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Substance Abuse Prevention for the Young Workforce in the Railroad Industry: An Adaptation of the PREVENT Program

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Introduction

Historically, workplace characteristics and an occupational drinking culture enabled alcohol use to become an important component of worker lifestyle in the railroad industry. Drinking at work and when on call was so pervasive that in the 1860s and 1870s rail labor organizations served as temperance groups and required sobriety for membership. However, it was easy to hide alcohol and other drug use because many workers were largely unsupervised for much of their time on duty, traveled over long distances, and had frequent overnight or abnormal shifts. These work characteristics have not changed much over the years.

In 1977, to determine the extent and impact of worker substance use, the Federal Railroad Administration conducted a large survey of the railroad industry, the Railroad Employee Assistance Project (Manello & Seaman, 1979). The survey findings indicated that railroad employees were twice as likely as other employed persons to drink to intoxication. Among survey participants, 13 percent reported drinking on the job at least once in the past year. In fact, on-the-job drinking was four times higher than estimated by railroad supervisors and labor representatives. In addition, coworkers were reluctant to report on-the-job drinking incidents. For instance, although 35 percent of workers reported witnessing on-the-job drinking or intoxication, less than 1 percent of these events were reported.

Awareness of the consequences of substance use and abuse led to policy changes incorporating severe penalties and an industry-wide ban on alcohol and other drug use on duty or before coming to duty. Since before the Civil War, railroads have had operating rules in place that prohibit on-the-job substance use. The Federal Railroad Administration’s current version of this
rule, Rule G, prohibits on-the-job substance use or working while under the influence of alcohol or other drugs, including prescription drugs. Violation of Rule G results in severe penalties, including termination. Some of the nation’s earliest employee assistance programs (EAPs) were started in the railroad industry to treat employees with substance use problems and to provide aid to employees who violated this ban.

Railroad employees have also taken a greater role in the prevention and treatment of substance use problems among their coworkers. Peer intervention programs, for example, focus on peers (coworkers), changing attitudes toward on-the-job substance use, and training coworkers to recognize and intervene with workers with substance use problems (Bacharach et al., 1996; Bamberger & Sonnenstuhl, 1995; Eichler et al., 1988). In 1987, a passenger railroad company and some of its unions agreed to adopt an ongoing version of PeerCare, a substance abuse prevention and early intervention program described in more detail later in this chapter.

Today, as the aging railroad workforce retires, a new cohort of young workers is entering the workplace and bringing with them new and different substance use problems. Although the vast majority of workplace substance abuse probably goes undetected, the railroad company’s administrative records can place a lower bound on problem rates. Between 1996 and 2000, for example, the railroad company’s administrative records identified 5.6 percent of workers under age 25 with an indicator of substance abuse; 2.4 percent had one or more alcohol- or other drug-related visit to the EAP; and 3.3 percent had taken an excused alcohol- or other drug-related absence from work via PeerCare. Among workers tested for alcohol or other drugs at least once between 1996 and 2000, 18- to 24-year-olds had the highest percentage of positive tests (4.9 percent). In addition, absenteeism, disrespect, fighting, and other problem behaviors frequently co-occur with alcohol and other drug problems. The railroad company’s disciplinary records show that during this same time period, 3.6 percent of young workers were charged with absenteeism problems and an additional 1.9 percent were charged with other problem behaviors. These numbers highlight the need for effective substance abuse prevention and early intervention programs targeting young workers.

With a large percentage of the railroad company’s existing workforce retiring between 2005 and 2010, it is imperative to focus attention on relevant issues for the large, incoming young workforce. To address the needs of the young workforce at the railroad company, the Pacific Institute for Research
and Evaluation (PIRE), in collaboration with the railroad company’s PeerCare, has adapted PREVENT (Personal Responsibility and Values: Education and Training), a program originally designed for US Navy recruits. As part of the Substance Abuse and Mental Health Services Administration’s (SAMHSA’s) Young Adults in the Workplace (YIW) initiative, the current project revised the US Navy’s PREVENT curriculum to meet the needs and culture of the railroad company’s young workforce. This chapter describes the content and implementation of PREVENT in a railroad company. It also describes the target population and provides early process findings.

**Program Description**

PREVENT is a facilitated 2-day training program for young workers that addresses alcohol and other drug abuse and other important challenges that young adults may face when transitioning into full-time work. The interactive group discussion format is designed to boost workers’ understanding of personal responsibilities in their lives, in particular regarding alcohol and other drug use, smoking, financial management, stress management, and suicide prevention. PREVENT’s design recognizes that knowledge alone rarely produces change or modifies behavior. Therefore, the program uses discussions among peers to create personal recognition that changes are needed and then provides time to plan those changes.

The intervention is an enhancement of and is managed from within PeerCare. PREVENT complements PeerCare by addressing the needs of a high-risk group: young adults entering the workforce. PeerCare is a union-operated, company-funded peer support program that covers 90 percent of the railroad company’s 23,000 culturally diverse employees. Components of PeerCare are described in the PeerCare section below.

**History and Structure of PREVENT**

In 1974, the US Navy contracted with the University of West Florida to provide the Navy’s first alcohol prevention program, the Navy Alcohol Safety Action Program. In 1980, the Navy created the Navy Drug Safety Action Program to combat increased drug use. These two programs were combined in 1982 to create PREVENT.

PREVENT’s personal responsibility approach to behavior change has been applied successfully across a variety of risk-related behavioral concerns. As participants learn to apply skills in one risk-related behavior, they can
translate their successes to other areas. This approach allows PREVENT to address a spectrum of related needs. In addition to the alcohol and other drug use modules, PREVENT includes modules addressing other health and lifestyle behaviors, including (1) nutrition and fitness; (2) risky sexual behavior, including unplanned pregnancies, sexual assaults, sexual harassment, and sexually transmitted diseases; (3) tobacco use; (4) violence, including workplace and domestic violence; and (5) financial management. In addition, PREVENT instills positive behaviors that can enhance employee performance. For example, communication skills (listening, speaking for self or I statements, observation to interpretation, styles of communication) are taught and practiced as a routine part of the course. Stress management is also covered and practiced. A core component of the course involves examining how personal beliefs, values, expectations, and thoughts influence behavior. The overall goal is to reduce impulsive actions and choices and to act in a way that is more responsible to oneself and others. As participants are able to examine their beliefs, values, and expectations, especially as they relate to relationships with others, they may be able to reduce their impulsive behaviors and act from a more thoughtful place.

As noted previously, the railroad PREVENT adaptation is housed and managed from within PeerCare. Over its 20-year existence, PeerCare’s efforts have centered on changing the railroad company’s workplace climate and culture of substance use. However, the railroad company’s newest and youngest workers are less involved in PeerCare than are older workers, and it is not clear whether the younger workforce has gotten the PeerCare message. PeerCare is used to reinforce and follow through on the PREVENT messages by including a post-PREVENT mentoring program between the PREVENT participants and PeerCare team members. The mentoring program takes advantage of the existing network of peers to reinforce the PREVENT program.

PeerCare
The core of the railroad company’s substance abuse prevention and early intervention efforts is PeerCare, which was created in 1987 and rapidly spread as it was added to union contracts. The program’s mission is to reduce substance abuse in the workplace, in part by changing occupational norms that condone this behavior. This union-management partnership uses the occupational peer group to achieve a cultural shift from enabling working under the influence of alcohol or other drugs to maintaining a substance-free workplace.
In exchange for employee efforts, management moved from a punitive approach to supportive and restorative aid for substance abusers. Thus, the program is designed to educate, intervene, and refer workers to appropriate support services to attain healthier, substance-free lifestyles without employer disciplinary action. It is part of a larger corporate behavioral health care program that includes (1) 2,400 active volunteers who aim to keep the workplace substance-free and steer employees with alcohol or other drug problems to help; (2) the PeerCare mark-off, which allows drunk or drugged employees to absent themselves from the workplace confidentially without penalty; and (3) a tailored version of SAMHSA’s GetFit website called “On the Right Track.” Other substance abuse prevention and treatment components at the railroad company include random (for 20 percent of safety-sensitive employees), pre-employment, post-accident, and for-cause alcohol and other drug testing; an in-house EAP; health insurance with unlimited but case-managed behavioral health/substance abuse treatment coverage; and written substance abuse policies.

In essence, PeerCare is peers supporting peers, with volunteer teams of union workers at the heart of the program. Team members are diverse with regard to gender, race/ethnicity, language skills, and job title. Almost all complete a 1- to 2-day training course to learn how to recognize and intervene with a coworker who has an alcohol or other drug problem. More than 6,500 union and management employees have received PeerCare training. In early 2000, the 152 active teams included 2,400 employee volunteers. However, PeerCare and the EAP currently have no materials targeting younger workers and little expertise in the specialized substance abuse issues of this population. These gaps have become issues in this decade because a wave of retirements and the hiring of younger workers have increased the need for this expertise. PeerCare and the EAP are committed to increasing their capacity to reach younger workers.

**Program Delivery**
PREVENT workshops include 20 or fewer participants plus one trained outside facilitator. Ten to 15 participants is ideal because it allows sufficient variation in viewpoints to foster and sustain discussion while being small enough to allow all participants to contribute.

Through facilitator-led group discussion, participants examine their personal goals and values, assess whether their behaviors are in line with their goals and values, and consider whether they want to bring their behaviors
more in line with their goals and values. The PREVENT facilitator is trained in a 3-day workshop that covers the theory of PREVENT in addition to techniques for motivational interviewing and for engaging participants in the discussion. After the initial training, facilitators receive 10 hours of on-the-job training with another facilitator.

At the railroad company, participants are contacted at their worksites and invited to join the PREVENT class, although supervisor permission is also required. To get a representative sample of the workforce, supervisors are asked to consider only operational burden (rather than behavioral or performance factors) when giving permission for a worker to attend.

**Theoretical Model**

PREVENT embraces the transtheoretical model (Prochaska & Velicer, 1997), which integrates several theories of behavior change around a stages of change approach (Table 3.1), via its threat-minimization framework, which also draws on Weinstein and Sandman’s (1992) precaution adoption model. This model is a framework for understanding how individuals adjust to perceived hazards.

<table>
<thead>
<tr>
<th>Table 3.1 PREVENT’s threat minimization framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>6</td>
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</tbody>
</table>

PREVENT = Personal Responsibility and Values: Education and Training.

The course content and facilitator training emphasize classroom activities that draw on the precontemplation, contemplation, preparation, and maintenance stages of the transtheoretical model. Evaluation data from the Navy PREVENT program suggest that PREVENT is a successful interactive behavioral change intervention, as has been demonstrated for counseling-based interactive transtheoretical model approaches, compared with non-
interactive interventions such as self-help guides (Curry, 1993; Glynn et al.,
1992; Schwartz, 1987).

PREVENT encourages health-enhancing, risk-reducing changes for
participants that are based on personal values and experiences. An individual’s
alcohol drinking patterns, interpersonal skills, or conflict management
approach is rooted in other intrinsic values and experiences. Therefore, the
change or learning process is quite different from learning a skill such as
solving a math equation or learning to be an engine mechanic; typically,
acquisition of these kinds of skills is not tied to strong personal values or
experiences. Relearning a set of skills that leads to a reduction in the amount
of alcohol consumed each week, for example, may require addressing values,
attitudes, and past experience. The ultimate control for behavior change lies
with the participant. This premise underlies the stages of change model and
has important ramifications for facilitator comportment and skills.

PREVENT is a stages of change–based intervention. Merely parsing a
behavior problem and its proposed resolution into a series of change stages
does not in and of itself ordain an intervention as a stages of change approach.
In fact, an essential structure is necessary for an intervention to take on the
characteristics of a stages of change approach. The transtheoretical model
concept of processes of change has proven applicable to a broad variety of
problem areas (Prochaska, 1984; Prochaska & DiClemente, 1983). Table 3.2
presents Prochaska and Velicer’s (1997) typology of the processes of change in
relation to the stages of change.

<table>
<thead>
<tr>
<th>Stages of Change</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Precontemplation</td>
<td>Consciousness raising, dramatic relief, environmental reevaluation</td>
</tr>
<tr>
<td>3. Contemplation</td>
<td>Self-reevaluation</td>
</tr>
<tr>
<td>4. Preparation</td>
<td>Self-liberation</td>
</tr>
<tr>
<td>5. Action</td>
<td>Contingency management, helping relationship, counter-conditioning, stimulus control</td>
</tr>
<tr>
<td>6. Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from Prochaska and Velicer, 1997.
Program Goals

The PREVENT program has six measurable goals:

1. **Advance young workers through a stages of change model to reduce risky behaviors.** The PREVENT program is designed to work with participants regardless of the stage they are in when they enter the program. Participation in a facilitated workshop and use of a transtheoretical model framework are designed to motivate participants to progress up the stages of change through group discussion, contemplation of values (both verbally and nonverbally), and planning of steps to make changes that will take them closer to their goals and in line with their values.

2. **Reduce alcohol and other drug use.** The two biggest modules in the six-module railroad PREVENT adaptation relate to alcohol and other drug use. PREVENT is not an educational program on alcohol and other drug use. Instead, the workshop enables participants to contemplate their own alcohol and other drug use behaviors, discuss the values they attach to their use or non-use, and assess whether their substance use is in line with their values and goals. Participants put together a plan to reduce or discontinue alcohol and other drug use if they feel it will allow them to stay true to their values and better meet their own short- and long-term goals. In PREVENT, it does not matter where the participant is within the stages of change. The goal of PREVENT is to motivate participants to make changes in their lives that reflect progress up one or more stages.

3. **Enhance workers’ ability to make sound decisions.** Throughout the PREVENT workshop, group discussion revolves around values and value conflicts. Participants are motivated to make decisions and behavioral changes that are consistent with their values. Value conflicts (e.g., conflicts between personal, organizational, and family values) arise during the workshop. How participants cope with value conflicts and the role of value conflicts in personal decision making are discussed.

4. **Improve communication skills.** Awareness of value conflicts and how others make decisions helps to improve communication skills. In addition, PREVENT participants engage in an exercise on communication styles.

5. **Reduce the risk of workplace injury.** Achieving the above four goals will have an impact on workplace injury rates. Ample evidence exists that
alcohol-, other drug-, and hangover-related impairment increases the risk of injury. This impairment adversely affects coordination and the ability to perceive and respond to hazards, which may result in injury to the user and other innocent victims (Moskowitz & Robinson, 1988; Normand et al., 1994; Törnros & Laurell, 1991; Yesavage & Leirer, 1986). Previous analyses of the impact of PeerCare found that a reduction in workplace injury rates and costs correlates with the implementation of PeerCare (Miller et al., 2007; Spicer & Miller, 2005).

6. Reduce workplace performance problems. Absenteeism, disrespect, fighting, and other problem behaviors frequently co-occur with alcohol and other drug problems. Through its effects on alcohol and other drug problems, PREVENT is expected to reduce workplace performance problems.

Adapting the Navy’s PREVENT Program to the Railroad Company’s Young Adult Workforce and Workplace

Adapting the PREVENT curriculum to the railroad company first involved reducing the class time from 3 to 2 days, in response to concern that the operational burden of a 3-day class would reduce management support of the program. The adaptation also involved eliminating Navy-specific references and terms and incorporating company policies, values, and culture.

To reduce the class time from 3 to 2 days, several modules were eliminated. These were selected by consulting PeerCare staff and a small focus group of young workers. In particular, PeerCare staff listed alcohol and other drugs as the priority modules, and young workers cited financial management as an issue of concern. Company staff felt that sexual harassment, sexual behaviors, and violence were too sensitive and might delay the implementation of the intervention. Relative to the other possible modules, physical fitness and nutrition were not perceived as issues that needed to be addressed. Thus, the Navy PREVENT curriculum was shortened from 3 days to 2 days by excluding the sections on sexual harassment, sexual behaviors, violence, and physical fitness and nutrition. Modules retained in the railroad adaptation of the curriculum are interpersonal responsibility and values, alcohol and other drugs (by far the largest section), tobacco use, personal finances, suicide prevention, and stress.

Thinking ahead toward replication of the PREVENT program in other companies, we created a skeleton workbook, absent all Navy and railroad
references. Using the skeleton curriculum, any corporation can insert its company-specific values and policies. In addition, we modified the PREVENT course facilitators guide to correspond to the new railroad adaptation of the curriculum.

**Enhancing the PREVENT/PeerCare Amalgamation**

To enhance the PREVENT and PeerCare relationship and to reinforce the PREVENT program, we implemented a mentoring program that pairs one trained volunteer PeerCare team member with a PREVENT participant post-program. The PeerCare team member follows up with the participant after the training. The follow-up is personal and tailored to the situation and rapport between the mentor and participant. At a minimum, the follow-up involves making initial contact (in person, by telephone, or by e-mail), making introductions, asking the participant if he or she has made progress in meeting his or her action steps, and giving the participant the opportunity to ask for help or further contact. Action steps are plans that the PREVENT participant made during the class to meet a specific goal. For personal confidentiality reasons, the mentor does not know what action steps the participant has listed. Depending on the receptiveness of the participant, the mentor can have a more in-depth conversation about challenges the participant is facing, both in meeting his or her action steps and about life in general. The mentor can share his or her experiences with similar challenges and give advice in overcoming challenges in meeting action steps and in life in general. After the initial contact, this relationship can be anything the participant and mentor want it to be. The amount of contact between mentor and mentee is monitored for the purposes of the evaluation.

**Target Population**

The study company is a large national passenger railroad company that employs approximately 23,000 people in 47 states and the District of Columbia. The vast majority (about 80 percent) of the workforce is blue-collar and unionized. The company has about 200 worksites throughout the continental United States that are divided into six regions. The target population of the PREVENT program is workers at the railroad company aged 18 to 29. The educational enrollment status of workers is not a consideration in defining the target population. The company employs about 1,000 workers in this age group, which is about 4 percent of the company workforce. Forty-five
percent are minorities (primarily African American but with large Hispanic and Southeast Asian representation). The majority (65 percent) of employees are male. Females are particularly underrepresented within trades that are traditionally male (e.g., track maintenance, engineers, conductors). These occupations also have the characteristics that put workers at high risk for substance abuse (e.g., unsupervised for long periods of time, travel over long distances, overnight and/or abnormal shifts) and carry the greatest risk of injury. A more even distribution of women and men is seen among the secretarial, reservation, and sales occupations.

Almost universal union membership for permanent employees made turnover among employees under age 25 a very modest 23 percent over a 5-year horizon. However, the young adult workforce is expected to increase over the next decade. Many employees hired at the time the railroad company was founded in the 1970s are reaching the 30 years of service required for full Railroad Retirement Board pensions. Between 2005 and 2010, more than 30 percent of the railroad company’s 23,000 employees will fully vest for retirement, although not all will reach the age of 60 when their pension payouts begin. Thus, hiring of young workers is accelerating despite overall workforce shrinkage.

Each of the grantees administered a survey to support the YIW cross-site evaluation (see Chapter 8 for more information about the cross-site evaluation and the core survey measures). All railroad company employees aged 18 to 29 were invited to respond to the survey. In the initial round of data collection, 244 out of approximately 1,000 employees responded. The sex and race distribution of the survey respondents were similar to those of the target population. Sixty-six percent of respondents were male and 54 percent were white. The average age of respondents is 26.3 years, indicating the skew in the age distribution of the respondents toward the upper age limit of the targeted population. Very few respondents (6 percent) were below the legal drinking age of 21.

**Early Process Findings**

In adapting the Navy PREVENT program to the railroad company, it was important to examine the differences and similarities between the two organizations in the areas of workforce and organizational characteristics, workplace policies, and workplace culture that may impact the usefulness of the PREVENT adaptation. Table 3.3 compares these organizational characteristics (differences between the organizations are shaded).
### Table 3.3 Characteristics of the US Navy versus the railroad company

<table>
<thead>
<tr>
<th>US Navy</th>
<th>Railroad Company</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Young workforce, in general:</strong></td>
<td><strong>Young workforce, in general:</strong></td>
</tr>
<tr>
<td>Worldwide</td>
<td>Nationwide</td>
</tr>
<tr>
<td>Trained by the Navy</td>
<td>Often specialize in a trade before being hired</td>
</tr>
<tr>
<td>Change worksites every few years; some jobs are “on the road”</td>
<td>Some jobs are based in one worksite, whereas others are “on the road”</td>
</tr>
<tr>
<td>Majority male</td>
<td>Majority male</td>
</tr>
<tr>
<td>Includes safety-sensitive jobs</td>
<td>Includes safety-sensitive jobs</td>
</tr>
<tr>
<td><strong>Policies:</strong></td>
<td><strong>Policies:</strong></td>
</tr>
<tr>
<td>Access to behavioral health care</td>
<td>Access to behavioral health care</td>
</tr>
<tr>
<td>100% insured</td>
<td>100% insured</td>
</tr>
<tr>
<td>Department of Defense–mandated drug and alcohol testing, including random and pre-employment testing</td>
<td>Department of Transportation–mandated drug and alcohol testing, including random and pre-employment testing</td>
</tr>
<tr>
<td>Written alcohol and drug use policies</td>
<td>Written alcohol and drug use policies</td>
</tr>
<tr>
<td><strong>Culture:</strong></td>
<td><strong>Culture:</strong></td>
</tr>
<tr>
<td>“Readiness”: on the job 24/7</td>
<td>Some long shifts, but not 24/7</td>
</tr>
<tr>
<td>Navy—“Shipmates helping shipmates”</td>
<td>Unionized—“We are our brother’s keeper”</td>
</tr>
<tr>
<td>Follow direction of supervisor, line of authority</td>
<td>Mistrust of management</td>
</tr>
<tr>
<td>Historically, a culture of drinking on and off the job</td>
<td>Historically, a culture of drinking on and off the job</td>
</tr>
<tr>
<td>“The Right Spirit”: Campaign to prevent substance abuse on and off the job by changing workplace culture</td>
<td>PeerCare: Peer-to-peer program to prevent substance abuse on and off the job by changing workplace culture</td>
</tr>
</tbody>
</table>

Note: Differences between the two organizations are shaded.

Workplace values and policies were incorporated into the curriculum from a wide range of sources (e.g., PeerCare, drug testing, human resources, managed care program). Written policies exist, but we relied on testimony from PeerCare team members and staff to portray the workplace culture and values. Value conflicts (in particular between management and the unions) were inevitable. In general, the adaptation of the PREVENT program takes more of the union perspective because this is the population the program is designed to serve. However, embedded in the PREVENT curriculum is a discussion of value conflicts, which allows these issues to be explored further.
After each PREVENT workshop, participants respond to four open-ended questions regarding their experience of the workshop. Overall, participants have expressed enthusiasm for the program. The majority said the most helpful part of the PREVENT workshop was the discussion of personal values. Nearly all said the workshop made them think about making changes in their lives. Representative participant comments include, “It was a reality check for me with my values and what I do and think,” and “I found out more about myself and my living choices.” Most participants came away from the workshop feeling that they wanted to make changes in their lives, in particular to reduce alcohol consumption and better manage personal finances.

Conclusions

In adapting the PREVENT curriculum, a wide range of workplace culture, values, and policies had to be consolidated. In general, the final product takes a union perspective because this is the population the program is designed to serve. The majority of participants in the PREVENT program said the most helpful part of the PREVENT class was the discussion of personal values, and most said that the class made them think about making changes in their lives.

The lessons learned from PREVENT may be useful to future programs. One important issue to consider is the number of days to dedicate to the PREVENT workshop. In this project (and at the Navy PREVENT), these are paid full days of work for the participants whose regular posts must be filled by alternates. The Navy developed a curriculum for a 3-day workshop, but we felt we would get better management buy-in if we reduced the program to 2 days. However, some supervisors were still unwilling to release workers in jobs for which it was difficult to find replacements.

Unexpected and unfortunate workplace events that are related to the program objectives can sometimes boost support for the program, such as a worker’s suicide or an alcohol-related workplace injury. In the railroad PREVENT adaptation, for example, an alcohol-related train crash could affect substance abuse awareness and behaviors and possibly impact the importance that the company and the federal government place on the project. A case in point is the 1987 Chase, Maryland, crash, which involved an engineer on a Conrail train who was high on marijuana, missed a signal, and caused a crash into one of the company’s passenger trains, killing 16 people. In response to this incident, the federal government increased pressure to address railroad alcohol and other drug use, which led to the birth of PeerCare. Even non-
company railroad and non-alcohol-related crashes can affect the program by increasing attention and/or funding.

In any workplace project, management support is critical for both program implementation and sustainability, and commitment from one or more people in a decision-making position can help overcome challenges and barriers to project viability. At the railroad company, disruptions in management and company leadership delayed program implementation. However, PeerCare’s commitment to this project kept it viable. Once the leadership situation stabilized, great progress was made.

References


