be identified.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Len White - Principal

## BOARD CONSENT FORM

Mrs. Maureen Dunne  
Assistant Superintendent  
R.C. School Board  
St. John's, NF.

Dear Mrs. Dunne,

My name is Deana Drover and I am a graduate student in school counselling at the Faculty of Education, Memorial University. As part of my internship at St. John Bosco, I am requesting your permission to implement, and evaluate a drug awareness program, **Tuning In to Health**, at St. John Bosco School during April, May, and June, 1996. I am requesting your permission for one grade eight class to take part in this program.

The students' participation will consist of attending and participating in eight sessions, to be held every Day 5, 1:40 to 3:00. A short written test will be administered to each student before the implementing of the program begins as well as after the final session has finished. Each test will take approximately 20 minutes. Also, after the final session, each student will be interviewed by Ms. Wanda Pelley, a graduate student in school counselling, or Ms. Glenda Riteff at which time the students will be asked questions about their view of the program. This session will be no longer than 15 minutes and will be audio taped. The tapes will be erased as soon as I have an opportunity to listen to them and record the childrens' views. The students will be asked to participate and it will be made clear that he/she can stop and leave the group at any time that he/she wishes. Parental consent will also be received before any student is allowed to participate.

All information gathered in this study is strictly confidential and at no time will individuals be identified. I am interested in determining the effectiveness of the program Tuning Into Health program. Participation is voluntary and you may withdraw your support at any time.

If you are in agreement with having the R.C School Board participate in this study please sign below and return one copy to me. The other is for you. If you have any questions or concerns please do not hesitate to contact me at St. John Bosco between 8:30 am - 4:30 pm, Monday to Friday. If at any time you wish to speak to a resource person not associated with the study, please contact Dr. S. Norris, Acting Associate Dean of Research and Development, Faculty of Education.

Sincerely,

Deana Drover

I (Assistant Superintendent, R.C School Board) hereby give permission for students at St. John Bosco School to take part in a study to determine the effectiveness of the program Tuning Into Health. I understand that participation is entirely voluntary and that the R.C School Board, school, parents, and/or the students can withdraw permission at any time. All information is strictly confidential and no individual will be identified.

Apr 31/96  
Date

\_\_\_\_\_  
Mrs. Maureen Dunne



*Roman Catholic School Board for St. John's*

BELVEDERE  
67 BONAVENTURE AVENUE  
ST. JOHN'S, NEWFOUNDLAND  
A1C 3Z4

May 1, 1996

Ms. Deana Drover  
Counselling Intern  
St. John Bosco School  
P.O. Box 150  
Shea Heights  
St. John's, Nfld  
AOA 1J0

Dear Ms. Drover:

I am pleased to approve your request to implement and evaluate a drug awareness program Tuning In To Health in a junior high class at St. John Bosco School.

Mr. Len White has agreed to co-operate with your study. I am assuming that all the regular protocols regarding professional research will be followed and that the publication of your results will protect the confidentiality of the identity of student, school and district.

I wish you every success in your study and I also request that a summary of your research be forwarded to the district to assist us in planning curriculum in the health/family life areas.

Sincerely,

Maureen Dunne  
Assistant Superintendent  
Curriculum

/mstc







