

TASK FORCE

Task forces are an increasingly viable approach used by colleges and universities to help promote alcohol abuse prevention initiatives. They emerge for a variety of reasons or from a range of circumstances. Some campuses initiate task forces because of an increase in medical emergencies, others form them due to one or more campus deaths, and still others establish them to help address problems with the surrounding community.

In addition to a range of reasons for establishing task forces, a variety of missions and formats exist. Some task forces are on-going, while others are short-term. Some are focused entirely on the campus, while others have, as their primary focus, the campus and community relationships. The specific emphasis of the efforts of task forces also varies; these include a focus on the quality of life on campus, problems on campus, the promotion of community coalitions and overall town-gown relationships. Whatever the primary thrust of the task force, linkages are often made to security issues and the importance of addressing standards regarding local bar owners.

Membership on campus alcohol task forces is based on the relevant constituencies as well as the thrust of the task force effort. Campus personnel include a variety of students, including the student government association, residence hall students, commuters, Greek leaders, peer educators, graduate students, and students overall. Other campus personnel include student affairs, judicial officers, police and security, faculty, residence hall staff, counseling, substance abuse coordinators, and student organization representatives. From the community perspective, membership may include police, bar owners, representatives of neighborhood associations, high school personnel, media, and state officials.

The nature of the efforts encompassed by these task forces is also widespread. Among the areas to be addressed include policy issues, enforcement, prevention and education, and treatment and counseling services. Student activities, alcohol-free activities and media advocacy are often addressed by task forces. Some campuses even constitute task forces to address the overall campus environment, including a cultural shift and an examination of values.

In the implementation of a task force's efforts, periodic meetings are a universal trait. Often task forces incorporate a range of data collection approaches to serve as a foundation for their efforts. These may include a written survey, telephone solicitations, and focus groups. Efforts to promote and sustain positive task force efforts include the incorporation of a coalition building seminar, neighborhood barbeques, summit meetings and sponsorship of conferences. Some task force efforts have resulted in written agreements, such as a tavernowner's advertising agreement.

Task forces have found it helpful to have a set of principles that guide their efforts to demonstrate meaningful desired results. Included in these are that efforts must be long term, comprehensive, broad based and have a community foundation. Other task forces clearly articulate a problem statement and propose relevant strategies associated with those to deal with the problem.

Results emanating from task forces have been both qualitative and quantitative in nature. Increased communication and coordination, greater collaboration, and more consistent enforcement of policies and procedures have been documented. In addition, some campuses report a reduction of incidents and problems associated with alcohol use.

Alcohol Advisory Committee

University of Pittsburgh

Contact:

University of Pittsburgh
Enrollment: 26,162
Public, Four-Year Institution

James Cox
Chair of the Alcohol Advisory Committee

Objectives:

- To reduce and prevent risky alcohol use and related consequences
- To promote a comprehensive campus effort
- To foster individual change through environmental change

Description:

The Task Force on Alcohol and Other Drug Use, established in 1994, is comprised of a variety of health professionals, faculty, administration, staff, and student representatives. Charged with examining alcohol abuse on campus, the Task Force also reviewed current University alcohol policies and made recommendations for new educational initiatives and treatment approaches.

In 1995, an Alcohol Advisory Committee comprised of administration, staff, faculty, and student representatives was formed. This committee coordinates and assists with the implementation of the Task Force's recommendations. Central to the Advisory Committee's efforts is collaboration with a range of campus and community offices. These offices include the counseling center, health services, housing, residence life, campus police, judicial affairs, a regional alcohol research center, alumni, governmental relations, student government, Greek affairs, athletics, and the Honors College. The committee annually reviews

and provides progress reports on the recommendations of the task force.

Educational components are primarily provided through the Health Education Office of the Student Health Service. This includes a resource center that houses a variety of health and wellness-related materials. An interactive drug and alcohol program, "Choices," is used in freshmen studies classes as well as with residence hall and Greek programs. Other resources include the Fatal Vision Goggles that simulate intoxication and the Alcohol-101® CD-ROM program. The P.E.A.R. (Personal Education, Assistance and Referral) Program is an educational intervention designed for students who violate the University's drug and alcohol policies. Further, a one-credit "Sports and Drugs" course is a requirement for all incoming athletes.

Alternative activities include creating environments where alcohol consumption is not necessary. A student group, called Building Alcohol Awareness Responsibly (BAAR), plans and provides alternative alcohol-free activities to the student body. The "Safe 21st Birthday Cards" are distributed to students who turn 21 with a message encouraging alternative ways of celebrating that do not involve alcohol. These cards include incentives, such as movie passes, which encourage alcohol-free ways of celebrating. Another program is the "Alcohol-Free Awards and Incentives" program coordinated by Residence Life. This program rewards students living in the residence halls who refrain from misusing alcohol. The awards are gift certificates, cash awards, parking passes, and sweatshirts.

The building of a coalition between the campus and the community has been a critical component in changing the environment at the University. As a result of being located in an urban environment, students have ready access to alcohol through beer distributors, liquor stores, and bars. The Alcohol Advisory Committee, in collaboration with the surrounding community, has formed a community coalition, which has developed cooperative relationships with local establishments and the Nuisance Bar Task Force. Through the coalition's efforts, local bars have agreed to close earlier and excessive drinking issues are being addressed.

Various departments involved in the Advisory Committee have contributed resources help absorb the costs of the campus-wide initiatives. In addition, the committee has solicited state and government grants for special projects. Further, any fines generated from students with alcohol violations have been redirected back to alcohol education programs at the Student Health Service. The University and surrounding community have also contributed to the initiative by offering parking passes, gift certificates, and products.

All programs are evaluated separately. At a minimum, the participants assess each program for satisfaction. Where applicable, other measures are included such as pre- and post-testing or follow-up studies. The vast majority of students recognize that alcohol-free events are available to students who choose not to drink. In addition, misperceptions reported by students are actively addressed through social marketing efforts.

Alcohol Culture Change

Indiana University of Pennsylvania

Task Force

Contact:

Indiana University of Pennsylvania
Enrollment: 13,442
Public, Four-Year Institution

Rhonda H. Luckey, Ed.D.
Associate Vice President for Student Affairs

Objectives:

- To reduce illegal and/or excessive use of alcohol by college students
- To implement a multi-pronged approach changing campus culture

Description:

As an outcome of alcohol-related deaths on this and other college campuses in the late 1990's, the University formed four community coalitions. The coalitions meet regularly to address issues of enforcement, prevention and treatment, university and student affairs, and the community environment.

To help clarify the nature of problems and related issues on campus, a telephone survey, a paper-pencil survey, and 15 focus groups were conducted. These helped to discern students' programming preferences, their perceptions of the nature of drinking, and their opinions on the behavior of the student body. Responses underscored the confusing and complicated nature of the problems associated with excessive and underage drinking and why behavioral change and cultural change are so difficult to effect.

Although the University and community had many years of experience addressing student alcohol use, an Alcohol Summit was planned to initiate an on-going community-wide discussion on the abuse

of alcohol and underage drinking. The three principles underlying the change of alcohol culture on the campus are:

1. Changes must be sustained over the long term.
2. Change must be broad-based and comprehensive.
3. Professional and student members of the campus and surrounding community must be involved.

The Alcohol Summit Action Plan is based upon discussions of the impact of student services, environmental issues, enforcement practices, prevention and treatment services, and collaboration with academics. Within each thematic cluster, problem statements and a series of strategies were developed. For example, within the student services cluster, problem statements include the University's party school image and off-campus fraternity parties serving alcohol to underage students. Specific strategies include developing, marketing, and recruiting materials, reviewing policies and expectations regarding Greek organization parties, and encouraging alcohol-free events. Within the environment cluster, problem areas include issues such as tavern practices that encourage excessive use, as well as the limited nature of recreational options.

For the enforcement cluster, the ease of obtaining alcohol and the fact that many students were unaware of alcohol policies were identified as problems. The needs of a diverse student body and the fact that many students believe alcohol use is the norm for college students were listed as

problems in the prevention area. Within the treatment area, the lack of full utilization of self-help groups and the non-existence of a formalized referral system were cited as problems. Finally, within the academic area, limited faculty involvement and the need for students to learn life skills to make healthy choices were cited.

The first year of implementation focused on a range of issues: consistent administration of University policy, collaboration between campus and local law enforcement agencies, expansion of late night programming and transportation, improvement of advertising and social marketing, communication with students and families, delivery of education and awareness programming, sponsorship of faculty discussions regarding their roles, and expansion of hours for the computer labs and the library.

The Alcohol Summit Action Planners (ASAP) Group oversees the campus activities. This group meets regularly to discuss progress on the Action Plan, to design assessment strategies, and to implement various aspects of the Action Plan.

The alcohol culture change effort has been supported financially by the University, the Pennsylvania Liquor Control Board, and federal and community funds. A Department of Justice federal grant supports the expansion of the University's community policing program. The University general fund, activity fees, and housing and health fees have also supported various initiatives implemented by University offices.

Alcohol Review Board

University of Buffalo

Contact:

University of Buffalo
Enrollment: 24,257
Public, Four Year Institution
Madison Boyce
Director of Judicial Affairs/Ombudsman

Objectives:

- To bring together campus and community stakeholders with a shared vision
- To address policy and prevention issues
- To develop creative programs and services that benefit the university community

Description:

Since 1968, the Alcohol Review Board (ARB) has served to advise and educate faculty, staff, and students regarding important alcohol-related issues. Membership is collaborative and represents the full spectrum of the population, governments, and student groups. The ARB listens to the voices of students in order to address needs. The programming is open to all, and has been creative and successful. Annual events are attended by large

numbers of athletes, fraternities and sororities, and residence hall advisors.

The Campus Policy Compendium is widely circulated and updated on a yearly basis. The ARB consults with the area tavern and restaurant owners to address problems and to work together to form solutions. The ARB maintains a presence at major University events in order to get the message out to the public that wellness choices and responsible behaviors go hand-in-hand with having a great time. Approaches include a newly created video, "Making Choices: College Drinking," the Spring Break Biggest House Party of the Year" (an alcohol-free dance party) the Student Educational Program for Alcohol and Drugs, Alcohol Awareness Week programs, and Natural High Events.

The aim of the Alcohol Review Board is to assist as many campus and community groups as possible to become part of a unified solution to the problems related to the abuse of drugs and alcohol.

The ARB recognizes the value of drawing from the existing expertise of various personnel on campus. Additionally, community agencies are invited to meetings to assist with the planning and coordination of events. The ARB includes representatives from student affairs, the dean of students office, health services, the counseling center, police, center for the arts, graduate and undergraduate student associations, food and vending services, athletics, physical facilities, and conferences and special events. A representative of the bar owners also serves as an ad hoc member of the ARB.

The uniqueness of the ARB is that it does not function from an existing budget; as events and programs are agreed upon, a collective financial commitment is established from the offices participating. Units represented on the ARB also donate in-kind services such as facilities, staff assistance, food, supplies, and creative ideas.

Alcohol Summit

University of Missouri at Columbia

Task Force

Contact:

University of Missouri at Columbia
Enrollment: 22,930
Public, Four-Year Institution

Kim Dude, M.Ed.

Director, Wellness Resource Center
and ADAPT

Objectives:

- To reduce the quantity and frequency of student drinking
- To decrease heavy drinking by students and the related consequences
- To increase student knowledge of alcohol policies

Description:

Created by the Chancellor of the University, the Alcohol Summit began in the spring of 1998. The campus-community task force members include representatives from ADAPT (Alcohol and Drug Prevention Team), Greek life, residential life, campus judicial, campus police, student health, athletics, alumni relations, admissions, and public relations. Faculty, the Chancellor, the Vice Chancellor, and students from the Residence Hall Association, Interfraternity Council, Panhellenic, PARTY (the local BACCHUS chapter), the Missouri Students Association, and the Graduate Students Association are also members. In addition, community, local bar owners, neighborhood

associations, city police, high school counselors, and the mayor participate.

The Alcohol Summit developed goals, objectives, outcomes, and action steps. Sub-committees focused on working with faculty, providing alcohol-free social activities, reviewing policy, working with the local bars and restaurants, integrating the statement of values, establishing a consistent message, and creating social norming efforts.

To make the environmental change a reality, the University had to undergo a major cultural shift that involved reshaping norms and expectations. Strong leadership was necessary to convey the importance of this process. The campus community task force created by the University's Chancellor has been most effective in implementing this change.

The following specific recommendations are based on the Alcohol Summit's goals and objectives:

1. Create a community that is committed to developing thoughtful, mature, responsible adults in fostering a sense of interconnectedness among its members. This community of learners will value responsible choices in regard to alcohol.

2. Implement environmental management strategies to create a culture that promotes responsible decision-making in regard to alcohol.

3. Correct the misperceptions of peer alcohol and other drug use among students at the University.

The Alcohol Summit provided the Wellness Resource Center and ADAPT with the necessary support from the top administration of the campus. This resulted in all key players on campus and in the community working together on common solutions to common problems. The Alcohol Summit has been viewed as the turning point in the history of alcohol abuse prevention at the University. The goals, objectives, and strategies of the Alcohol Summit are extremely comprehensive, involving all aspects of the campus and community. The process of implementing the Alcohol Summit's strategies has resulted in increasing the critical mass of people involved in this change effort through programs, training, educational marketing and social norming efforts.

Alcohol Task Force

Bridgewater State College

Contact:

Bridgewater State College
Enrollment: 8,955
Public, Four-Year Institution

Ann M. Doyle, M.Ed.
Outreach Education Coordinator,
Alcohol/Drug Program

Objectives:

- To create the most appropriate and consistently enforced alcohol policy.
- To decrease alcohol use and negative consequences

Description:

The Alcohol Task Force has been in existence since 1991. It was established to review drug and alcohol policies annually to assure compliance with the local, state and federal laws. In addition, the Task Force examined the policy implementation on the campus to ensure that goals and objectives were being achieved.

In response to the state Board of Higher Education which mandated policy change throughout the statewide system, the Task Force membership was expanded in 1997 to serve as a policy review group. At this time, the college was expected to be in compliance with new rules and regulations by immediately adopting the Board's policy

and reporting to the Board within 2 months. The Alcohol Task Force embarked upon new efforts to improve the campus community. As such, the policies apply to all campus members with a majority of work focusing upon the resident student population.

Membership on the Task Force is widely based, including a variety of students from the Student Government Association, peer educators, commuters and residence halls. Campus offices represented include Student Affairs, residence life and housing, judicial programs, police, counseling, and the alcohol and drug program. Through continuous review, talking with focus groups, obtaining community feedback, and meeting regularly for updates, the Task Force assumes a common cause. Thus, it works as a team to improve the college environment.

As a result of the Task Force efforts, three major changes occurred in the first months of action. First, 24-hour security was provided at the first-year residence hall. Second, standardized bag search procedures were implemented in all residence halls. Third, minimum sanctions

for violating the college alcohol policy were introduced. During the second year, policies were successfully established on alcohol advertising and promotion, and the service of alcohol at student events. A review of campus alcohol education offerings was also undertaken. Publicity surrounding the alcohol policy change was intense. Policy updates were offered in the campus newspaper, and the college president held open discussions and forums with the campus community and select student groups. Also, the policy changes and how they would impact the community were discussed with the local officials at a town meeting.

Alcohol policy violations have decreased across campus, including the reduction of behaviors often associated with alcohol use (such as false fire alarms, damage in residence halls, and fights). Most recently, the Task Force has established a strategic plan to address normative environment issues and alcohol availability in the community. Initial steps have been taken to establish a campus community coalition with local police, distributors and servers, town government, and the campus community.

Campus Community Partnership for Prevention

Pennsylvania State University

Task Force

Contact:

Pennsylvania State University
Enrollment: 40,658
Public, Four-Year Institution

Margaret Spear, M.D.
Director, University Health Services
Co-Chair, Campus Community Partnership for Prevention

Objectives:

- To engage various sectors in changing the University and community culture to reduce high-risk behavior associated with alcohol consumption
- To increase student and citizen awareness of risks associated with high-risk consumption of alcohol
- To promote consistent community-wide behavioral standards and expectations
- To facilitate on-going dialog, discussion, and information exchange between the campus and the community

Description:

In 1984, the University established an alcohol task force whose members included campus professionals and community leaders and shared a common vision to make "civility" the cornerstone of behavior for students attending the University. In 1990, the task force expanded its focus to include not only the campus, but also the entire Penn State University system. In 1992, the collaboration between the campus and community was formalized when the community formed the State College Town Gown Forum. Collaboration expanded and the task force became "The Council for the Prevention of Alcohol, Tobacco, and Other Drug Abuse," which was granted "Commission" status in 1996. The commission's role was modified with the creation of the partnership between the University

and Pennsylvania Liquor Control Board (PLCB) in 1997. This partnership is tasked with the creation and guidance of campus-community partnerships across the Penn State system.

The University Park Campus Community Partnership for Prevention (UPCCP) was formed in 1999 as an outcome of the partnership between the University and the PLCB. The vision of UPCCP is a community where neighbors affirm healthy choices, civility, and social responsibility. The group's mission is to engage and involve various sectors of the region to change the campus and community culture to reduce high-risk behavior associated with the consumption of alcohol. The Partnership is comprised of 18 campus members, including faculty, staff, and students, and 16 community members. Campus representation includes Athletics, faculty, Police, Women's Services, Judicial Affairs, and the Vice President. Community representation includes the police, District Justice, Tavern Owners Association, hospital, Women's Resource Center, and school district. The UPCCP has four working groups: Education and Awareness, Standards and Expectations, Enforcement and Policy, and Social and Alternative Programs.

Examination of the strategic plans of the subcommittees demonstrates the depth of the campus-wide effort. Each strategic plan includes objectives, key assumptions, action steps, a timeline, and responsible persons. For example, the Education and Awareness Committee's strategic plan includes five specific objectives. One objective is to "understand and address the reasons why individuals engage in

unhealthy, high-risk use of alcohol." The key assumption is that "we do not know enough about why individuals engage in high-risk alcohol use, particularly students," therefore one of the action steps includes conducting focus groups.

Based on the strategic planning approach described above, the UPCCP has identified and implemented several initiatives. These include: Safe Night, Safe Summer, National Alcohol Screening Day, alcohol-free tailgates, summer programming, and promotion of alcohol-free activities for high school students. The collaboration between the University and the Tavern Association resulted in the publication of a 21st birthday card that includes alcohol poisoning information and a coupon for a free dessert or mocktail. In addition to these activities, the Enforcement and Policy Subcommittee hosts a one-day conference with local municipalities to ensure consistent enforcement of alcohol-related violations.

Media coverage for the UPCCP's efforts includes cable TV, radio, handouts, newspaper articles, local television, statewide news wire service, and the Web site. The Web site lists all meeting minutes, membership listings, facts and policies, plus links to over 135 different Web sites.

A process evaluation conducted in 1999 indicates that the UPCCP has a high level of functioning. The Partnership has been very successful in bringing together concerned individuals, representing divergent interests, to work on alcohol-related issues in the community.

Chancellor's Commission on Substance Abuse Prevention

Syracuse University

Contacts:

Syracuse University
Enrollment: 18,535
Private, Four-Year Institution

Anastasia L. Urtz, J.D.
Associate Dean of Student Relations
Director of Judicial Affairs

Dr. Dessa Bergen-Cico
Director of Substance Abuse Prevention
and Health Enhancement

Objectives:

- To cultivate relationships between faculty, staff, students, and the community
- To promote a shared understanding of problems related to substance abuse among campus community constituencies
- To encourage voluntary change and minimize targeted high risk practices
- To oversee the implementation of policy changes

Description:

The Chancellor's Commission on Substance Abuse Prevention and Campus Security (Commission) and the Syracuse Area Community Coalition (Coalition) address Syracuse University's substance abuse and campus security issues. Through the Commission and the Coalition, the University evaluates internal and external policies, practices, and traditions with the aim of promoting a fundamental shift in campus community culture.

The Commission and Coalition have been developed as a result of the University's experience of having several tragedies and near tragedies related to student substance abuse and intoxication. This includes emergency medical assistance due to extreme intoxication, student violations of the Code of Student Conduct related to alcohol and

drugs, and a doubling of alcohol-related cases during the last academic year. Institutional research has determined a strong relationship between drug and alcohol abuse and student attrition.

Syracuse University systematically collects, analyzes and shares data about substance abuse related student behavior. The University's commitment to open, honest communication with faculty, staff, students, parents, and the community makes this process possible. The data drives decision-making, policy development and educational programming. The substance abuse prevention initiatives are continuously evaluated and modified to ensure that the institution's many resources for prevention, education, intervention, and counseling are directed in a manner that minimizes risk to students while providing ample opportunity for self-exploration, experiential learning, personal growth, and institutional connection.

The Chancellor's Commission on Substance Abuse Prevention and Campus Security is divided into five subcommittees, and devoted to the following topics: policy development, community education, counseling services, student activities, and regulatory compliance.

The Syracuse Area Community Coalition, founded in 1998, is comprised primarily of local proprietors, government officials, health care professionals, community agencies, neighbor associations, and officials of local colleges and universities. It was created to provide a forum for interested persons to discuss and implement proactive strategies to decrease the level of unhealthy, unsafe and illegal substance use within the student community.

Strategies to achieve these aims include education, enforcement, and involvement of community constituents. Initially 15 organizations, including community-based organizations, treatment facilities, and colleges, were involved in the coalition's development. Recently, the Coalition began conversations about external enforcement issues with tavernowners and other concerned constituents.

The Commission and the Coalition have brought persons from an array of divergent interests into dialogue with one another and have prompted greater attention to problems related to underage drinking in the local business community. In addition, enhanced communication and cooperation with the state alcoholic beverage control authority has resulted in dedicating resources obtained through grant funding to promote responsible lawful use of alcoholic beverages.

Results show that a wide variety of individuals with divergent interests have increased their attention to problems related to underage drinking and enhanced their cooperation. Alcohol-free social activities have been increased, substance-free housing has been expanded, and other planned changes to the environment have been identified. Although the Commission and the Coalition represent highly labor-intensive initiatives designed to affect a shift in campus culture, this approach emphasizes an open communication model, which is grounded with patience, persistence, and flexibility to achieve maximal effectiveness and support for the new policies and campus traditions.

Coalition for Healthy Choices Around Alcohol

Ohio Wesleyan University

Task Force

Contact:

Ohio Wesleyan University
Enrollment: 1,930
Private, Four-Year Institution

David S. Cozzens, Ph.D.
Chair, Coalition for Healthy Choices Around Alcohol; Chair, Division of Student Life

Objectives:

- To advocate healthy behavioral choices around alcohol
- To prevent harmful and high-risk drinking

Description:

The Coalition for Healthy Choices Around Alcohol is based on the philosophy that the best way to address the complex problem of high-risk drinking is to use a broad, comprehensive approach. Campus planners believe it is crucial that all affected parties come to the table for changing an environment that often implicitly reinforces unhealthy drinking behaviors. This is accomplished by a decentralized coalition that disseminates specific responsibility and provides reminders that solutions are the domain of all members of the community.

The Coalition meets monthly and includes students, faculty, staff members, the city mayor, local police, community agency personnel, and community residents. The purposes of the meeting are to network and to brainstorm. Specific initiatives and activities are also identified during the discussion.

Recommendations made by the University-wide task force, appointed by the University President in 1995, were

designed to prevent harmful drinking, modify the campus environment, increase low-risk drinking choices, communicate healthy options, respond to problem drinking, and monitor and analyze the effects of the efforts. The recommendations are organized into three categories: easily implemented, those requiring moderate resources, and those requiring a significant expenditure of resources. Thus, for each of the five overall clusters of efforts, a series of approaches are found within each of the three categories (easy, moderate and significant). The task force was disbanded and incorporated into the Coalition in 1997.

Through the implementation of the campus-wide task force and the activation of the Coalition, a range of on-going programs has been established. The alcohol policy limits the number of alcohol or drug-related infractions that can occur before a student is suspended. Each infraction carries an increasing fine and includes an educational and treatment component. The educational ingredients include use of the Alcohol-101® CD-ROM for the first offense, mandatory participation in the OCTAA class for the second offense, mandatory alcohol/drug assessment for the third offense, evidence of on-going or successful completion of treatment for the fourth offense, and suspension in the case of a fifth offense. All fines that are collected are used to supplement campus-wide alcohol-free programming. During the recent academic year, these funds were allocated for 145 programs and activities.

Community service and collaborative programming are advertised widely. This involves various student organizations and expand, the profile of alcohol-free activities. Materials prepared and distributed include a summary of Ohio's 21 drinking age law, penalties for violating Ohio's liquor laws, and questions most commonly asked by permit holders. Also, a letter from the Coalition and the Division of Student Life is sent to students as they turn 21 years of age; this encourages them to celebrate the occasion safely. New students and Greek students are targeted as high-risk population and specific orientation programs are focused for them. These programs include educational and prevention information and discussions regarding substance use. A brochure "Identifying and Confronting Students with High-Risk Alcohol and Drug Use" helps faculty and staff assist students that may be struggling with substance abuse concerns.

Since the appointment of the campus-wide task force in 1995 and the formation of the current coalition for healthy choices around alcohol, many changes, programs, and initiatives have been realized. The progress made is helpful in the campus' identification of strategies, which are acknowledged to be ongoing, consistent, and broad based.

College Community Council

Plymouth State College

Contact:

Plymouth State College
Enrollment: 3,700
Public, Four-Year Institution
Nancy Dyer, MSW
Coordinator of Alcohol and Other
Drug Programs

Objectives:

- To serve as a sounding board for any member of the college and town communities
- To monitor progress on agreed-upon steps
- To routinely seek ways of promoting a healthy collaborative relationship

Description:

The College Community Council (CCC) was formed in 1987 in response to requests from local citizens who lived in heavily populated student areas. The coalition addresses issues directly and indirectly related to high-risk alcohol use. The components of this comprehensive environmental management approach include environmental, educational and enforcement strategies. The targets of CCC are the college students who live on and off campus and whose high-risk drinking has both individual and second hand effects.

The CCC has evolved into a representative group with an emphasis on community development, permit and licensing restrictions, alcoholic beverage advertising restrictions, and responsible beverage services. The "action groups" include landlords who rent to students, establishment owners who advertise and provide alcoholic beverages to students, campus and town law enforcement, the liquor control board,

neighborhood representatives, elected officials, and college officials. Together, these individuals work to develop policies and practices to help reduce high-risk behaviors in the community.

In addition to the CCC's meetings, there is cross membership with the on-campus Chemical Health Advisory Task Force (CHAT). Through this cross membership, members of each group are kept abreast of emerging needs with respect to education, counseling, and support. Media representatives are invited to all meetings. Thus, the CCC meetings are routinely covered by the local newspaper, which helps promote greater public awareness of the coalition's activities.

CCC meetings are held at least 6 times each academic year and may be called as needed at other times. Currently, college officials chair the meetings but this leadership position is ready to be shared with the community. An early strategy with CCC was to host "neighborhood barbecues" for students, neighbors, and the college staff.

The overall aim of the council is to address destructive behaviors that are often the result of high-risk drinking. Landlords have expressed concerns about property destruction, and neighbors have complained about loud parties and litter. With cooperation from town selectmen, student and neighborhood representatives, and law enforcement, party planning policies have been put into effect as well as more strict noise and litter ordinances.

Many positive changes have occurred as a result of this "town/gown" initiative. Student organizations are involved in

patrolling for litter during the weekends, noise violations have been reduced, and the large student gatherings that disturbed the community in the past are now absent. The college now provides a place for students to gather on campus during festive spring weekends. Arrest statistics are lower, and students are required to attend an educational component, for first-time offenses.

Establishment owners have agreed not to advertise beverage alcohol specials to students. In addition, alcohol advertising is not permitted in any campus facility. Although all establishment owners do not attend the CCC meetings, they cooperate with the agreed upon strategies.

Responsible beverage service is a topic at each CCC meeting and progress has been made in this area. When a new establishment opens, the owners quickly receive a phone call to make them aware of the agreed upon practices; to date, all have been willing to cooperate. Retailers are provided labels to affix on packages of alcoholic beverages, which caution the purchasers about laws against underage drinking. In addition, enforcement issues include organizing "sting" operations, ID checks, and driver sobriety checkpoints.

The success of the CCC is specified through comments such as "now people are talking with each other." Ongoing evaluation takes place at CCC meetings as well as at CHAT meetings on campus. Meetings are always scheduled after "high profile" weekends such as homecoming and graduation to review how all parties handled the celebration.

Committee on University and Community Relations

University at Albany,
State University of New York

Task Force

Contact:

University at Albany,
State University of New York
Enrollment: 16,900
Public, Four-Year Institution

Thomas L. Gebhardt
Director of Personal Safety and
Off-Campus Affairs

Objectives:

- To improve relations between college students living off campus with their long-term neighbors
- To improve safety off campus
- To develop alcohol and drug prevention and education programs off campus

Description:

In 1989, the University of Albany and the City of Albany experienced an increase in the number and intensity of complaints concerning the behavior of college students off campus. These complaints came from concerned neighbors, neighborhood associations, and the local police department. The complaints resulted from parties in off-campus apartments; the problems reported involved the abuse of alcohol, large and unruly parties, loud music, and to a lesser degree trash and litter.

As a result of these problems, the city's Mayor and the University's President formed the "Task Force on University and Community Relations." This task force was composed of University and community members in a united effort to make recommendations to solve the problems. The following year a task force report was released and approved by the Mayor and University President. It identified proactive and reactive measures as part of a comprehensive and multifaceted approach to improve the situation in the neighborhoods

where the University's off-campus students traditionally live. In addition, the first recommendation was the establishment of a permanent committee to ensure that the original recommendations would be implemented and that new initiatives would be developed.

In 1990, the Committee on the University and Community Relations began to meet monthly with its original overall goal of improving relationships between college students and citizens in the local neighborhoods. Current membership includes student leaders and professional staff from the University and local colleges as well as officials from the local police and fire departments, city council, neighborhood association representatives, community leaders, tavern owners, land owners, state alcoholic beverage control board members and representatives from the restaurant and tavern association. Membership is open to anyone who wishes to join.

The committee has served as an excellent forum for open and honest interaction among those attending. As one citizen stated, "The committee demonstrates that what seems to be the tradition of increasing town-gown antagonism is not necessarily inevitable." The combined efforts can be effective in developing creative solutions to many common quality of life issues.

Since many of the incidents concerning inappropriate behavior off campus seem to involve alcohol, a policy was developed to deal both proactively and reactively with house parties involving underage drinking, as well as with alcohol abuse and misuse. The campus coordinates the tracking of

addresses and responses to complaints. An Off-Campus Hotline was also developed to deal with complaints from neighbors about student behavior off campus.

Another result is the Tavern Owner Advertisement Agreement. This voluntary document supports tavern owners who agree to review the content of all advertising with an intention of promoting the responsible and lawful consumption of alcoholic beverages, and appropriate as well as civil behavior when leaving their establishment. Further, these tavern owners agree to comply with current policies and procedures concerning the posting and distribution of advertisements. This agreement provides sensible voluntary guidelines for businesses to follow and enables them to become part of the solution rather than the problem.

A result of the committee is that communication has been greatly increased. Identified keys to the success of this initiative include the continuous support from city and campus leaders, the open and inclusive membership policy of the committee, the clarification of what can and cannot be done, an atmosphere of cooperation, visibility, and exposure.

Evidence of success is documented by a reduction in campus problems. Off-Campus Hotline calls are down 84 percent from 1991 to 1999. Similarly, driving while intoxicated arrests are down 67 percent in the 2 years since 1996. Alcohol-related arrests are down 53 percent in the 2 years since 1996 and off-campus noise ordinance police reports are down 83 percent in the 6 years since 1992.

Partnership for Alcohol Responsibility

Florida State University

Contact:

Florida State University
Enrollment: 33,327
Public, Four-Year Institution
Daniel Skiles, M.A.
Director of Health Enhancement

Objectives:

- To build support for policy change
- To empower the local region with greater ability to control alcohol licensing

Description:

The Partnership for Alcohol Responsibility (PAR) Program is a community coalition made up of University students, faculty, staff, and members of the Tallahassee community. Prominent members include the University's Vice President for Student Affairs, the state's Drug Czar, the University's Student Government and Greek Presidents, the President of the University's Parents Association, the Chief of the University and City Police Departments and several city officials (e.g., City and County Commissioners, the City Manager, and the City Attorney).

The mission of PAR is to challenge the idea that high-risk drinking is a normal and an acceptable part of college life. To this end, PAR has created four task groups to develop strategies for alcohol abuse prevention. The Community Policy group addresses under age access, high-risk drinking incentives, and other responsible beverage service practices. The Campus

Policy group works to reduce second-hand effects and enhance intervention programming for at-risk students. The Alternative Activities Committee coordinates the campus calendar and provides enhanced social and recreational programming. The Media Advocacy Committee promotes positive social norms on campus while working to build public support for alcohol policy change.

Specific activities implemented on campus include the elimination of alcohol advertising, the establishment of a substance-free residence hall, and the implementation of a parental notification policy for at-risk students. There is also a program called Thursday Night Live, featuring weekly alcohol-free events during late night hours. The University's Student Government Association has committed \$70,000 in funds to support this effort. In the community, local police have responded with increased enforcement efforts including a regular "Party Patrol" and periodic sting operations. PAR is also working with the Florida Restaurant Association and the Leon County Sheriff's Department to establish a Responsible Beverage Service training program for local alcohol retailers.

PAR targets underage drinking and heavy drinking, linking these problems with academic performance, drinking and driving, and sexual assault. The Coalition also works to empower the local region with greater

ability to control alcohol licensing. One such strategy involves the city issuing a permit to local alcohol outlets in addition to the standard business license. The permit could then be pulled if a given retailer is found to be in violation of noise ordinances or other local codes. Another strategy under consideration is to restrict hours of operation for nuisance bars.

The key to implementing policy changes is an aggressive media advocacy campaign. PAR's full-time Media Event Coordinator works with representatives from the press and electronic media to raise public awareness about problems related to alcohol abuse and underage drinking. The media campaign focuses on the ease of underage access, the cost of alcohol abuse to the community, and the need for policy change. Over the past year, it has resulted in dozens of TV news stories, radio interviews, feature articles and opinion pieces in both local and regional media.

Evaluation processes include both quantitative and qualitative approaches. A "diagnosis" of harms and resources is made through collection of secondary data such as problems and resources on campus and in the community. Additionally, anonymous feedback questionnaires are completed by coalition participants on the implementation of their activities.

Policy and Oversight Steering Committee

University of Illinois at Urbana – Champaign

Task Force

Contact:

University of Illinois at Urbana – Champaign

Enrollment: 36,690

Public, Four-Year Institution

B. Ilene Harned, M.S.

Director of Judicial Programs

Alcohol and Other Drug Office Coordinator

Objectives:

- To develop an inclusive structure to address alcohol issues on campus
- To provide an environment that promotes low risk or non-use of alcohol
- To improve communication and utilization of campus resources
- To monitor and oversee policy, updates and referral services

Description:

Under the direction of the Vice-Chancellor for Student Affairs, a Task Force on Alcohol Use, Abuse, and Related Educational Programming was established in 1996. This task force was formed to review alcohol-related problems, what problems were occurring, how they were being addressed, and what educational opportunities and alternative options were available. A specific issue of concern was the number of students transported for emergency services due to an alcohol overdose. As a result, the task force examined individual students, the day-to-day environment, and policies and regulations. After meeting for a year, the task force presented recommendations for restructuring how the alcohol issue was dealt with on the campus.

The recommendations included the establishment of the Policy and Oversight Steering Committee to provide leadership and monitoring of the campus-wide effort

concerning alcohol related issues. The charge for this committee was to guide the implementation of the task force recommendations, as well as to provide advice on campus policies and practices related to alcohol. In addition to promoting coordination of courses, programs, and resources, the committee monitors alcohol use and behavioral outcome data collected through campus surveys. The committee's aim is to identify ways to measure the impact of the new multifaceted approach on student behavior and the campus culture, as well as to review the effectiveness of the new structure. In addition, the development of the Alcohol and Other Drug Office was recommended for providing clinical services, coordinating educational efforts, conducting campus surveys, serving as the media liaison, and overseeing the campus efforts.

Three teams were established to assist with guiding and recommending campus-wide efforts. These teams include: Intervention Team, Alcohol Education Team, and Late Night Events Team. The Intervention Team focuses on the assessment and referral process for students deemed appropriate for referral, as well as for those who have been transported for emergency services due to alcohol overdose. This team maintains a mandatory assessment program for students incapacitated due to alcohol intoxication as well as a confidential alcohol incident reporting system. Further, the team and the Alcohol and Other Drug Office work with the network of professionals and paraprofessionals that make referrals; it assists with developing guidelines and training procedures. The Alcohol Education Team

has a dual focus, which are alcohol programming and education as well as the development of a social marketing campaign. This team also studies the use of the Alcohol-101® CD-ROM, reviews current resources for programming, and determines how to coordinate or reconfigure them for greater impact. The Core Survey has been completed to assist with the social marketing campaign, which is currently in place as an ongoing approach to reaching students about alcohol issues and social norming. The Late Night Events Team focuses on existing alcohol-free options and how students find out about what is available; the team also assesses the impact of adding new activities, and the type of activities and programming that might be beneficial. Their activities also include increasing the options for social interactions, creating a combined Late Night Events calendar on the Web, and identifying management needs.

The benefits to this approach have been to enhance campus-wide coordination while increasing involvement from faculty, staff, and students. Students have been valuable contributors to the effort as team members. The restructuring process has brought together staff to look at issues of campus concern, available resources, and identifying existing efforts. It also provides the opportunity for units to share financial resources as a result of improved communication and planning. The team approach has also clarified the University's position and produced a more consistent response to issues related to alcohol and students' well being.

Prevention Team

Texas Christian University

Contact:

Texas Christian University
Enrollment: 7,551
Private, Four-Year Institution

Angela D. Taylor, Ph.D.
Director, Alcohol and Drug Education Center

Objectives:

- To increase student retention
- To increase the quality, quantity and participation in campus events and alcohol-free activities
- To decrease alcohol-related violence and related concerns

Description:

A campus-wide task force called "Prevention Team" was formed in 1998 to serve as both an advisory group and an action team to address issues related to drug and alcohol abuse on the campus. Members were selected based on their involvement with students in select at-risk groups (i.e., athletes and fraternity members) and/or their potential to influence campus policy and practice (i.e., residential services and campus police). Members include the campus Alcohol and Drug

Education Center, Athletic Academic Services, Residence Life, Police, Fraternities and Sororities, Counseling Center, Academic Services, New Student Programs, and the Victims Advocate Program.

The Prevention Team participated in a 2-day coalition-building seminar, which assisted in the development and/or refinement of plans for campus-based prevention initiatives. Through participation in this seminar, the group developed outcome goals and strategies and assigned responsibilities for their implementation. An additional benefit of participation in the seminar was improved communication and collaboration between departments.

The goals of the Prevention Team include promoting wellness and healthy lifestyles among the campus community, and giving recognition to positive alcohol-free activities. Greater visibility of the campus efforts, as well as the utilization of positive publicity and social norms marketing is encouraged by the group. Collaborative programs include National Collegiate Alcohol Awareness Week, National Alcohol

Screening Day, Safe Spring Break, and other focused events. Collaboration with nearby colleges and outreach to the community and local schools is also part of this initiative.

The Prevention Team, which meets every 2 weeks, is designed to increase involvement by students in prevention activities. For example, student athletes had not been involved in any type of campus prevention activities. In addition, overlap and duplication of efforts were confusing to students; for example, the Counseling Center utilized peer counselors, and the Alcohol and Drug Education Center utilized peer educators, as did the campus police department.

The Prevention Team's success is documented by the doubling in the previous year of student involvement in prevention programming leadership. In addition, student involvement in prevention programming activities has increased at the same rate. Student group collaboration and visible programming activities have resulted in increased student body participation.

Task Force for Comprehensive Alcohol Education Program

South Dakota State University

Task Force

Contact:

South Dakota State University
Enrollment: 8,540
Public, Four-Year Institution

Dr. Marysz Rames
Dean of Student Affairs

Objectives:

- To promote on going collaboration on alcohol education strategies
- To utilize a comprehensive alcohol education program

Description:

The Alcohol Education Task Force was created in 1998 to develop a multi-faceted and provocative alcohol education plan.

The membership of the task force includes judicial affairs, health and counseling, residential life, a local treatment center, health education, peer educators, student affairs, student activities, student organizations, Greek life, and student government. The initial activities of the task force focused on developing a comprehensive alcohol education program for the campus.

To provide the task force with vision and direction, the group adopted a philosophy statement that demonstrated its commitment to a peer-initiated alcohol education program. This philosophy is based on the belief that “students respond better to alcohol education programs when delivered by their peers” and that “students serve other students as educators, advisors, workshop leaders, and program planners.” It further suggests that student affairs staff should be responsible for developing and implementing assessment tools, helping with the comprehensive program framework serving as a student resource, and encouraging student involvement as integral to the effort.

This comprehensive program focuses on altering students' perceptions of and behaviors involving alcohol. The program's scope is far reaching as it employs numerous proactive approaches to enhance students' learning and development about alcohol use and/or abuse on campus. The approaches include education based on campus-wide data and other relevant information, innovative programming concepts, student focus groups, and a campus-wide media campaign. A collaborative model involving students, faculty, and staff was utilized to study, develop, and implement this comprehensive alcohol education program.

Eleven key components are included in the plan. The 10 components from the *Promising Practices: Campus Alcohol Strategies* Sourcebook serve as the basis. The final component is outreach. The task force identified and categorized current alcohol education initiatives according to the 11 components. Once this was completed, the task force brainstormed additional ideas for each component, further customizing the components for the campus. Utilizing the information on current initiatives along with new ideas generated by the task force, an alcohol education program was developed. Priority areas were established based on perceived deficiencies in the current alcohol education effort, the task force members' personal interest, and perceived student needs and issues. Priority areas established were awareness and information, environmental and targeted approaches, and outreach and training.

The accurate assessment and evaluation of issues was an essential starting point.

The Core Survey and student focus groups were conducted to gain data and insights. The focus groups were significant to assess programming needs and student campus community needs. These groups, comprised of randomly selected students, provided feedback to give direction to the media campaign and overall campus-wide efforts.

A key result of this campus-wide effort is collaboration between groups; for example, the student union and activity staff and the residence hall director staff combine their efforts to create focal points around campus with bulletin boards and educational displays. They also work collaboratively with programming groups to distribute alcohol-poisoning cards at student-attended events. The task force received feedback that its approaches better enable the campus community to take ownership of the program.

The continued collaboration on alcohol education strategies among students, faculty, and staff in various departments and disciplines is evidence that this program is perceived as worthwhile to the campus community. Through the task force's efforts and the willingness of individuals and groups to work with one another, current information about students' attitudes and behaviors has been obtained. The task force has continued evaluation of initiatives to improve and strengthen the program. The success of the effort can be attributed to the participatory and collaborative models employed in the planning and development of the program.

STAKEHOLDERS

In campus-based efforts to address alcohol and related issues on campus, it is often helpful to engage those with a vested interest in the prescribed outcomes. By working with and through intermediaries and engaging them in efforts to reach the ultimate audience of college and university students, shared resource assistance can be garnered.

Multiple audiences and groups constitute the stakeholders. A primary stakeholder includes parents, as they can implement approaches directly and indirectly with their sons and daughters. Another stakeholder is campus faculty. While often overlooked as a potential partner in addressing student alcohol abuse issues, they may be provided with resources, tips and information about ways that they can be involved in helping prevent or intervene with alcohol-related situations. Similarly, alumni may be engaged as stakeholders, either through their direct involvement on the campus or with their children who are enrolled as students.

In addition, stakeholders may be comprised of multiple groups who partner to address college student alcohol related problems. These

stakeholders include, but are not limited to, campus police, city or county police, state alcoholic beverage control boards, and state attorney offices. In a similar vein, partnerships which engage all relevant parties, such as parents with their sons and daughters, are identified as stakeholder approaches.

Efforts engaging these stakeholders are varied and include direct correspondence, sponsored events, awareness campaigns, publicity approaches, pamphlets, and educational activities. Stakeholder involvement may also be promoted through training whereby the trained individuals subsequently implement campaign materials.

Desired outcomes with the involvement of stakeholders are helpful when the messages and approaches are consistent with other program elements. Through the involvement of the identified stakeholders, the results achieved from campus approaches are multiplied, and are also reinforced from a distinct and apparently independent source.

Be A Responsible Friend Campaign

The Claremont Colleges

Contact:

The Claremont Colleges
Enrollment: 5,000
Private, Four-Year Institutions
Carla Jackson, M.P.H.
Health Educator

Objectives:

- To reduce the risk of negative outcomes due to alcohol and drug use
- To increase student awareness and skill in addressing alcohol-related negative consequences
- To create a caring community in which students demonstrate responsibility for their friends

Description:

The Be A Responsible Friend (BARF) Campaign is a comprehensive program, which was adopted by the Health Education Outreach office, to address alcohol and drug issues. Implemented initially during Alcohol Awareness Week, the theme is appropriate for use throughout the year in programs such as orientation, server training, and sexual assault prevention. The campaign builds on students' sense of responsibility to care for their friends and to create a "caring community" on the campus and in the surrounding community.

The BARF Campaign addresses three main areas: drinking and driving, heavy drinking, and increasing the visibility of prevention efforts and available resources. Messages imbedded in the campaign include the

dangers of heavy drinking, what to do if alcohol poisoning occurs, social norms, and risks involved with drinking and driving. The campaign is eye-catching and humorous, and communicates a positive message to which students are receptive.

Peer educators play an integral role in designing the campaign. Their involvement is essential in selecting appropriate logos and creating messages that appeal to the student population. In addition, they help to implement and advertise the range of programs. The logo is crucial to the theme; it is incorporated into all materials used to advertise the campaign program including table tents, flyers, handouts, and posters. The BARF theme is also used for bracelets made of beads, with the letters "B," "A," "R," and "F." These bracelets are passed out during Alcohol Awareness Week. The planners' intent for the theme and the materials is to make students aware of what it means to be a responsible friend by creating an anagram that catches the attention of students by being humorous.

With the focus on increasing student awareness, recognizing and addressing the signs of alcohol poisoning, keeping a friend from driving drunk, and preventing a friend from having unwanted sexual activities, the BARF initiative supports dialogue on how to be a responsible friend. Health educators, student deans, and student leaders use this theme as a

springboard for discussion about important alcohol-related issues.

Many activities are part of the campaign. First, mass e-mails about friendship and surveys about one's friends are sent for students to pass on to their friends. Second, friendship quizzes can be used as raffle tickets, and friendship games were designed for target populations such as fraternities, athletes, and residence hall groups. Third, midnight food runs, where a designated sober driver picks up food from a local establishment, were organized to discourage drinking and driving. Fourth, natural highs, massage and yoga workshops are arranged to teach people how to relax without alcohol use. Fifth, students are reminded throughout the year of the meaning of BARF through contests and raffles, which require them to remember what BARF means and what it means to them.

Overall, the BARF Campaign, programs and themes have been widely embraced. Most students report that they feel the information from the campaign was useful. Additionally, most students know what BARF stands for. The key element to the campaign's success was the theme and its message. The students embrace the theme and appreciate the messages, a contrast to their feeling threatened by messages during Alcohol Awareness Week.

Faculty-Staff Partnership

Virginia Wesleyan College

Contact:

Virginia Wesleyan College
Enrollment: 1,409
Private, Four-Year Institution
Molly McClurg
Counselor

Objectives:

- To promote a strong partnership between faculty and student affairs divisions
- To help further reduce underage and heavy drinking by students
- To promote multiple opportunities for students to hear information about alcohol from a range of sources

Description:

This initiative is designed to promote a wide range of opportunities for students to learn information about drugs and alcohol within the context of the academic environment. Because students typically

hear the same individuals providing information, program planners believed that if they could have information presented by various individuals within the context of class materials, it would have a different impact. The aim is to provide information as well as support to professors so that they feel comfortable with the materials and how to use them.

The project emphasizes a sourcebook, which was designed to include information on drugs and alcohol to assist faculty to include these topics in their classes. It also has information on resources in the community and campus, tips on spotting a student with a problem with alcohol or drugs, and tips on how to approach that student. As this was developed, it was evaluated by faculty and staff.

Classes offered by the Student Affairs Division explain the contents of the program. A presentation at a faculty meeting explained why the Student Affairs Division needed faculty assistance with this area. Support resources that are helpful should faculty need to find alternative lecturer arrangements for their classes are offered including a listing of topics that can be covered during a class when the professor would normally have to cancel. Publicity was conducted using the college e-mail system, the Faculty Commission on Retention, letters sent directly to staff and telephone calls.

Stakeholders

Homecoming Activities

Villanova University

Contacts:

Villanova University
Enrollment: 9,944
Private, Four-Year Institution

Paul Pugh, M.A., M.S.
Dean of Students

Gary Olsen, M.S.
Assistant Vice President for Alumni Affairs

Objectives:

- To modify behavior and change the culture regarding alcohol use during homecoming events
- To promote an enjoyable event with a commitment to prevent underage drinking and alcohol intoxication
- To enforce state laws and hold individuals accountable for their behavior
- To shift the focal point of homecoming away from alcohol

Description:

Based on a history of problems occurring at homecoming that were inconsistent with the institutional mission, the University was faced with the choice to either cancel homecoming or eliminate all drinking from the event. The aim was to change and improve the way homecoming was conducted in order to hold the event in a more

responsible manner while still maintaining an atmosphere of fun and congeniality. This new approach required a long-term commitment by the president, support and approval from the Alumni Board, and campus-wide understanding and internalization of the changes. The campus planning committee represented all constituents in operational areas (such as public safety and facilities) and the local police department.

In implementing the event, the intention is to create a “family friendly” event. While not specifically targeted, the approach is also designed to create a favorable impression on the children of alumni who may attend the university in the future. The Alumni Association invites all students from the senior class as their guests. An aggressive publicity and public awareness campaign was implemented to overcome a large amount of negative publicity from those individuals who did not want any change at all. The Public Relations Campaign was linked to the football game and to the pre-game tailgate party. To responsibly manage the serving of alcohol, a picnic area is established where alumni

and members of the senior class can purchase beer tickets in order to be served. For members of the senior class, identification cards are screened using a card reader that is preprogrammed with birthdays. Those over age 21 receive bands on their wrist to indicate that they are permitted to purchase and consume alcohol; seniors not 21 years of age do not receive a wristband. A separate alcohol-free area with free food and soda is also set up; this area also has music and interactive games.

Methodologies developed by the Villanova Quality Improvement Process (VOIP) are adopted to implement a cross-functional managerial style and to promote a spirit of volunteerism. The costs associated with running the event are nearly offset by the revenues generated by tickets, food, and beverage sales. Success is measured in terms of greater attendance, less vandalism, less trash, and fewer arrests. Most people now feel that homecoming is an enjoyable event that has a carnival like atmosphere. Overall, homecoming is now, after four years of implementing this process, a fun and safe event.

Multi-Campus Social Norming Campaign

Augsburg College

Contact:

Augsburg College
Enrollment: 3,053
Private, Four-Year Institution

Casey McGuire
Director, Prevention Collaborative

Objectives:

- To provide opportunities for successful activities by departments of public safety
- To promote health promotion efforts on a multi-campus level
- To promote economies of scale and efficient prevention efforts
- To lower the incidence of impaired driving by college students
- To create a collaborative initiative that combines the resources, goals, and trainings of seven colleges and the state agencies

Description:

Seven colleges and universities in the Twin Cities area of Minnesota formed a working group of health educators, called the Prevention Collaborative. The Prevention Collaborative sought and received funding from the state's Department of Public Safety to help with the committee's goals; based on surveys conducted on the campuses, they created and implemented a

social norming campaign aimed at reducing the extent of impaired driving by college students on the seven campuses. Noteworthy in the effort is the fact that an equal number of 4-year residential and commuter colleges are included.

Each of the campuses conducted a focus group with a target population of students, which provided the opportunity for changes to be offered for the specific implementation of the campaign content and process. The entire campaign was designed to raise public awareness through the use of publicity and marketing. Newspaper ads, posters, and health promotion giveaways were combined to saturate the target population with positive messages. As with social norming campaigns, publicity about the campaign is part of the actual campaign.

Training was scheduled for each of the seven campuses to help prepare campaign materials. With the participation of key stakeholders at each training, attention was provided to social norming theory, impaired driving prevention, and specific approaches to conducting the campaign. A range of campaign materials were created, including posters, highlighters, coffee cups,

pens, water bottles and pencils. These items were designed to create as many educational "hits" as possible; the variety was prepared to help campuses saturate the target market with this positive social norming message. During the campaign, all seven campuses used the same template; however, the campaign was individualized for each campus by using individual campus statistics and identifiable campus photos. For example, the campaign slogan "Most (name of campus) students choose to prevent DWI and _____ percent of (name of campus) students report not driving under the influence last year" were added to give credibility to the campaign.

One of the key elements of the collaborative effort has been the formation of the Prevention Collaborative itself. Each campus kept detailed records of what they did in the campaign as well as documented feedback received from the target population of stakeholders. Early feedback from all campuses has been positive. In addition, the campaign has resulted in positive "spillover" effects with the larger community, since posters were placed in parking garages and newspaper ads were published.

Stakeholders

Pamphlet On Alcohol Poisoning

University of Washington

Contact:

University of Washington
Enrollment: 39,200
Public, Four-Year Institution

Deborah J. Costar
Assistant to the Vice President for
Student Affairs

Objectives:

- To prevent instances of alcohol poisoning of students
- To promote student recognition and action to prevent alcohol poisoning

Description:

Growing out of increasing concerns regarding the number of college students who report drinking to get drunk and the potential consequences of excessive drinking, the Vice President for Student Affairs initiated the development of a pamphlet on alcohol poisoning for students. To deal with students' apparent lack of knowledge of the specific causes of alcohol poisoning and the fact that many students are not aware that alcohol poisoning is a potentially lethal condition, the University undertook preparation of this resource.

The pamphlet, "PASSED OUT? OR ALCOHOL POISONING?" is part of the university's

efforts to combat alcohol abuse among students. How alcohol poisoning can occur when large quantities of alcohol are consumed in short periods of time, taking into account an individual's physical stature and other considerations, is described. Content includes definitions and causes of alcohol poisoning, how to prevent alcohol poisoning, the signs of severe alcohol poisoning, what to do and what not to do if severe alcohol poisoning is suspected, and resources for assistance. The wallet size of the pamphlet is unusual, making it easy to distinguish from other University brochures and written materials and handy for students to carry with them at all times.

The pamphlet is intended for all students, especially those most likely to be involved in situations in which excessive drinking could occur. These include first-year students, those who are celebrating their 21st birthday, and members of fraternities and sororities. Twenty thousand copies were printed initially and distributed widely to residence halls, resident advisers, new student orientation, student organizations, student activities, student government, multiple information centers, members of

fraternities and sororities, and parents of incoming freshmen.

The existence of this pamphlet was included in the biennial University Life and Substance Use Survey conducted on behalf of the Office of Vice President for Student Affairs. Results demonstrate that 17% of undergraduate respondents were aware of the pamphlet and 8% had actually seen the material. Ratings provided by those who had seen the pamphlets resulted in an average score of nearly 4 on a 5-point scale, resulting in the fourth highest score of the eight programs rated. This feedback suggests that more effective ways of getting the material to students must continue to be developed and tested. Anecdotal evidence of the pamphlet's effectiveness has also been received; university staff members, students, and individuals from outside the university community made many positive comments. Several outside organizations have asked for permission to reproduce the pamphlet. "File kits," which include the pamphlet on computer disks, have been developed and are available for others to purchase for a nominal fee and make unlimited copies of the pamphlet.

Parent Campus Connection Program

Syracuse Washington

Stakeholders

Contacts:

Syracuse University
Enrollment: 18,535
Private, Four-Year Institution

Anastasia L. Urtz, J.D.
Associate Dean of Student Relations
Director of Judicial Affairs

Colleen O'Connor Bench
Director, Parents Office

Objectives:

- To educate parents on the best strategies for achieving effective intervention
- To promote consistent and reinforced messages to students
- To provide information and assistance to help parents provide appropriate guidance to their sons and daughters regarding alcohol and drugs

Description:

The University's Parent Campus Connection Program reflects the long-held philosophy that parents should be treated as partners in the undergraduate educational endeavors of their students. The mission of the Parents Office is to meet parents' special needs and concerns and to help them help their sons/daughters to succeed at the University. One of the primary focus areas in which parents are encouraged to provide intervention and support is related to alcohol and drugs. Parents of new students receive correspondence in June prior to students arriving on campus; this includes a brochure entitled "Parents, You're Not

Done Yet." These items communicate accurate data concerning the prevalence of alcohol use on college campuses and provide parents with advice from national experts related to talking with first year college students.

Later in the summer, this same group of parents receives a university-specific brochure entitled "Alcohol, Drugs, and Your College Student," which provides alcohol and drug use statistics and describes resources available at the University. The Parents Campus Connection Newsletter, which is mailed to parents of current students, addresses these issues throughout the undergraduate student life cycle.

Students and parents participating in the University's summer orientation program receive information specific to the incoming class. This information is gathered from a survey administered to new students upon their arrival. The parents and students learn about the self-reported use of drugs and alcohol among the incoming students who are attending the orientation, as well as strategies for addressing these issues in their families. Parents are consistently surprised to learn that many students begin to use and abuse alcohol and drugs while still in high school or junior high school. The institution's position on substance abuse is explained by senior administrators.

Correspondence from the Vice President for Student Affairs and Dean of Student Relations describes the University's serious approach to confronting student substance abuse. In addition, the University's Chancellor and President address new students and parents at the Chancellor's Convocation at the opening of the fall semester. The Chancellor's observations and recommendations to new students related to alcohol have been adapted as an open letter to students and parents, which appears on the Chancellor's Web site. Parents of continuing students also receive on-going reinforcement concerning their role in confronting alcohol and drug abuse with their students; they also learn about the comprehensive strategies being implemented by the University to address substance abuse and promote campus security.

The program has generated numerous indicators of success. Parental feedback via e-mail, letters and several orientation assessments are uniformly positive. Parental financial contributions to the Parents Office are increasing. Parental response to communications from the University concerning behavioral problems is generally positive and directed at solving the problem rather than dismissing the behavior or assigning blame to the University. A survey of parents related to these new strategies has been planned.

Parent Notification Letter

Central Michigan University

Contact:

Central Michigan University
Enrollment: 26,321
Public, Four-Year Institution

Mark J. Minelli, Ph.D.
Associate Professor
Manager, Health Advocacy Services

Objectives:

- To reduce the number of student alcohol and drug violations
- To help parents better understand the seriousness of alcohol abuse among college students

Description:

Prior to adopting a policy to send letters notifying parents of student alcohol policy violations, parents and students were surveyed. Parents overwhelmingly stated that they wanted to be notified if their son/daughter had violated the policy and

that they desired this contact following the first offense. Nearly half of the students surveyed stated that parents should be notified when their son/daughter violates the school's policy and the majority of students also felt that it should be for the first violation.

The campus Drug and Alcohol Advisory Committee, consisting of representatives of various departments, student organizations, and fraternities and sororities, reviewed the concept of using this letter. They examined the survey data and the reported results from other institutions that used this method. The process was also reviewed and approved by the University President's office.

The University has recently notified all students and parents that Parent Notification

letters will be sent after a student has been found in violation of the University's alcohol or drug policy and the student hearing for the violation is complete. The brochure, "A Few Words for Parents About Alcohol and College," was produced by the Michigan Department of Community Health and enclosed with each letter sent to parents. The brochure is designed to help parents understand the impact that alcohol abuse can have on college students.

Results show that the number of student alcohol-related offenses is down. While direct attribution to the letter is not possible because of the implementation of other strategies, the initial results appear promising regarding the value of this approach.

Parent Safety Six-Pack

Virginia Commonwealth University

Contact:

Virginia Commonwealth University
Enrollment: 23,481
Public, Four-Year Institution
Tiffany L. Hinton
Substance Abuse Program Coordinator

Objectives:

- To prevent student harm from alcohol use
- To inform parents that there are things that they can do to prevent student harm from alcohol use
- To increase parents' awareness of campus alcohol-related resources

Description:

The Office of Health Promotion distributes a brochure that encourages parents to discuss alcohol issues with their sons and daughters. The Inter-Association Task Force on Alcohol and Other Substance Abuse Issues developed a brochure titled, "The Parent Safety Six-Pack." It encourages parents and guardians to communicate to students as friends. Parents are encouraged to discuss legal issues surrounding alcohol use and the need for responsible decision-making. Parents are also encouraged to explain the balance between social and study time as well as peer pressure. Finally, parents are encouraged to visit the campus and network with faculty and staff to learn

about the resources on the campus regarding alcohol issues.

The message in the brochure is consistent with the campus' social norming effort and reinforces that the majority of those who choose to drink use alcohol moderately. Listed in the brochure are resources available at the University regarding alcohol issues. Also available is Web information including the procedures and policies and a list of student organizations, which encourage student involvement.

Brochures are mailed and displayed in the Office of Substance Abuse Programs, Counseling, Residence Education, First-Year Student Services, and the Dean's Office.

Stakeholders

Partnership in Education

Marymount College Palos Verdes

Contacts:

Marymount College Palos Verdes
Enrollment: 804
Private, Two-Year Institution

Jim Reeves, M.A.

Vice President, Student Development
Services and College Operations

Teresa M. George, Ph.D.

Director of Counseling Services

Objectives:

- To provide parents with timely information regarding the privacy rights concerning their sons/daughters
- To encourage a partnership between parents, students, and the college
- To encourage parents to dialogue with their sons/daughters about alcohol use in college

Description:

Marymount College created a six-page brochure to provide specific information regarding student privacy rights. The brochure, "A Partnership in Education," discusses college policies regarding contact with parents. It is included in a packet sent to parents/guardians and enrolled students prior to the start of the fall semester of a student's freshman year. The packet also includes a welcome letter from the Vice President, and a consent form for students to release information regarding academic information and conduct. The brochure explains the Higher Education Amendment of 1998 and College policy regarding contacting parents about alcohol/drug policy violations.

The College also sends, "Parents, You're Not Done Yet," a brochure produced by The Century Council that encourages parents to discuss with their students alcohol use in college.

Since the Marymount College brochure has been developed, there appear to be fewer telephone contacts regarding the college policy on student privacy. Anecdotal information also suggests a decrease in repeat violations of the college's alcohol policy and a decrease in campus vandalism. A questionnaire for students and parents regarding the brochure's usefulness has been projected to follow the distribution of "A Partnership in Education."

Party Patrol

Florida State University

Contact:

Florida State University
Enrollment: 33,327
Public, Four-Year Institution

Carey M. Drayton
Chief of Police

Objectives:

- To reduce incidents of underage drinking, public intoxication, motor vehicle crashes, and other disruptions of the peace
- To demonstrate cost effective partnerships between campus and community police departments

Description:

The city of Tallahassee has two major state universities and one major community college; it is also the state capitol and home of many young professionals. With alcohol abuse becoming a serious problem, particularly among the underage population, officials from the Florida State University Police Department and Tallahassee Police Department enacted the "Party Patrol." The aim of this joint effort is to help curb the problems associated with underage drinking, public drunkenness, and threats to public order; the primary targets of this initiative are high school and college students and young adults who are involved in disruptive behavior.

The Party Patrol is a "tough love" approach for addressing underage drinking and alcohol abuse by young men and women. During certain weekends, such as home football games, graduation weekends, and other holidays, the Party Patrol conducts active surveillance of areas on and contiguous to the three college campuses. In other instances, the Party Patrol is activated by citizen complaints of loud parties. Partygoers and the hosts in particular are advised that they are disturbing the peace, violating the law by serving alcoholic beverages to minors, or permitting such beverages to be consumed. When officers give the order to close down a party, it must be closed down immediately or the host(s) and other lawbreakers are arrested. Likewise, underage drinkers are identified and also arrested. The policy on the part of the Florida State University (FSU) is further reflected by the interactions between the campus police department, the city police department, the Alcoholic Beverage Commission, and the State Attorney's Office. When arrests are made by the city police department and/or Alcoholic Beverage Commission Agents, records of the arrest are sent to the State Attorney's Office for prosecutorial action.

When the arrests are of Florida State University students, those specific arrest reports are sent directly to the FSU Police Department. These arrest reports are then forwarded to the Office of the Dean of Students where the reports are reviewed. In a similar fashion, when FSU officers arrest students for alcohol violations independently from actions taken by the city police or the ABC agents, arrest reports are forwarded both for campus administrative/judicial action and to the office of the State Attorney.

Overall, alcoholic beverage law violations are taken very seriously. Student offenders are subject both to prosecution by the State Attorney and to serious sanctions and/or remedial actions mandated by the University administration. Representatives from the three police agencies meet regularly during the year, particularly before known "party weekends," and schedule personnel in areas to be patrolled. The seriousness of the Party Patrol regarding alcohol violations is evidenced by the number of alcohol related arrests; these have nearly doubled each of three consecutive years.

Stakeholders

Peer Education Network Players

Boston University

Contact:

Boston University
Enrollment: 29,131
Private, Four-Year Institution

Carolyn L. Norris, M.A.
Director, Wellness Center

Objectives:

- To provide peer education for students
- To minimize dangers associated with underage and heavy drinking
- To help students make healthy, positive decisions
- To provide an opportunity for audience members to become involved in the education process

Description:

The PEN (Peer Education Network) Players Program was started in the early 1990s.

The program was implemented to use interactive peer education to address drug and alcohol issues on campus. It has expanded since its beginning and includes a repertoire of more than 10 skits. The PEN Players are undergraduate students who write and perform skits on a range of topics, including alcohol poisoning, underage

drinking, heavy drinking, secondhand effects of drinking, hazing, sexual assault, and related issues. The players themselves represent a vast array of academic areas, interests, and backgrounds and are representative of the diversity and population at the University. Since they write their own skits, the PEN Players present the issues in ways that are real and relevant to students. Following a skit performance, the PEN Players remain in character allowing audience members to interact with them and ask questions.

Overseen by the Wellness Center, the PEN players meet weekly to discuss health issues, write new skits, rehearse, develop characters, coordinate upcoming performances, and discuss feedback from recent performances. PEN Players perform skits for the University community on a regular basis. In addition, they receive requests from other universities and colleges, area high schools, and junior high schools. Further, the PEN Players carry their peer education message to an at-risk group of students. The University's Police Department requires that students who

receive community service hours or other sanctions as a result of alcohol infractions attend a PEN Player performance about alcohol.

The PEN Players Program runs throughout the year with student volunteers. During the summer, eight positions are available for which students apply and interview. As compensation, they receive housing on campus for the summer. Summer PEN Players focus on three designated health education issues and perform the skits throughout the summer. They work 20 hours each week as part of the University orientation program.

The PEN Player Program receives on-going positive feedback. Students attending the skits regularly approach PEN Players after the performance and thank them for their honest portrayal during the skits and the facilitated question and answer period. PEN Player performances are reported to be memorable, as students tend to remember skits they saw during their freshmen orientation session.

Police Hosted Presentations

University of Maryland College Park
University of North Carolina –
Charlotte

Contacts:

University of Maryland
College Park
Enrollment: 33,000
Public, Four-Year Institution

Lieutenant Jay Gruber
Alcohol Education and Enforcement
Coordinator

University of North Carolina –
Charlotte

Enrollment: 16,844
Public, Four-Year Institution

Sergeant Dawn Tevepaugh
Community Police Coordinator

Objectives:

- To encourage positive and non-confrontational interaction between students and police officers
- To promote an innovative approach to reach students regarding underage drinking and alcohol abuse

Description:

Police involvement in proactive approaches to address alcohol issues is found on several campuses. One of the showcase programs for the University of Maryland Police Department is Alcohol Awareness Week, which is sponsored by the Police Department and coordinated with different student groups, the Department of Resident Life, and the University Health

Center. During the week, a different type of activity is sponsored each day with demonstrations, displays, brochures and handouts. Topics include drinking and driving, false identification cards, underage drinking and related student issues. Fatal Vision Goggles, which simulate a high BAC, are used by students who are asked to perform various tasks. Additional activities offered during the week include barbecues, continental breakfasts for commuter students, and mocktails for students.

Scheduling of the Alcohol Awareness Week is often done immediately prior to Greek Week in an effort to mitigate the problems due to alcohol during Greek Week. Funding for the event comes from a local graphics company that supplies t-shirts at cost, an insurance foundation grant, local restaurants, and a highway safety task force grant.

At the University of North Carolina – Charlotte, the Alcohol Awareness Program is sponsored by the campus police; the program focuses on statistical data from the University as well as colleges nationally, state laws for alcohol violations, and medical effects of alcohol use on the human body. The Fatal Vision Goggles are used to

simulate the effects of alcohol use with the participants attempting several roadside field sobriety tests. All information is presented in a PowerPoint presentation, which provides visual as well as audible stimuli to the participants. The program is downloaded on laptops so that each officer can review the program prior to going in to the presentation. Also, having material on disk allows for easy updating of statistics and other information. Pamphlets, brochures, and other campaign materials on drinking and driving issues, such as safe rides home and designated drivers, are provided. Specific groups targeted more heavily include freshmen students, fraternities, and sororities; additionally, faculty and staff are highlighted for program delivery.

The program is valued because community police officers find that many students are uneducated about the effects of alcohol on the human body; students also seem to lack information about the state laws concerning the legal drinking age and drunk driving penalties. The program is also deemed successful because the Greek Life Coordinator has allowed chapters to receive credit for co-sponsoring the event.

Stakeholders

Project WE CAN 2000

Western Washington University

Contact:

Western Washington University
Enrollment: 11,887
Public, Four-Year Institution

Patricia Fabiano, Ph.D.
Program Director, Prevention and
Wellness Services

Objectives:

- To raise the University community's awareness of the negative impact of alcohol abuse on the academic and social life of students
- To incorporate a research-driven prevention strategy to change the environment in which students make and maintain decisions about alcohol use

Description:

Project WE CAN 2000 is an environmentally focused drug and alcohol prevention program. It was developed to correct student misperceptions of norms as well as to limit student access to drugs and alcohol. Project WE CAN 2000 extends the accomplishments of Project WE CAN and provides funding for the Campus Community Coalition.

Through collaboration between the University's Prevention and Wellness Services and Office of Institutional Assessment and Testing, the University has collected survey data over a 6-year period that tracks student alcohol consumption and related consequences. Using this data, Project WE CAN 2000's theoretically-based public health interventions focus on three distinct populations: non-consumers, moderate consumers, and high-risk consumers.

The program itself is divided into primary prevention, secondary prevention, and environmental change. The primary prevention component consists of four integral strategies. First, a social marketing campaign is implemented by students to combat the "imaginary peer" of campus alcohol consumption norms. Thirty-two social norm ads have been placed in the student newspaper over a 2-year period. Second, wellness residence halls support and empower students to live in a drug and alcohol-free environment. The popularity of these floors has grown tenfold to include over 600 students. Third, the lifestyle advisor program trains peer health opinion leaders to provide support to the benefits of low to no consumption. Finally, the Community Health Service Learning Program provides students with the opportunity to develop a life-long commitment to person-to-person involvement.

The secondary prevention program works in conjunction with the residence halls, judicial affairs, and University police. Students who have experienced alcohol-related problems are referred to the Alcohol Abuse Prevention Specialist for a risk reduction session.

The third aspect of Project WE CAN 2000 is environmental change, which attempts to change environmental norms. One key strategy is the community-based Hospitality Resource Alliance (HRA), which is composed of owners and managers of local taverns, bars, restaurants, and grocery stores frequented by students. The goal of the HRA is to maintain an

open dialogue with the community regarding the shared responsibility of reducing alcohol abuse in establishments surrounding the campus. Further, its aim is to encourage the responsible use of alcohol among students of legal age who patronize these establishments.

Collaboration with a variety of campus offices is helpful in implementing the range of activities. The project WE CAN 2000 staff has worked closely with the University's Public Information Office to generate press releases about special events. The Office of Institutional Assessment and Testing provides support with technical and report writing, as well as survey administration and processing. The University's Center for Survey Research serves as the internal project evaluation specialist. In addition, a variety of academic departments assist with methodological issues and research design.

The WE CAN 2000 project has made outstanding progress in changing students' misperceptions of norms, as well as behaviors that put them at risk for negative alcohol-related consequences. Fewer students report even one instance of negative outcomes associated with drug or alcohol use. The number of students who choose to reside in substance-free housing continues to increase and more on-campus students state that they want increased access to substance-free activities.

TARGETED AUDIENCES

Targeted audiences, one of the original 10 components of a comprehensive campus-based effort, represents attention to distinct approaches based on factors such as year in college (e.g., freshman), social group affiliation (e.g., student athlete), or other factor (e.g., student leader, transfer student, off campus student). In addition to these traditional targeted groups, other opportunities for targeted audiences include violators of campus policies, which may be individual students or student organizations with problematic behaviors. Other targeted audiences include those students who are turning 21, as this can mark a celebratory time which can be problematic for some people. A wide range of approaches is found for each of these groups, some of which can be adapted for use with each group, and some of which are prepared specifically for an individual targeted audience.

This emphasis on targeted approaches is based on the desire to focus messages and approaches on specific audiences and sub-populations, which have been identified by unique features. Efforts that are more needs-based and individually appropriate to members of the sub-population can be developed. This also helps to increase the overall efficiency of the campus program, as resources are limited. Further, it promotes greater receptivity and thus positive reaction among the members in these sub-populations.

In addition to specifying the types of audiences targeted, targeted efforts can focus on a specific type of approach. For example, targeted efforts may include alcohol-free events, such as athletic competitions and social activities. Targeted efforts are also found with academic courses. In addition, targeted approaches often engage students in educating other students. Typical with targeted approaches is the implementation through interdisciplinary approaches and collaborative efforts such as cooperation between wellness centers and athletics departments.

Targeted approaches include a wide range of strategies such as fliers, newspaper ads, buttons, bulletin boards, Web sites, information cards, poster campaigns, and the Alcohol 101[®] CD-ROM. Also included in targeted approaches are risk-management workshops, videotapes, mock parties, peer mentor courses, group workshops, student networks, coffeehouses, games, policies, and alcohol screening days. One common aim of all the targeted efforts is to promote open and frank discussions among the individuals affected. Another is to encourage an adjustment and potential modification of social norms.

0-1-3 Card Campaign

Oakland University

Contact:

Oakland University
Enrollment: 14,726
Public, Four-Year Institution

Brenda Hartman
Staff Psychologist
Substance Abuse Coordinator

Objectives:

- To increase awareness of healthy choices many students make about alcohol
- To help create a consistent norm regarding drinking

Description:

The 0-1-3 Card Campaign is designed to publicize positive data about the healthy and safe choices many students are making about alcohol. Using student artwork and University printing services, wallet size cards were designed to communicate the good news about the moderate alcohol use many students practice on the campus. Because of the large commuter population at the University, the cards allow the planners to involve the entire student population in the project. The program builds on the successes reported by other universities and their campaigns.

On one side of the card, the “0-1-3 Standard of Responsible Alcohol Use” is

explained using a colorful stop light graphic. This standard challenges students to adhere to a policy of zero drinks if they are under the age of 21, driving, or pregnant; one drink per hour if they are over 21 and choose to drink; and no more than three drinks per drinking occasion. The other side of the card publicizes the results of the most recent administration of the Core Alcohol and Drug Survey. By reading the card, students learn that most of the University’s students do not engage in heavy drinking. Many of these students do not use alcohol, and most, if they drink, consume three or fewer drinks in an average week.

These business size cards are distributed to students during the first few weeks of classes through the Student Activities Office, residence halls, the Recreation Center, and the Health and Counseling Center. Overall, approximately 5,000 cards reach a broad spectrum of students.

During the University’s Alcohol Awareness Week, about one month after the cards are distributed, student leaders involved in prevention efforts on campus randomly stop students and reward them with a one

dollar bill if they are still carrying the card. The names of the winning students are then entered into a raffle, for University gear, that is held at the closing event of the Awareness Week.

Funded by a mini-grant from the County Office of Substance Abuse Prevention Services, the program helps distribute consistent information throughout the campus community. Once put into place, the program is largely publicized by student endorsement. Student leaders and staff members promote the program each time they hand out cards. Posters displaying the cards are distributed around campus reminding students to get and keep the cards in order to have a chance to win prizes later in the semester. One of the poster items states: “If you already have a card, hold on to it! You may be rewarded for carrying it later in the semester.” An unanticipated desirable outcome is that faculty, staff, and student leaders who are struggling to answer students’ questions about responsible alcohol use are able to draw on the “0-1-3 Standard of Responsible Alcohol Use” as a uniform response. Thus, this helps to create a consistent campus norm.

Academic Life Emergency Response Team

Lynn University

Contact:

Lynn University
Enrollment: 2,010
Private, Four-Year Institution

Bretta Kennedy
Director of Counseling

Objectives:

- To educate students, faculty, staff and parents regarding drug and alcohol issues, treatment, and related factors which affect a student's ability to perform at school
- To establish a process by which instructors and concerned others can confidentially refer students with problems associated with drug or alcohol use

Description:

The Academic Life Emergency Response Team (ALERTeam) is a student assistance team designed to identify and intervene with students who are showing signs of at-risk behavior. These signs may be through self-disclosure, loss of productivity, or other behavioral signs. The ALERTeam model is based on the CORE Team approach used in the public school systems. Initial training for team members is conducted by the county system, and has been successfully done by staff on the campus. The team is composed of the Dean of Freshmen, the Dean of Students, the Director of Nursing, the Director of Security, faculty advisors from different colleges, the

Director of Counseling, and residence life and counseling staff members.

Staff, faculty, and students are informed of the Concerned Person's Report, and are encouraged to submit the form if they have a concern for a student. All forms may be submitted confidentially. The ALERTeam meets biweekly to process any of the Concerned Person's Reports that have been submitted. A plan of action is then determined. This approach was initially incorporated in 1995 to identify and intervene with students who were doing poorly with their academics. Involving both faculty and staff, the ALERTeam builds a bridge between academic and support services. All individuals are invited to help identify students who have experienced behavior changes that have negatively influenced their academic performance.

Five steps are incorporated in the strategy used by the ALERTeam. First, early identification is the process by which a student's problems are noted and brought to the attention of the appropriate school staff. Identification can be made by a staff member, peer referral, parent referral, community referral, or self-referral. In the second step, assessment, additional information is gathered to determine the appropriate course of action. The ALERTeam makes note of a student's behaviors, yet does not diagnose. The third step is intervention, which

is intended to interrupt some pattern or behavior, which is harmful to a student, and to have the student accept help. This help can be in the form of participation in counseling or an activity, or a recommendation that the student be evaluated. A fourth step is assisting the student to receive services. The ALERTeam provides information to students regarding treatment providers or other local agencies. Aftercare, the final step, consists of monitoring a student's progress and spending a few minutes weekly to encourage the individual to participate in school-centered groups, programs, or activities. Changing attitudes and knowledge of school staff towards acceptance and support for students with emotional and/or substance abuse related problems may also be a factor.

The marketing strategy used was to place the Concerned Person's Report on the University Web site. In addition, the form was sent as an attachment to all faculty and staff along with a description of the ALERTeam's purpose. Discussions at orientation also provided information about the team and explained the purpose of the form. While the intervention with students has been done for several years, the Concerned Person's Report originated in 1999. Over a one-year period, 75 students were referred, with the majority of referrals being made by faculty members.

Targeted Audiences

Achieving Community Tolerance

Winthrop University

Contact:

Winthrop University
Enrollment: 5,840
Public, Four-Year Institution

Renee Agner
Assistant Director of Residence Life

Objectives:

- To assist students in the development of personal, social and academic responsibility through self-awareness and encouragement of personal growth
- To assist students who exhibit problems with alcohol abuse

Description:

A committee of students and administrators developed the Achieving Community Tolerance (ACT) Program to assist students who exhibit problems with alcohol abuse and who show a general lack of respect for themselves and the environment in which they live. They wanted to remind students of how their actions can affect themselves and the communities in which they reside. Students in good standing serve as administrators for the program. These students are not involved in any major leadership positions and have had no previous disciplinary violations.

The ACT Program is used strictly as a disciplinary sanction for violations of University policies. Participation in the ACT Program is limited to students who meet any of the following conditions:

- A first time offender of minor violations
- Committed a non-violent offense
- Chose to attend in lieu of an alternative sanction
- Referred by the Dean of Students or the Director or Assistant Director of Residence Life

Students referred to the ACT Program attend two 2-hour sessions. Three to five students, with three student administrators, lead the program sessions. During the sessions, students are assisted in becoming self-aware of the consequences of their actions, and in gaining greater understanding of how they are viewed within their environment. Students are also assisted in understanding University policy, and the regulations and the rationales that support them.

Prior to attending the first of the two sessions, each student is sent a copy of the purpose and objectives along with a journal. They are asked to complete a section that includes questions regarding the

meaning of respect of self, others, and environment. They are asked to read case studies and prepare a self-assessment as to their needs for the class.

The activities and group discussions during the sessions address issues such as life goals, definitions of and linkage to community, college issues, and the role of respect and expectations of others. These exercises deal with group interaction, teamwork and self-analysis. The program classes are designed to be self-disclosing for students without being intrusive. This approach is used because students felt that traditional sanctions failed to address the real issues behind their violations. Other activities engaged in by students include group discussion and problem-solving activities.

The evidence of success has been measured in the lack of reoccurring violations by participating students, as well as formal written evaluations. These evaluations have been very positive. All students indicated that they have a better understanding of University policies, and that they have learned something about themselves. They also feel that the administrators have done a good job of facilitating the group discussions.

Acute Alcohol Intoxication Training

University of South Dakota

Contacts:

University of South Dakota
Enrollment: 6,887
Public, Four-Year Institution

Roy Kammer
Prevention Specialist

Matt Stricherz
Director, Student Counseling Center

Objectives:

- To increase participants' knowledge of acute alcohol intoxication and the synergistic effects of mixing alcohol with drugs
- To reduce the risk of students dying from alcohol poisoning
- To educate students about low-risk partying behaviors

Description:

The University has provided Acute Alcohol Intoxication (AAI) Training as a service to its students, faculty, and staff for the past seven years. The rationale behind the program is based on the University's tradition of heavy drinking. Several weekends have been identified as high-risk drinking occasions including homecoming and athletic competitions with rival institutions. Mass alcohol consumption has been identified as an issue for students celebrating their 21st birthdays. It is also included in the initiation event of several organizations.

Acute Alcohol Intoxication Training was designed to enable students to identify and assist a person who displays the signs and symptoms of acute alcohol intoxication. The training sessions are approximately 60 minutes long and cover a wide range of topics. They include dangerous times for heavy drinkers, methods of preventing or reducing the risk of alcohol poisoning, signs and symptoms of alcohol poisoning, safety responses to alcohol poisoning, and safety responses for individuals who are passed out or semiconscious but who do not have the symptoms of alcohol poisoning.

The program is marketed to student leaders and those students, faculty or staff who are most likely to be the first responders in an overdose situation. The program is provided annually for the Department of Public Safety, general health and wellness classes, resident assistants and residence hall directors, prevention staff members, night watch staff, peer educators, and members of the Greek community.

Students are actively engaged in the process. Trainers, who are student counseling center professionals, assist the participants in hands-on practicing and monitoring pulse respiration and levels of consciousness. After the participants demonstrate competency with the signs

and symptoms of alcohol poisoning, a role-play is set up. Volunteers are solicited from the audience to enact an alcohol-poisoning situation. One person is selected to be the student with alcohol poisoning while another is selected to be the person to assess the situation. The audience is encouraged to verbally assist the volunteer in assessing the person with alcohol poisoning. Participants often describe this role-play as being one of the most useful parts of the training as it allows them to see how to "actually do it." At the end of the training, students are provided with a bookmark/pamphlet, which outlines the steps to be taken in an overdose situation. These handouts also include emergency telephone numbers for the students to contact in the case of an alcohol poisoning.

The University uses a pre-/post-test for each presentation to monitor the effectiveness of the program. One of the primary questions in the evaluation is "As a result of this training, I feel prepared to assist students who are experiencing acute alcohol intoxication." Nearly 100 percent of the students responded "yes" to that statement. Overall, the results are viewed as very positive, as many students are exposed to the program and many campus offices are involved with its planning and implementation.

Targeted Audiences

Alcohol 101 Programming for Student Athletes

University of Illinois at Chicago

Contact:

University of Illinois at Chicago
Enrollment: 24,429
Public, Four-Year Institution

Kristen Stults, M.P.H.
Health Educator

Objectives:

- To increase student athletes' awareness and understanding about the dangers and consequences of alcohol use
- To promote an understanding of alcohol's relationship to student athletic performance
- To assist student athletes in understanding their role as leaders and models for other students

Description:

The Alcohol 101® program was adapted to fit into one hour-long, interactive sessions and be promoted on campus as a collaborative effort between the Wellness

Center and the Athletic Department. The Alcohol 101® computer software program is CD-ROM technology that is designed to encourage students to explore key issues often associated with alcohol abuse among college students. The program includes a BAC estimator, interactive video scenarios, 20 questions, a reality wall, a rave room, and DUI information.

The evening sessions are presented to 14 athletic teams. The campus Wellness Center professionals provide program facilitation. Discussions focus on alcohol and high-risk behavior. An informational handout relating alcohol to athletic performance and a credit card size recovery informational card with safety numbers are also distributed.

An additional way of promoting implementation of content included in the workshops is to have coaches "spot check" student athletes to see if they are carrying

their informational cards. Prizes are awarded to athletes who have the laminated cards in their possession. Funding for the program is provided by a mini-grant from the state Department of Transportation.

Results suggest that the program is highly successful. However, students in smaller groups of approximately 30 student athletes report the most favorable discussions. The key elements for project success include credible facilitators, use of the CD-ROM and its interactive qualities, institutional support from the coaches, and the creative handouts. Quantitative data is gathered in the program to document its effectiveness.

Alcohol Education Mini Fairs

University of California – Irvine

Contact:

University of California – Irvine
Enrollment: 19,149
Public, Four-Year Institution

Dr. Rita M. Whiteley
Director, Peer Health Education Program

Objectives:

- To connect wellness themes with the consequences of excessive alcohol use
- To promote a collaborative peer education approach among student leaders
- To provide a locally appropriate program which engages academics and health professionals

Description:

The key components of this intervention are the peer model, collaboration and networking among student leaders, interactive educational exercises, and the use of academic incentives for developing the knowledge, skills and applications of health promotion. The Alcohol Education Mini Fair is sponsored by the Health Education Center and conducted by the campus Peer Health Education Program. Collaboration between the peer educators and the

resident staff of various housing complexes is essential. The fair is set up near the end of the dinner hour in a highly trafficked area such as between the dining hall and the mailboxes or recreation room. Displays and interactive education activities are designed to promote alcohol awareness and correct norm misperceptions of new students about students' alcohol use.

At the entrance to the fair, campus police officers give DUI tests to volunteering students who use Fatal Vision Goggles to simulate the effects of a blood alcohol percentage over the legal limit. During this activity, the officer and peer educators present information about the experience of getting a DUI as well as the financial and emotional costs. A stress management display informs students about the ways in which alcohol abuse creates new stressors and intensifies old ones. The display offers constructive stress coping alternatives and free stress kits. Other attractions of the mini fair include a party scene with free mocktails prepared by peer educator "bartenders," free copies of beverage

recipes, and other handouts including stress balls and the raffling of tickets to local attractions.

The sexual health booth educates students about the risks of sex under the influence of alcohol. Posters taped to the floor guide students through the games and displays and contain provocative statistics relating the use of alcohol to possible negative sexual and relationship experiences of college students. Students can also join in a group having a virtual cocktail party using the Alcohol 101® CD-ROM. Laptops are provided to assist peer educators as they guide students through the experience.

All the activities at the fair are staffed by peer educators who conduct games and exercises, answer questions and serve mocktails. The music, games, and free drinks portray the party atmosphere where the norm is fun without alcohol and where students can talk honestly about their experiences with alcohol without appearing counter-normative.

Targeted Audiences

Alcohol-Free Activity Grants

Sussex County Community College

Contact:

Sussex County Community College
Enrollment: 2,341
Public, Two-Year Institution

Heidi Gregg, M.A.
Student Activities Coordinator

Objectives:

- To offer students free entertainment and recreation options
- To promote student awareness that they can have fun without drinking

Description:

To promote students' involvement in a wide range of alcohol-free recreation and entertainment activities, grants are awarded. Local recreation and entertainment businesses support the program by donating free passes to their services such as golf courses, bowling alleys, fitness centers, theaters, movie theaters, driving ranges and miniature golf centers.

During National Alcohol Awareness Week, grant applications are made available to students at a staffed table in an area of the campus where students gather. Students are encouraged to apply for the grant that they would like to receive. They sign an affidavit stating that if they should receive the grant, they will remain alcohol free before, during, and after the activity. The grant applications are then put into a drawing and the winners' names are posted on the activity board. Materials regarding facts about alcohol are also made available to the students.

Participation in this program gives students the opportunity to win gifts. The only requirement for participation is a pledge to remain alcohol-free for the activity. While the target population for this activity is the traditional college age student, 18 to 22, returning adult students are not excluded from participating. Literature is made

available for this group to share with their children.

Advertising is conducted by first mailing a letter to local businesses soliciting donations. When the donations are received, signs posted on campus make students aware of the grant program. Students are excited when they claim their gift. They verbalize that it was a good idea, and much better than a lecture type of program. Participation is five times greater than that of past lecture and film programs.

Making students take charge of their behavior on the day they participate in their grant activity, by having them sign a pledge to remain alcohol free, appears to have an impact on their awareness.

Alcohol Road

Occidental College

Contact:

Occidental College
Enrollment: 1,603
Private, Four-Year Institution

Karen E. Boss
Program Coordinator, Student Activities

Objectives:

- To help students remain interested in information about alcohol
- To create awareness about alcohol and its use

Description:

“Alcohol Road” is an interactive board game that uses alcohol information, statistics, and subjective questions. In this game two or more teams race against one another, moving along the board by answering questions. The game can be used in small groups (such as alcohol education programs with only six to eight students), or in very large groups (such as orientation programs attended by 200 or more). It can be used with groups who wish to learn more about alcohol (such as peer educators) or with groups who

have been required to learn (such as those sanctioned to attend alcohol education). Further, it can be used programmatically with audiences who are new to campus or with students in residence halls.

The “board” is comprised of 11 “x17” laminated sheets. The more sheets that are developed, the longer the game takes. About 25 sheets yield a 45-minute game. Five of these are bonus or obstacle steps, which state something such as, “persuaded your organization to host an alcohol-free event, go ahead two,” or “missed class due to a hangover, go back one.” The question cards, in a range of colors, each have a question with a number of spaces to advance if answered correctly. Questions are in categories such as legal issues, consumption statistics, health and wellness issues, and personal opinions. An example of a personal opinion card is, “share one thing about alcohol that scares you and why.” One additional resource provided is the answer sheet used by the facilitator as a reference.

The overall goal is for students to remain interested in information about alcohol and its use. For a full hour, the interaction among the group is an important element. The board game also creates some new awareness around alcohol and its use, and shares statistics that may scare some people. Students often indicate surprise that they are learning from a game.

The success of the program is based on anecdotal information that is gathered when students say things such as “everyone should attend this program.” Students typically are very engaged, asking questions and responding to the detailed information given by the facilitator after the question is initially answered. Key elements leading to the success of the game is the competition involved, the team aspect where many people guess the answer together, and the interactive nature of the program.

Targeted Audiences

ANGLE Greek Peer Educators

University of Arizona

Contact:

University of Arizona
Enrollment: 34,326
Public, Four-Year Institution

Robert Gordon
Coordinator for Greek Life Programs

Objectives:

- To promote positive individual and group behavior among Greeks
- To promote resource assistance and role modeling on health-related issues by trained peers

Description:

The ANGLE (Advocates for National Greek Leadership in Education) Greek Peer Educators Program is the peer education group for the University's Greek community. Students are trained as facilitators in many health related areas, including alcohol/drug abuse, sexual assault/relationship violence, safer sex, conflict mediation, risk management, and health/nutrition. After being selected as an ANGLE peer, students take a two-credit course during the spring semester so they are knowledgeable and skilled to conduct presentations to fraternities and sororities. Although a Greek Life staff member leads the course in

which they are trained, other presentation topics are coordinated and led by the four students serving on the steering committee. ANGLE incorporates into its training student driven initiatives from fraternity and sorority members. Each year new components of the program are added.

During the fall semester, the peer educators attend an ANGLE retreat at an off-campus overnight location. Additional training for ANGLE peer educators includes periodic in-service programs and attendance at the regional and national BACCHUS/GAMMA Conference. Peer educators also receive a training manual prepared by the Greek Life staff with the following focus areas: Alcohol/Other Drug Issues, Risk Management, Peer Intervention and Facilitation, and Program Ideas. The manual is a collection of various articles, journal publications, case studies, media campaigns, and summarized information focusing on the Greek Life issues.

Between 15 and 25 fraternity and sorority members participate each spring in the class for credit and extend their participation through the fall semester.

Approximately half of the campus' 43 Greek chapters request educational programs from ANGLE each year. Most presentations are given to new members and associate members upon request. ANGLE also produces a brochure providing information to the Greek chapters.

ANGLE peer educators are expected to give a weekly report to their individual chapters, make at least two chapter presentations in teams, complete two case studies, and prepare final presentations in teams. The final presentations become future ANGLE programs.

Since the implementation of the ANGLE program and the revision of student policies, the Greek Judicial Board has experienced a 64 percent drop in cases related to alcohol issues. With increased education and policy revision, the impact of ANGLE is evident. Positive evaluations completed following ANGLE presentations provide additional insight regarding the positive receptivity of this initiative.

Annual Alcohol Awareness Talent Show

Norfolk State University

Contact:

Norfolk State University

Enrollment: 6,987

Public, Four-Year Institution

Lori M. Hobson, M.S. Ed.

Coordinator, Substance Abuse Services

Objectives:

- To involve members of the University community in an educational and entertaining alcohol and drug awareness activity
- To showcase the skills and talents of participants
- To increase drug and alcohol awareness by providing educational materials and experiential learning
- To encourage cooperation within the campus community by engaging students, faculty, and staff members

Description:

The Annual Alcohol Awareness Talent Show is designed to promote awareness on drug and alcohol issues by combining education with entertainment. The Coordinator of Substance Abuse Services and a student task group produce the show. The task group, as part of their class work, form a coalition with the Counseling Center to

plan and implement activities. The talent show is their activity. The show provides students and members of the University community with an opportunity for active involvement in alcohol and drug awareness programming. Individuals may compete for 1st, 2nd, and 3rd place prizes in the following categories: singing, dancing, rapping, or performing a skit or poem. Each act is required to be inspirational in nature or to directly address the consequences of substance abuse or underage drinking.

To enhance the educational component of the program, the show uses the "Fatal Vision Goggles" to simulate the visual impairment caused by intoxication. Between performances, volunteers from the audience are invited to attempt simple tasks such as catching a nerf football or breaking a piñata while wearing the goggles. Prizes are awarded to successful volunteers.

An educational table is set up where information on drugs and alcohol is handed out to those in attendance. Included in the information is a self-test entitled, "Is your drinking a problem?" Information on who

to call for help is listed at the bottom of the page. Also provided is information on local treatment facilities, support groups, and hotlines. To help fund the talent show, students conduct a bake sale to raise funds. Donations are also solicited from individuals and local businesses. Any profits are donated to a local substance abuse treatment facility.

Marketing for the show is done by flyers, posters, newspaper ads, and radio announcements. The success of the Annual Alcohol and Other Drug Awareness Talent Show indicates that participants tend to pay more attention when they feel they are being entertained than when they are simply lectured. By combining education and entertainment, the students, faculty, and staff appear more receptive to learning about the consequences of substance abuse. The evaluation form shows that the vast majority of participants enjoy the session and would attend other programs like this one. Further, the number of people who attended the show doubled from the first year to the second year.

Targeted Audiences

Athletes for Sexual Responsibility

University of Maine

Contacts:

University of Maine
Enrollment: 9,945
Public, Four-Year Institution

Sandra L. Caron, Ph.D.
Director, Athletes for Sexual Responsibility

Objectives:

- To raise students' awareness of how alcohol can negatively affect one's behavior
- To promote awareness as the beginning of responsible alcohol use
- To incorporate the use of student athletes as role models

Description:

Athletes for Sexual Responsibility emphasize awareness, moderation, responsibility, and respect. The goal of the program is to change student perceptions about alcohol abuse, as well as assumptions about dating and sexual relationships. The videotape "The Party" is an educational tool designed by members of the Athletes for Sexual Responsibility Program. "The Party" videotape focuses on the issues of drinking

and dating, including what can go wrong when the two are mixed. It ends with questions for the viewer to consider. The discussion is designed to raise awareness and offer alternatives to promote responsible behavior.

Comprised of student athletes from the various athletic teams, this program involves training students to educate others on alcohol and relationship issues. The intent of using athletes in the video and the ensuing discussion is that, individually and as a group, college athletes are role models and set a standards of social conduct for other students and for children. They are also held more personally and publicly accountable for poor choices, mistakes, and reckless actions. The content for the video was developed by student athletes. In addition, they are trained to facilitate the discussion following the video.

The videotape provides a front line perspective and a common sense approach to

handling some of the major challenges and judgment calls college students face when presented with new people, unfamiliar situations, demanding and social peer pressures, and an abundance of alcohol. "The Party" takes viewers into the midst of a social gathering where they encounter recognizable characters, perhaps themselves. They are also confronted with potential problems and a choice of decisions about alcohol and relationships, giving them the opportunity to demonstrate positive leadership and role modeling.

The video is shown to new student athletes each year as well as to students in residence halls, and to some classes. Flyers announcing the availability of the video and workshop are mailed to coaches, residence hall staff, and relevant classes on campus, and in a local high school. The video has been well received on campus. Typically, the discussion that follows the showing of the videotape is quite lively.

Athletics Promotes Positive Role Models

Kutztown University

Contact:

Kutztown University
Enrollment: 8,069
Public, Four-Year Institution

Wayne Fletcher
Prevention and Chemical Education
Coordinator

Objectives:

- To modify attitudes and behaviors of athletes through credible peer influence
- To change the campus culture and norms by having students see their peers lead by example

Description:

This program is a poster campaign designed to promote healthy life choices using student athletes as positive role models. Student athletes are selected because they are a population that has high visibility on campus and in the community. Athletes are also deemed to be the best communicators of messages regarding choice; the campus committee wanted to reinforce positive messages identified by the campus committee.

Several athletes from different teams who had demonstrated responsible behavior related to substance use were selected for the posters.

The design of the posters is based upon developing “catchy” sports related phrases to promote positive messages. The poster slogans include “Use your head in the game of life - stay in school,” which is included on a poster of a soccer player; “Block out drugs and alcohol,” featured on a poster with a volleyball player and “Hang on the rim... not with the wrong crowd,” featured on a poster with a basketball player.

The program has been very popular with the students. In addition, students in the local junior and senior high schools where the posters have been displayed respond even more favorably than the University's students. To further reinforce the message, autographed copies of the posters are sent to home town high schools of the athletes showcased. In addition, the admissions office uses the posters as a recruiting tool for the University. This project has promoted

a positive image for the University that will hopefully set examples for other students to follow.

Funding for the project is made available through the collaboration of the athletic department and the Prevention And Chemical Education (P.A.C.E.) office, both housed within the Division of Student Affairs. The University photographer took photographs and a local printing company prepared posters.

The positive reception of the program is monitored by collecting feedback from students on campus as well as from teachers from the local junior and senior high schools. Alumni, students and parents all report positive feedback. In addition, the high number of requests for the posters from other secondary schools and universities desirous of implementing similar programs on their campus provides evidence of the success of the program.

Targeted Audiences

Big Playground

Bowling Green State University

Contact:

Bowling Green State University
Enrollment: 19,333
Public, Four-Year Institution

Barbara Hoffman, MSN
Interim Health Promotion Coordinator

Objectives:

- To provide safe and fun alcohol-free activities for students
- To reduce alcohol-related environmental messages displayed at the University

Description:

The Big Playground serves as an educational opportunity for the University to combat negative environmental messages. Its aim is to counteract the misperception that all college students engage in high-risk drinking. The Big Playground is an alcohol-free social activity that occurs on a Friday night in February before spring break. The Student Recreation Center is transformed into a playground from 10 p.m. to 1 a.m. with activities that

include dodge ball, four-square, hopscotch, board games, coloring, twister, an UNO tournament, finger painting, three-on-three basketball tournament, Pictionary, food eating contests, Bouncy Boxing, and other inflatable games. A disk jockey plays music from the 1980's and early 1990's to help set the mood for the evening, and free food is available.

This event provides a social opportunity for students who choose not to drink during the times when other students are most likely to drink. Marketing strategies used to promote the event include flyers, contests among the Greek chapters, ads in the student newspaper, suckers with a message attached, table tents in the dining halls, blackboards in classrooms, and an e-mail sent to various campus listservs.

Costs of the event are between \$5,000 and \$7,000. Support is received from many student organizations and departments on campus. In addition, a significant

number of in-kind resources and donations are provided.

Students are encouraged to exchange alcohol-related objects, such as posters, shot glasses, t-shirts, and neon signs for an event t-shirt and entrance ticket for the raffle. Several hundred alcohol-related environmental messages are brought to the event each year.

The Big Playground appears to be a successful event with over 1,000 students in attendance. After several years of implementation, the event has become a tradition at the University. Evaluations are collected following completion of the event with feedback being very positive. Nearly half of the participants brought an environmental message and over three-quarters said they would recommend the event to a friend.

Booze Café

Florida International University

Contact:

Florida International University
Enrollment: 31,293
Public, Four-Year Institution

Mariela V. Gabaroni
Senior Health Educator

Objectives:

- To demonstrate first-hand how alcohol can impair judgment, slow reflexes, affect vision and balance, and cloud reasoning
- To educate college students about the effects of alcohol on the body and mind

Description:

During National Collegiate Alcohol Awareness Week, the University's Health Care and Wellness Center organize a special event called "Booze Café." Three individuals of legal drinking age consume a regulated

amount of liquor to demonstrate the effects of alcohol on the different systems of the body.

This approach is chosen due to the visual and interactive nature of the presentation. The audience consists mostly of residential students who range in age from 18 to 22. The city police department, who also provide use of the breathalyzer device, provide the alcohol.

A local police officer who specializes in enforcement of DUI laws takes baseline measurements of Blood Alcohol Concentration (BAC), reaction time, balance, coordination, nystagmus, and agility. The three subjects, who represent different genders and body size, are instructed to consume a pre-determined amount of

alcohol in a certain period of time on an empty stomach. They drink between five and nine ounces of liquor within one hour, achieving a BAC between 0.09 and 0.17.

Following this consumption, the officer again assesses the BAC and asks the subjects to perform a series of sobriety tests. The volunteers openly talk to the participants about how they felt while at specific BAC levels. Participants see first-hand the loss of coordination, judgment, vision, balance, and reaction time experienced by the drinkers.

The Booze Café is considered to be a great success by students on and around campus.

Targeted Audiences

CheckPoint

Oswego State University

Contact:

Oswego State University
Enrollment: 8,000
Public, Four-Year Institution

Kimberly L. Bowman
Assistant Dean of Students
Coordinator, Lifestyles Center

Objectives:

- To advance students' understanding of their own alcohol and drug use
- To reduce future negative consequences of drug and alcohol use for the individual student and the campus
- To increase students' knowledge and use of options other than drug and alcohol use

Description:

Education is the first step to assist students in taking responsibility for their behavior and to understand the consequences of current and future behavior as it relates to alcohol use. The CheckPoint Program was developed to respond to violations of the University's Alcohol and Other Drugs Policies. In addition, it addresses student needs concerning drug and alcohol use, misuse, and abuse.

The CheckPoint Program targets students who violate the campus alcohol and drug policies. Participation is a requirement related to a sanction for violating the policy. A second target population is students identified as having drug and alcohol problems. These students may be identified by faculty, staff, or other students and may voluntarily participate in the program. The third target audience includes students who desire to learn more about alcohol and drugs. Their participation is also voluntary.

After registering for CheckPoint, students are assigned to one of three options. The first option is the CheckPoint course which is a 7.5-hour education, prevention and intervention curriculum. The content is designed to help students achieve their individual educational objectives while affirming the educational purpose of the University Conduct Code and the campus community. The second option is attending the CheckPoint course and meeting with a qualified professional regarding their drug and alcohol use. The third option is an alcohol and drug evaluation, which is utilized when a student is not eligible for the CheckPoint course. In this situation, the student meets with a Certified Alcohol and Substance Abuse Counselor who conducts an evaluation in a private and confidential manner. The outcome of this evaluation may require the student to participate in additional counseling sessions, urine screens and/or treatment.

Through the use of the multi-option format, student needs are best met, and an appropriate campus response can occur. This program has the ability to prevent inappropriate student behaviors from interfering with their education and development and that of their peers. The various options also assist students in becoming connected with the most appropriate resources for their situation.

The campus makes use of the Substance Abuse Subtle Screening Inventory (SASSI) instrument to determine which of the three CheckPoint options are best suited to the student's needs. The SASSI forms are reviewed by a state-certified Alcohol and Substance Abuse Counselor and

then the student is assigned to the appropriate option.

Staff members from local treatment agencies facilitate the educational program and the evaluations. The use of non-campus staff for the program assists in removing any perceived "campus bias" a student might feel when being sanctioned to participate. Further, students who participate as a result of referral for reasons other than sanctions may be more likely to openly evaluate their own use patterns when a campus administrator is not present.

While the Office of Judicial Affairs and the LifeStyles Center provide staff and operating expenses, students sanctioned to participate must pay a fee ranging from \$30 to \$50. Other funding for the program is made available through the sale of publications.

An evaluation, conducted at the conclusion of each educational class, provides immediate and ongoing feedback to monitor the course and to help make curriculum revisions as necessary. Research conducted over a 2-year period revealed that approximately 92 percent of students who completed the CheckPoint process did not commit additional acts in violation of the campus policy. Through student initiated efforts, the municipal judicial system has become aware of the CheckPoint program. Consequently, the city and town courts now sanction students with minor alcohol and drug violations to participate in the CheckPoint process. Evidence indicates greater student awareness of the program as well as improved enforcement of the campus alcohol policy.

Choices and Voices

University of Wisconsin –
Whitewater

Contact:

University of Wisconsin –
Whitewater
Enrollment: 10,654
Public, Four-Year Institution

Lynn Mucha
EAP/SAP Coordinator

Objectives:

- To provide approaches to student athletes' decisions about alcohol use
- To incorporate athlete peer mentors in campus marketing campaigns

Description:

The campus promotes new and innovative programming focusing on student athletes. Among the new initiatives are the training of coaches, team training, and the implementation of a Student-Athlete Peer Mentor Program. In this program, approximately 15 student-athletes from various teams complete a two-credit Peer Mentor Course each semester. The course focuses

on learning about the effects of drugs and alcohol, examining the alcohol-use norms on their teams, and information about alcohol, drugs and dating violence.

The Peer Mentors design a plan of action at the end of each semester. Then, in a follow-up one-credit course, they work with their teammates and coaches on the plan. Some plans of action have included sponsoring alcohol-free team events, reviewing and changing team policies, and targeting younger athletes and sharing their stories with them. These Peer Mentors then serve as role models and "connections" for their teammates. The program is viewed as successful and is valued by both staff and students.

Another initiative is the implementation of a Social Norms Media Campaign. Based on the results of the campus-wide Core Alcohol and Drug Survey, the marketing campaign provides students with accurate

data to reinforce the fact that most students on campus make responsible decisions about alcohol use. The campaign consists of posters featuring athlete peer mentors, newspaper ads, table tents, decorated display cases, a message board at the University Center, a Web site, public service announcements at sporting events, and various give-away items (such as water bottles, pens, can coolers, and fortune cookies with campus specific messages). The Peer Mentors have participated in the campaign by attendance at the Underground Dance Club, by staffing a table at the Athletic Department, by conducting radio interviews, and by handing out social norms literature and giveaways to their peers. There are also several Peer Mentors who have been hired as peer consultants to help design and distribute the information and consult with the project activities.

Targeted Audiences

Choices Program

Southern Methodist University

Contact:

Southern Methodist University
Enrollment: 10,361
Private, Four-Year Institution

Monica Turley
Assistant Director
Center for Alcohol and Drug Abuse
Prevention

Objectives:

- To provide information in a classroom setting about the nature of problems, risks, and consequences associated with alcohol and drugs
- To provide students who have a drug- or alcohol-related problem with the opportunity to make a personal connection in a non-threatening environment

Description:

The University's Center for Alcohol and Drug Abuse Prevention, in collaboration with the campus Wellness Department, provides information about alcohol and drug abuse in a classroom setting. This occurs in wellness classes called, "Choices"

which all students must take for two semesters. These courses provide the opportunity to address alcohol and drug education primarily with first- and second-year students. Staff of the Center for Alcohol and Drug Abuse Prevention recruit people who are in recovery from chemical dependency or whose lives have been affected by an alcohol or drug related tragedy to share their experience with students in the "Choices" class. Speakers are encouraged to talk about addiction from the context of their own personal experience as well as the consequences they have faced as a result, and the quality of life they currently enjoy.

Students are encouraged to ask questions and engage in discussions about drug and alcohol abuse and related issues. Since presenters are somewhat similar to students in age, family background, educational history, and socio-economic status, students are more likely to listen and relate to the experiences of the speaker.

This approach is used to complement other education and prevention strategies. For some students, hearing a personal account of someone's struggle with addiction or a personal testimony from the victim of a crash involving drunk driving can have a powerful impact on their attitudes and beliefs. Through this process, speakers have the opportunity to share with students in a very personal way while correcting misperceptions and changing attitudes about alcoholism and drug addiction. A staff member from the Center also provides information on campus services.

During informal discussions in classes, students have often given positive feedback about the message delivered by the speaker. Some students asked specific questions about how to tell if someone is an alcoholic, what the definition of moderate drinking is, and how to help someone who has a problem.

Coffee House

University of Virginia

Contact:

University of Virginia
Enrollment: 22,433
Public, Four-Year Institution

Suzanne Noel-Harman
Area Coordinator, Alderman Residences

Objectives:

- To provide alcohol-free weekend activities for first-year students
- To provide programs that help create an intellectual community by bringing faculty and students together
- To provide a variety of programs and events that strive to meet diverse needs of the student population

Description:

The Tuttle Coffee House is a programming effort, planned by first-year students, aimed at providing alcohol-free weekend activities for first-year students. The First Year Council, an all first-year student governing and programming body for the first-year class, includes seven standing committees, one of which is the Tuttle Coffee House Committee. This committee is led by a student director who is selected through an interview process organized by the outgoing leadership of the preceding First Year Council.

The lounge is located in a residence hall that houses 1,500 first-year students. Reconstructed as a coffee house, this space is used during the week as a lounge where students can relax, study and socialize. On Thursday, Friday, and Saturday nights from 9 p.m. to 2 a.m., the lounge becomes a coffee house. The space includes a corner stage, coffee bar seating, a coffee bar kitchen and counter, a pool table and dartboard, large couches with tables tucked in

alcoves, and a game station where equipment and board games are available for students to check out. During the hours of coffee house operation, the university's dining services sells espresso drinks and pastries. A student employed by the Office of the Dean of Students/Residence Life checks out games and pool table and dartboard equipment. The Tuttle Coffee House Committee implements all programs.

A wide variety of weekend programs are offered in this location. Usually, a local band or acoustic coffee house artist entertains on one of the three nights. These individuals and groups are managed through local agencies. Other programs include karaoke, a student art show, faculty story telling, a student improvisational comedy troupe, peer health educators performing skits on alcohol-related issues, study breaks, game tournaments, open mike night, and student a cappella groups.

A graduate assistant (GA) overseen by the Office of the Dean of Students/Residence Life advises the First Year Council and the Tuttle Coffee House Committee. The GA develops liaison relationships with the university's programs office and dining services. Further the GA must be present during performances of contracted artists.

The coffee house is supported and funded by a variety of campus and community resources. The housing division funds the equipment, maintains accessories, and provides housekeeping and cleaning services. The Office of the Dean of Students and Residence Life fund the GA and provide an annual programming budget. Dining services staffs the coffee bar and provides all food and beverage services.

Particularly helpful in the coffee house program is the fact that it was initiated by first-year students for first-year students. It continues to be student run with oversight supervision by professional Student Affairs staff. Its location in a residence hall provides more immediate access for students.

Success of the program is measured by a variety of approaches. While the average number of students at any given event is approximately 35, some events have attracted up to 100 students. Most users of the space are students who do not use or abuse alcohol. Results of a survey provide perspectives of students regarding the coffee house's location, hours, and types of entertainment.

The reach achieved by this program is extensive, including 3,000 students in summer orientation, 900 Greek pledges in training, 1,000 students targeted through outreach programs, over 2,000 attending the Alcohol Responsibility Month, and all the students reached by the social norms marketing campaigns.

Based on a pre-test/post-test design, it appears that students are drinking less year-round; more specifically, students are drinking less frequently in the spring than at the beginning of the academic year. In addition, students' perceptions of their peers' drinking behavior have become more realistic.

Targeted Audiences

Community Health Course

University of California –
Santa Barbara

Contact:

University of California –
Santa Barbara
Enrollment: 20,056
Public, Four-Year Institution
Sabina White, M.A.
Director, Health Education

Objectives:

- To improve the overall health of first year students and individuals in Greek organizations, and athletics.
- To encourage these individuals to influence the health and quality of life within their organizations
- To reduce the incidence of heavy drinking and related problems

Description:

The Community Health Course is a sociology course developed through the Health Education Department and based on the Community Health Model. Different sections of the course target members of Greek organizations, athletes, and resident assistants. Each specialized section of the course is team-taught by various health educators in conjunction with staff members (Greek advisor, athletic and recreation department, and residential life). All classes

are designed to be very interactive with many peer-focused discussions. The course syllabus consists of information on the Community Health Model, leadership, team building, and various health topics, most of which are related to alcohol or drug issues.

In addition to attendance, reading and related homework, the primary course requirement is a health project. Students conduct a health needs assessment of their group (Greek chapter, athletic team or first-year residence); select a health concern to work on based on their needs assessment; and design, implement and evaluate a project, addressing the health concern. Students make a presentation to the class about their projects, which gives them a chance to report on their successes and challenges and to share ideas with one another. After taking this class, students have an opportunity to continue working on projects to improve the health of their group/community by participation in an academic internship, which may last up to six additional academic terms.

This approach was chosen due to concerns that the campus was not reaching and

encouraging behavior change in the most at-risk populations on campus. Traditional educational approaches by staff and peer health educators were not drawing large numbers of these students. Further, their impact appeared limited due to the “one time” nature of health presentations and awareness activities. Knowing that multiple contacts are necessary to affect behavior change, this academic class was designed to assure both on-going contact and student interest in the topics. The programmatic ideal is to have one to two members of each chapter/team in each class each academic term in order to infuse health information through the various organizations and groups.

Staff members from the three related departments have been eager to devote time to the project as they see how it ultimately benefits their students. Progress is monitored by the completion of pre-/post-test questionnaires regarding health behaviors by class members. In addition, class members must devise an evaluation component for their projects with their chapters/teams/residents. Feedback from students has been very positive.

Discussing Our Choices

University at Albany,
State University of New York

Contact:

University at Albany,
State University of New York
Enrollment: 16,900
Public, Four-Year Institution

Danny Trujillo, Ph.D.
Alcohol and Other Drug Education
Coordinator/Psychologist

Objectives:

- To help students honestly reflect on their drinking or drug use
- To explore student misperceptions, attitudes, and beliefs toward use
- To understand the range of social, personal, academic and health consequences of drug and alcohol use
- To provide accurate information about drugs and alcohol and their effects on the human body
- To reduce the occurrence of high-risk consumption patterns and drug/alcohol-related incidents

Description:

The Discussing Our Choices (DOC) project is part of the campus' comprehensive drug and alcohol early intervention approach. Developed to address the issues and experiences of various at-risk populations, the program was initially created as a judicial response for drug and alcohol violations on campus. Currently, DOC is used at three levels. First, it is an initial response for students who violate the University's drug

and alcohol policies. Second, the group serves as a programmatic intervention for established high profile and high-risk student groups, such as athletic teams or fraternities and sororities. Third, the group serves as a community-based intervention that motivates students within each residential community to discuss the role and impact of drugs and alcohol in their rooms, in their suites, or on their floor.

Given the success and impact of the first series of programs in the early 1990s, other professionals and para-professionals were trained to facilitate additional workshops. The structured psycho-educational group workshop allows students to discuss with peers their normative perceptions, personal beliefs, and behaviors associated with their use of drugs and alcohol. Students are not told what to do, are not lectured to, and are not judged. Instead, they are provided with an opportunity to participate in a process, which helps them make their own informed decisions concerning their drinking or drug use.

The group content includes discussions of University policies and community standards, as well as sanction procedures. Attention is given to student values and priorities with a discussion of how drug and alcohol use can or has conflicted with these values. Students discuss their quantity and frequency of drug and alcohol

use both currently and in the past. They are asked to estimate the extent of drug and alcohol use on campus by their peers, and are provided with the actual normative statistics. They then discuss how these numbers could be accurate and the implications of these normative messages as they relate to their own drug use. An open discussion occurs where students disclose their motivation and reason for drug and alcohol use and evaluate the roles that alcohol or drugs may play in their lives, such as in their families, residential communities, academic achievements, friendship, and romantic relationships.

All activities and their impacts are evaluated qualitatively and quantitatively by collecting data from DOC participants, University professionals, as well as residential life staff and University police. Issues and themes are identified as contributors to alcohol and drug use on campus. Research evaluating the impact of the DOC project has demonstrated significant changes in student perceptions, attitudes and behaviors over time, including sharp declines in the quantity and frequency of alcohol use. The evaluation has also demonstrated that participants are more likely to acknowledge their responsibility for experiencing the consequences associated with their use of drugs and alcohol.

Targeted Audiences

Flashing Your Brights

Nebraska Wesleyan University

Contact:

Nebraska Wesleyan University
Enrollment: 1,469
Private, Four-Year Institution

Pat Dotson-Pettit, Ph.D.
Chairman, Department of Health and
Human Performance

Objectives:

- To use campus media to promote recognition of the project's methods and understandings
- To reduce heavy drinking by students
- To capitalize on opportunities held by the immediate peer group to intervene in others' heavy drinking

Description:

"Flashing Your Brights" is a unique anti-heavy drinking strategy, which builds on the analogy of flashing bright lights at oncoming motorists whose headlights are switched off. In this project, it refers to acting on someone's problems without taking responsibility for them. Thus, the one flashing is caring for the other without being co-dependent. "Flashing Your Brights" incorporates a set of three understandings and five methods of very brief interventions. The tools are such that peers may begin to use them as soon as they are introduced. The three understandings, which serve as the foundation for this project, are as follows. First, "you do not have to see quick or positive results from

any intervention to know that you succeeded." Second, "these are tools, not rules; you can use them when you choose." Third, "you are part of a team."

Five methods are incorporated in this approach and all involve talking with the person from a personal perspective. First, tell the person "what you see" by providing the facts about how they acted on a particular drinking occasion without judging, analyzing or diagnosing their behavior. Second, portray "how you feel." With this, peers express that they care about the harm done to the person, and their concern about the specific problem observed. Third, state "what you know." With this, peers with only little training in substance abuse can provide good information. Fourth, specify "where your boundaries are." With this, peers can hold their friends accountable. Fifth, state "there is hope for change." With this, students help others see that they don't have to use alcohol to party, and that many who do use alcohol, do so responsibly.

Implementation is done in a range of ways. One approach is the implementation by residence hall advisors who have been trained in the "Flashing Your Brights" methods. It is also infused into the freshmen curriculum. The project uses a range of media approaches to promote recognition.

These include advertisements in campus newspapers, ads for campus radio programming, an interactive Web site with materials and methods, posters, table tents, buttons, and laminated wallet cards. In addition, interactive video programming for practice of the five methods is incorporated.

Results are based on the outcomes of 45-minute presentations made to 32 groups of college students. A handout on informal interventions is distributed at the session. A substantial shift in attitude occurred regarding a person's perceived responsibility for acting on a friend's problem drinking. Behavioral intent demonstrated that approximately half of the participants were likely to "flash their brights" at someone within the next few days or month.

Overall reaction by students is that most appear relieved and many are enthused as the model shows them ways to approach practical problems many of them face with friends who are heavy drinkers. It helps them to focus on small practical steps. The approach is easy to grasp and does not require special training in chemical dependency. Finally, participants learn that they are accomplishing something important even when they get a negative reaction from the heavy drinker.

Freshmen Early Intervention

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,930
Public, Four-Year Institution

Kim Dude, M.Ed.
Director, Wellness Resource Center
and ADAPT

Objectives:

- To decrease misperceptions among first-year students of peer alcohol use
- To decrease the misuse and abuse of alcohol by first-year students

Description:

The University's Wellness Resource Center and ADAPT (Alcohol and Drug Abuse Prevention Team) provides a comprehensive campus-wide year-long early intervention effort aimed at first-year students. These approaches were identified because of the importance of having an impact on freshmen as early as possible. Beginning during recruitment, these efforts continue through orientation and reinforce the message throughout the student's first year on campus.

The annual Alcohol Responsibility Month serves as a springboard for the year-long prevention efforts. These prevention efforts

are integrated into the classrooms, publications, athletic events, major campus events, holidays, educational posters, and displays throughout the campus. With recruitment conducted by the admissions office, both full-time staff and students who assist in recruitment efforts are trained on a range of issues. These topics include the extent of drug and alcohol abuse on the campus, what is included with campus prevention services, and what messages are appropriate for communication to incoming students and their parents.

Summer orientations are offered over a 2-day period during 4 weeks of the summer. Orientation leaders are trained on drug and alcohol issues and wellness topics. The desired message for communication to new students and their parents is that "Most MU students make good choices." This message is consistently communicated to new students and parents so that parents can also communicate to their sons and daughters that positive choices are desired. In addition, the brochure, entitled "Parents, you're not done yet . . . have you talked to them about drinking in college?" is distributed to parents.

Special training takes place for individuals who have the greatest impact on freshmen. These include resident assistants, orientation leaders, faculty of the freshmen year experience classes, and peer advisors. Topics covered during these trainings include the extent of drug and alcohol use on campus, prevention services, social norming messages, what needs to be communicated to freshmen, and what role they can play in decreasing students' drug or alcohol use.

Several educational programs and activities are aimed at first-year students during the first few weeks of classes. The Alcohol-101® CD-ROM is offered for new members of Greek organizations. At this time, hand-held fans with social norming messages are distributed.

The marketing techniques include weekly ads in the student newspaper, flyers, posters, bookmarks, mouse pads, fans, printed baseballs and footballs, t-shirts, and banners. The strategy is to create creative marketing campaigns that are comprehensive and ongoing and located in a range of locations on the campus.

Targeted Audiences

Freshmen Social Norming Strategies

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,930
Public, Four-Year Institution

Kim Dude, M.Ed.
Director, Wellness Resource Center
and ADAPT

Objectives:

- To correct the misperceptions of peer drug and alcohol use among freshmen
- To incorporate social norming strategies into educational outreach programs
- To create training programs for those who have an impact on freshmen

Description:

The University's Wellness Resource Center (WRC) and the ADAPT (Alcohol and Drug Abuse Prevention Team) staff of student volunteers have developed a comprehensive social norming approach which complements the campus' combination of programs, policies, and public education campaigns. This communications plan builds upon extensive research and promotes clear and consistent messages to students. The focus of the campaign is upon actual drug and alcohol use of students' peers, as well as risks and consequences associated with alcohol misuse and abuse.

The social norming messages are blended into all aspects of a students' environment: where they live, where they study, where they eat, and where they learn. By implementing the social norming efforts in traditional and nontraditional ways, and in settings where students live, learn, and socialize, the approach maximizes students' exposure to accurate information. Weekly social norming ads appear in the student

newspaper, and flyers, posters, and table tents are placed in the residence halls, Greek houses, dining halls, and classrooms. In addition, large sandwich boards with the social norms messages are placed in the student center, mouse pads are placed in all computer labs, and printed bookmarks are distributed in the bookstore and library. To inform faculty and administration of this effort, printed magnets are distributed and an extensive article appears in the faculty/staff newspaper.

The campaign begins with teaser posters, ads, and flyers with "Zero-Four" printed on them. This is done for several weeks with the gradual unveiling of what "Zero-Four" means. The most popular aspect of this teaser campaign are the soap opera ads that appear in the student newspaper; these ads feature conversations among students who are trying to figure out what "Zero-Four" means while at the same time creating a romantic story line. In addition, three different t-shirts are printed with social norming messages: one for safe spring break, one for wellness month, and one specifically for social norming. During the wellness month, if a student is found wearing a safe break t-shirt, she/he receives a free wellness month shirt. The shirts are also used as incentives for participation in surveys and focus groups, as well as provided to residence hall staff and Greek leaders who display social norming posters in their living units. Finally, a golf cart is decorated and driven around campus as the "prize patrol." Random students are asked questions related to the social norming messages; those who know the correct answers receive a \$1 coupon to

the campus food court, free bowling, or a free baseball cap. Over 70 percent of the students know what the social norming messages are.

All of ADAPT's and WRC's educational outreach programs have incorporated social norming messages. These programs, facilitated by trained peer educators, help students openly discuss their misperceptions. Outreach programs are conducted in residence halls, Greek houses, and classrooms.

In addition, the staff provides social norming training for those individuals deemed most influential in a student's life, including student leaders, pledge educators, residence hall staff, faculty, staff, parents, admissions recruiters, student outreach teams, community advisors, tour guides, Greek chapter advisors, and student affairs administrators. These trainings help the impactors understand their roles in the social norming efforts, as it is vitally important to have all the impactors in a student's life communicate the same message.

Data which examines the success of this approach is obtained by gathering information from two different campuses within the university system, with one campus not using any social norming messages. Further, focus groups provide opportunities for students to offer suggestions about the best ways of reaching freshmen. The focus groups address students' recognition of the social norming ads, suggestions for improvement, and the reaction to some of the new advertising strategies that have been developed.

Greek Peer Educator Program

University of Maine

Contact:

University of Maine
Enrollment: 9,945
Public, Four-Year Institution

Sandra L. Caron, Ph.D.
Professor, Family Relations/Human
Sexuality
Director, Greek Peer Educator Program

Objectives:

- To reduce the risk faced by fraternity and sorority members
- To promote leadership among fraternity and sorority members

Description:

Established in 1990, the Greek Peer Educator Program helps Greek organizations deal better with issues surrounding substance abuse and sexuality. The focus of the program is to create healthy role models by using peer group educators. The Greek Peer Educator Program trains Greeks to educate other Greeks in the issues of alcohol risk management and sexuality. The goal is to change expectations and perceptions about alcohol use and abuse

as well as assumptions about dating and relationships.

The "Liquor, Lust and the Law" videotape is an educational tool prepared by the University to facilitate discussion around alcohol use. The 20-minute tape takes the viewer to a typical college party and reveals some of the problems that can occur as a result of alcohol abuse. The videotape is primarily used to inform workshop participants about issues related to fraternities and sororities. The videotape presents a front line perspective and a common sense approach to handling some of the major challenges and judgment calls Greeks face when confronted with new people, unfamiliar situations, demanding social and peer pressures, and an abundance of alcohol.

Tips emphasize knowing the facts and consequences and knowing the limits. Facts and consequences discussed include: ways in which drinking can affect one's health, studies and relationships; alcohol's involvement as the leading factor in

college campus rape cases; the death of students from alcohol poisoning; the consequences of drinking and driving; the amount of alcohol found in beer and wine coolers; and the absorption rate of alcohol in women. The other cluster of tips emphasizes "know the limits." These include being aware of how alcohol affects decision making, being aware of the environment, staying with friends, pouring one's own drinks, watching out for friends and educating them about responsible decisions, and respecting those who choose not to drink.

Members of the Greek Peer Educator Program are trained to present the video and facilitate discussion. Discussions take place with Greek organizations, in residence halls, and in some academic classes. The discussion guide helps the Greek Peer Educators emphasize issues such as awareness, moderation, responsibility, and respect. The videotape features Greek students in difficult situations and serves as a springboard for crucial discussion.

Targeted Audiences

Greek Risk Management Workshop

University of Texas at Austin

Contact:

University of Texas at Austin
Enrollment: 49,009
Public, Four-Year Institution

Betty Jeanne Wolfe, M.S.
Student Affairs Administrator
Panhellenic Advisor

Objectives:

- To educate fraternity and sorority members about a resolution in support of alcohol-free functions
- To discuss problems and chapter liability related to alcohol
- To provide fraternities with an example of a quality fraternity party

Description:

The Risk Management Officers from the Panhellenic and Interfraternity Councils initiated a risk management workshop for fraternities and sororities. Taking place at the beginning of the fall academic term, the workshop was designed to educate

members of Greek organizations prior to many of the social events of the academic year. As a part of the workshop a presentation regarding the danger and effects related to over-consumption of alcohol is made by a national speaker and author who specializes in educating college students. Also, a local agent from the state's Alcoholic Beverage Commission discusses the penalties of breaking the drinking laws and provides insight into the reasoning for the passage of some of the new laws. This agent offers students a clear idea of what is expected of them as college students and societal members. Lastly, a representative of the insurance company for fraternities talks about the chapters' liability and responsibilities.

These discussions are followed by a "perfect party" which takes place in a fraternity house. This was set up according to the

state ABC rules, as well as Fraternity Insurance Purchasing Group (F.I.P.G.) rules, which govern the fraternities. The party is very authentic except for the absence of alcohol. Security guards check ID cards at the door, providing wristbands to those over 21, and marking the wristbands of minors. Names are also checked off a guest list. Upon entering the "party," the guests can socialize in a safe environment patrolled by security. Food and alcohol-free beverages are provided.

The party was set up so that chapters can see how a party should be safely run. A discussion is held of the rules of party set up so that chapters can implement these rules at their own fraternity and sorority parties. Feedback from those in attendance indicate that they learned a great deal. Participants view this event as a great success.

Happy 21st Birthday Card

Boston University
State University of New York College
at Cortland
Trinity University

Contacts:

Boston University
Enrollment: 29,131
Private, Four-Year Institution

Carolyn L. Norris, M.A.
Director, Boston University Wellness Center

**State University of New York College
at Cortland**

Enrollment: 6,991
Public, Four-Year Institution

Robyn P. Forster
Substance Abuse Prevention/Education
Coordinator

Trinity University
Enrollment: 2,581
Private, Four-Year Institution

Richard Reams, Ph.D.
Staff Psychologist, Counseling
and Career Services

Objectives:

- To encourage students turning 21 years of age to make healthy, informed decisions about the use of alcohol
- To promote support for positive, alcohol-free activities
- To discourage any alcohol use where injury to self or others could occur
- To reduce students' level of drinking during the celebration of their 21st birthday

Description:

The Happy 21st Birthday Card campaign is created to promote responsible behavior as well as reward individuals who choose to celebrate without alcohol. Acknowledging the fact that individuals can legally purchase and consume alcohol after age 21, this transition is often marked with heavy and abusive drinking. The programs remind students that their 21st birthday celebration can be fun and exciting while still being part of responsible adult decision making. Some of the birthday cards provide coupons for redemption of products, such as ice cream, pizza, or soda.

At Boston University, students are encouraged to make healthy choices for themselves. The message on the postcard distributed to students when they turn 21 is, "If you choose to drink, please do so responsibly." This message supports the fact that not all students choose to consume alcohol on their 21st birthday. Additional messages include: "Don't succumb to peer pressure"; "Be confident about your decision to be responsible"; "Listen to your body"; "If you begin to feel out of control, stop drinking"; and "If you've been drinking, do not get behind the wheel." Consistent with the Wellness Center's caring about students' well being, the approach stresses that 21 year olds can be positive role models for younger students who look to them for social norms.

The State University of New York at Cortland distributes a 21st birthday card two days prior to a student's birthday with

the message: "Remember . . . don't make 21 shots your 'last call' – it could cost you your life. BE SAFE, BE RESPONSIBLE. You deserve many more birthdays!" The student who receives the birthday card can take the card to the campus pizza shop and exchange it for a complimentary pizza and liter of soda.

At Trinity University, the message distributed says, "If you plan to celebrate with alcohol, please drink in moderation. We want you to have fond memories of this milestone and we want you to live to celebrate your 22nd birthday, too!" The focus of this card is that birthdays are naturally occurring and are opportunities for the communication of caring. Thus, this includes the linkage of two messages: Caring and safe celebration. The birthday card program reaches a wide range of students, with at least one student per day turning 21 on campus.

Evidence of success of these programs appears quite positive. Many students who have received the cards have thanked the staff and state that they enjoy the message as well as the complimentary food. In addition, some programs show that the birthday card program helps to raise awareness and conversation about other related alcohol abuse prevention efforts, services, misperceptions and cultural norms. At Trinity University, a follow-up survey demonstrates that 15 percent of respondents report that they reduced the amount of alcohol they consumed from what was originally intended as a result of the greeting card that they received.

Targeted Audiences

Harm Reduction for Alcohol-Related Problems

Saint Leo University

Contact:

Saint Leo University
Enrollment: 8,020
Private, Four-Year Institution

Christopher Cronin, Ph.D.
Professor and Chair
Department of Psychology

Objectives:

- To reduce alcohol-related problems during a specific high-risk time period
- To engage students in an activity of predicting alcohol consumption, thereby reducing their use of alcohol

Description:

Knowing that a significant percentage of students increase their alcohol consumption during the college's spring break, "Harm Reduction for Alcohol-Related Problems" was initiated. This brief intervention is used during high-risk periods. The alcohol-related problems that students identify as occurring during these periods include verbal and physical fights, hangovers,

driving while intoxicated, and regrets regarding behavior while intoxicated.

During the week of classes prior to spring break, students are asked to complete a diary for the eight days of the break (from Saturday to Saturday). Students predict their alcohol consumption and the frequency and type of alcohol-related problems they expect to experience during the spring break. This intervention requires less than 10 minutes and can be completed in a large lecture hall with hundreds of students. The foundation of this approach is that the intervention primes students' memories regarding the negative consequences of alcohol use, which then leads to the reduction of alcohol-related problems. Further, asking students to predict the type and frequency of alcohol-related problems they will experience in the future "reduces typical resistance among students against an alcohol intervention." Follow-up work with focus groups indicates that

participants do not think they were being encouraged to alter their alcohol consumption.

Following the spring break, students complete a survey for each day of the break which indicates both the number of drinks they consumed per day, as well as any negative consequences which occurred as a result of their alcohol use. The negative consequences incorporate a total of 20 items including intoxication, hangover, physical fight, vomiting, passing out, needing assistance getting home, vandalism, and driving while impaired.

The results show that students who predict the alcohol-related problems they expect to experience during this time period report significantly fewer alcohol-related problems than did those students who did not predict the alcohol-related problems they expected to experience.

“Know Your Numbers” Social Marketing Campaign

University of Puget Sound

Contact:

University of Puget Sound
Enrollment: 2,830
Private, Four-Year Institution
Charee Boulter, Ph.D.
Substance Abuse Prevention Program
Coordinator

Objectives:

- To promote the responsible, healthy attitudes and actions of the majority of students
- To increase student knowledge of appropriate responses to cases of excessive intoxication, acute alcohol poisoning, and substance abuse/dependence
- To decrease high risk consumption of alcohol and related negative outcomes

Description:

The social norms theory is the common thread that is integrated into the variety of primary and secondary prevention efforts of the campus' comprehensive approach to drug and alcohol abuse prevention. This overall campus initiative targets the campus community, high risk students, members of Greek organizations,

students living in residence halls, and freshmen. Current programming includes a social norms-based social marketing campaign, a risk-reduction educational workshop for high risk students sanctioned through campus disciplinary procedures, and peer education for Greek groups, for residence halls, and during freshmen orientation.

The “Know Your Numbers” campaign is based on the results of the Core Survey on Alcohol and Drug Use and the Campus Survey of Alcohol and Other Drug Norms, which were administered using random mailings. The data is disseminated across campus in the form of posters, advertisements in the campus newspaper, and on the campus Web site. Students living in the residence halls are provided with an incentive to hang the posters on their doors, as they have the opportunity to win a cash award if the poster is displayed and they can accurately respond to questions about campus norms when a representative is present. Specific messages highlight the

positive, protective norms of the student body. For example, most students (67 percent) typically have four or fewer drinks when they party; 80 percent did not miss class due to drinking; 76 percent did not drive after drinking; 98 percent would support another student's decision to call for medical assistance in the case of alcohol poisoning; and 75 percent would call for assistance if concerned a student may have alcohol poisoning.

Feedback on the “Know Your Numbers” campaign is primarily positive. Students indicate they appreciate that the approach addresses them as adults who make their own choices and that there is acknowledgement of positive student behaviors and responsible decisions. The approach has also sparked conversation on campus, as some students are quick to reverse the presented statistics and focus on the problem. This provides an educational opportunity to challenge the student body and to increase the positive, protective behaviors of the majority.

Targeted Audiences

Late Night at McLane

Alfred University

Contacts:

Alfred University
Enrollment: 2,435
Private, Four-Year Institution

Jennifer George
Coordinator, Alcohol and Other Drug
Education Program

Ken Hassler
Director of Intramurals

Objectives:

- To offer alcohol-free activities during weekend nights
- To promote health, wellness and healthy lifestyles
- To build community through physical activity and exercise

Description:

Alfred University is located in a remote rural area with limited healthy social activities for students on weekends. Every Friday and Saturday night, the university transforms the athletic facility into a recreational outlet for students who choose to engage in social activities that do not

involve alcohol. Nearly every area of the athletic facility is used to offer “Late Night at McLane” for all students, faculty and staff of the University. This program is targeted to students who choose to abstain, who are underage, and who are in recovery. It also attracts students over the age of 21 who desire an alternative to drinking alcohol. In addition, fraternities and sororities have used the facilities for group building and rush activities.

The main gymnasium offers volleyball, basketball, and soccer. The fitness center remains open, and an additional station is set up outside the center for Tae Bo workouts. Water games such as polo, basketball, and volleyball are set up in the pool. The main floor turns into a lounge environment with movies, board games, ping-pong, and card games available. A food court is set up with free pizza and soda. Theme nights are planned, including games or movies such as “Jaws” projected on the wall in the swimming area.

The athletic building is currently open every weekend night from 10 p.m. until 2 a.m. The project was initially tested on a small scale with only a few of the center’s facilities open. However, the positive feedback from students and use of the facility, as well as detailed planning by staff and students, motivated increasing the offerings.

Program planners find that after the initial start-up costs of board games and ping-pong tables, the program is cost effective. Many offices have helped to co-sponsor events and programs and members of the planning committee volunteer their time to help staff the activities. Overall, the project has been a great success. Approximately 100 students attend on a Friday night and 150 on a Saturday night with even more students attending on theme nights.

“Most of Us” Social Marketing Campaign

James Madison University

Contact:

James Madison University
Enrollment: 15,223
Public, Four-Year Institution

Susan Bruce
Assistant Director for Health Promotion

Objectives:

- To correct misperceptions of peers' quantity and frequency of alcohol use
- To reduce the quantity and frequency of alcohol use and negative consequences among first-year students

Description:

Coordinated by the University's Health Center, Office of Substance Abuse Research, and Office of Residence Life, the “Most of Us” social marketing campaign targets alcohol use among first year residential students. Its aim is to support healthy normative behaviors among these students. The initiative blends a campus-wide media campaign, residence hall-based intervention, and a research design.

The first phase of this project was the collection of quantitative data on first year students' use of alcohol, perception of upper-class students' use, and media habits (including usage, perceptions of credibility, and design preferences). Qualitative data was collected on student attitudes and behaviors concerning alcohol use, media design, and message effectiveness.

Using this data, positive social norms messages were created. The campaign's five messages address student norms, quantity and frequency of alcohol use, how to party safely, how to protect friends, and how to avoid blackouts. These messages are used in flyers, newspaper ads, buttons, table tents, bulletin boards, and a Web site.

Campus-wide interventions include weekly ads in the campus newspaper, weekly messages on table tents in the dining halls, and flyers on all campus busses. A Web site contains copies of each flyer, process evaluation results, copies of quantitative and qualitative tools, and information for freshman faculty advisors including a discussion guide.

Students have been involved at all levels of implementation, including participation in quantitative data collection and focus groups, design of flyers and photographs of students on campus. The flyers were pre-tested among incoming freshmen during summer orientation to evaluate message effectiveness and media design.

Throughout the year, the “Duke Dough Patrol,” members of the Health Center's peer education group, stop students in the dining hall and Commons area to see if they know the information and the newspaper ad that day. Students who know the correct answer receive a dollar, while students with incorrect answers receive a handbill with the correct information. In the implementation, each message is printed on 1,200 flyers that are distributed in four residence halls; four other residence halls do not receive these flyers. Students are encouraged by their R.A.'s to put the flyers on their doors. When the “Duke Dough Patrol” visits their residence hall, they can win a 10-minute telephone card if the flyer is visible on their door. Each R.A. in the program implementation halls is given a set of flyers and additional posters to create bulletin boards for their hall to support the campaign message. Freshmen students also receive “Most of Us” buttons

throughout orientation activities. If the “Duke Dough Patrol” spots a student wearing the button, the student receives a one dollar incentive.

The majority of the costs for the program are the printing, incentives, and media design. Costs were reduced by using student volunteers to design the campaign and asking printers for a discount due to the educational nature of the project. A full year of planning, data collection, media design, and market testing is recommended prior to full program implementation.

Prior to the implementation of this social norms marketing campaign, the campus did not have a cohesive prevention message to address alcohol consumption. This campaign has raised awareness and generated conversation around the topic of alcohol.

A quasi-experimental design is employed in this project. Freshmen living in four of the freshmen-only residential halls are identified as the “treatment group”; four other freshmen-only residential halls are matched as comparison groups. Data collected includes changes in perceptions of student alcohol use, changes in quantity and frequency of alcohol use, self-reported incidents related to negative consequences, and alcohol-related violations of state and local laws and campus policy. In addition, process measures include the number of social marketing venues and mediums used, the number of first year students exposed to social marketing messages, and the number of students not exposed to direct residence hall social marketing messages.

Targeted Audiences

National Alcohol Screening Day

East Tennessee State University

Contact:

East Tennessee State University
Enrollment: 1,187
Public, Four-Year Institution

Dr. Gary Petiprin
Director, Counseling Center

Objectives:

- To reduce alcohol consumption and alcohol-related problems
- To reach targeted populations with information designed to affect behavioral change
- To provide information to those concerned about others

Description:

National Alcohol Screening Day is an annual event sponsored by the National Mental Illness Screening Project. The purpose of the event is to help identify individuals with current or potential alcohol-related problems. The campus drug and alcohol prevention program chose to participate in this project but modified the standard protocol in order to increase participation, particularly among students at greater risk for alcohol abuse. Campus leaders decided to promote this as a fun,

interesting event with various incentives for participation.

Letters were sent to fraternities, sororities, athletic teams and residence halls offering a plaque for the group in each area with the most participants. To qualify as a participant, individuals had to complete the alcohol screening survey and meet individually with a counselor to go over the results of the survey. To encourage participation, refreshments were provided and door prizes donated from local merchants were distributed. The door prizes included t-shirts, cups, magnets, candy, and frisbees with the campus program logo.

Throughout the week, an educational video "Voices of Experience" was shown twice daily on the campus closed-circuit cable television station. On the day of the event, television monitors in the student center showed alcohol education videos and computers with the interactive CD-ROM program Alcohol 101® were made publicly available. The Public Safety staff hosted a table with drug and alcohol information and encouraged students to try their skill at walking a straight line while wearing a pair of Fatal Vision goggles.

During the screening, individuals completed a survey form, which reviewed their personal drinking behaviors. They then met privately with a counselor to review and discuss the survey results. Each participant received a copy of "Safe Drinking Guidelines." Further, if appropriate, individuals were referred for additional services.

Over 150 students came to the screening event. Of those who met individually with a counselor, approximately 50 percent were members of Greek organizations. Many of these students reported engaging in high risk drinking behaviors, including some students who reported symptoms of alcohol dependence. The opportunity to speak individually with these students and raise their awareness about potential risks is viewed as a success. Further, the event represented a successful collaboration between various university departments and organizations and community merchants.

Normative Assessment Survey for First-Year Students

Fairfield University

Contact:

Fairfield University
Enrollment: 5,127
Private, Four-Year Institution
Nancy Maitland
Assistant to the Dean of Students

Objectives:

- To clearly identify what students' alcohol usage patterns are prior to their settling into college
- To adapt educational programs to meet the behaviors of students
- To educate parents, as well as others on campus, regarding the current frequency and quantity of alcohol use

Description:

Arriving first-year students complete a normative assessment questionnaire on their first day on campus. Questions on the multiple choice survey include a self-assessment of their attitudes about drinking, their perceptions of other students' unspoken attitudes about drinking, how frequently they drink, how many drinks they consume on average, and their perceptions of others' use of alcohol. Additional questions include if their parents discussed the issues of drug and alcohol use prior to their arrival on campus and if they believe their habits will change during the upcoming months. Results of completed questionnaires are tabulated that evening and provided to students during the Student Services Presentation

the following morning. These results are presented to correct the misperceptions that students hold of others' drinking patterns. The results are also discussed at parents weekend and are included in the newsletter to parents. The purpose is to make parents aware that many of these behaviors began before the students arrived on campus.

This data collection process provides a vehicle for gathering insights about incoming students' perspectives and alcohol use patterns. Results obtained demonstrate that many who receive the information, such as parents, are made aware of the challenges for the University in addressing the issues. The largest impact has been the discussion that has occurred among students regarding the results.

Targeted Audiences

“NOT HERE” Spring Weekend

Bryant College

Contact:

Bryant College
Enrollment: 3,270
Private, Four-Year Institution

Doris Helmich, Ed.D.
Assistant to the Vice President for
Student Affairs

Objectives:

- To encourage student leaders to unite and lead the campus in a commitment against alcohol-related deaths and tragedies during spring weekend activities
- To encourage peer educators and other student leaders to speak out and be recognized for making healthy decisions in creating a safer campus
- To gain support from campus administrators and faculty for peer education, alcohol abuse prevention, and other health services

Description:

The “NOT HERE” Spring Weekend is presented to students the week before the formal Spring Weekend events begin. It is designed to raise awareness about the dangers related to heavy drinking, which

often occur on Spring Weekend. “NOT HERE,” originated by BACCHUS/GAMMA, was adapted for the college specific program. The program takes place in a large open forum and includes a 20-minute script, written by students, that depicts an alcohol fatality, which could occur during Spring Weekend. The script uses familiar language and campus specific culture to create a feeling of familiarity with the audience. The author, who reads the script, is not visible by the audience.

Actors are chosen to portray the events occurring in the script. These popular community members and leaders of campus organizations use props, and silently portray what is occurring in the verbally presented story. Props include desks, funnels, shot glasses, oregano, a telephone, and a beach ball. After the program, a slide show with popular campus music provides information on specific effects of drug and alcohol use. This includes statistics on the number of alcohol-related deaths and accidents occurring nationally.

After the slide show, the Vice President for Student Affairs reads the “NOT HERE”

Proclamation. This proclamation is designed to unite the student body to prevent alcohol-related tragedies during Spring Weekend and throughout the year. Once the Proclamation is read, the students are invited to sign a wall displaying their support for the Proclamation. The wall also has stories of alcohol-related tragedies that occurred throughout the year on college campuses nationwide. This wall is located in a visible campus area and remains intact throughout the weekend.

Advertising for the event targets the entire student body. It includes the campus newspaper, radio station, flyers in classrooms and residence halls, notices in commuter student mailboxes, and sidewalk chalking in heavy traffic areas.

“NOT HERE” resulted in a Spring Weekend without any incidences of alcohol poisoning or deaths from the consumption of alcohol. Although additional interventions were in place for the weekend, the program enhanced awareness regarding the dangers of alcohol.

Off-Campus Party Approvals

Southern Connecticut State University

Contact:

Southern Connecticut State University

Enrollment: 11,551

Public, Four-Year Institution

David A. Pedersen

Vice President for Student and University Affairs

Objectives:

- To provide better advisement and control for student organizations' off-campus meetings, parties and other events
- To reduce the amount of alcohol consumption and behavioral problems in recognized student organizations
- To promote student organizations and activities

Description:

Historically, the University campus had problems with student organizations which had "drinking events" off campus. The related problems subsequently appeared back on the campus. In addition, freshmen were quickly drawn into undesirable behavior and alcohol consumption. While the campus had provided a range of educational and preventive measures, programs, and services on campus, it lacked the control of groups engaged in off-campus activities. Through collaboration with students, faculty and administrators,

the solution of supervising recognized organizations was identified.

The new system of advisement and control was prepared for student organizations. Every recognized student organization has a volunteer advisor who is a full time faculty or staff member. Every advisor must be appointed by the Dean of Student Affairs, and must sign an agreement to follow the guidelines for advisors and for student organizations. In addition, all activities by recognized groups must involve the submission of an event registration signed by the student officer and the advisor. Advisors attend all off-campus events and activities.

This form, including information about the event, time, place, date and function, is submitted to the Dean of Student Affairs. The event may not take place until the Dean has signed the form. Off-campus events are handled in the same manner except that contracts with restaurants and other agencies must be signed by the Dean or designee. Expenditures must always be requested in advance and require the same series of signatures. Requests for off-campus events where liquor is served require an additional form.

Orientation for student organization presidents and treasurers is a mandatory event. Training is also provided for advisors. When organizations which are funded by the University do not follow the University's guidelines, they risk losing recognition as a student organization. Lesser penalties include loss of fund raising privileges, probation, suspension, or loss of some portion of their funding. After implementation of this process, advisors found that their work was made easier by the new system and that their groups were more active than ever before. The level of off-campus activities and excursions such as educational, cultural, and recreational events has increased, while problems with group behavior have almost disappeared.

In the preparation of this new student organizational advisory system, meetings were held for organizational advisors and with officers of student organizations. Additional funding was created to provide greater support for student organizations. Through realignment of staff responsibilities, one staff member specializes in activities, programming, development programs, budgets and supervision of groups.

Targeted Audiences

Party Planning

Alfred University
Fairfield University

Contacts:

Alfred University
Enrollment: 2,435
Private, Four-Year Institution

Jennifer George
Coordinator, Alcohol and Other Drug
Education Program

Daryl Conte
Assistant Dean of Students
Fairfield University
Enrollment: 5,127
Private, Four-Year Institution

Nancy Maitland
Assistant to the Dean of Students

Objectives:

- To increase prevention education for students who are hosting parties on campus
- To increase the safety of parties while allowing for more responsibility to be taken by upper-class students
- To encourage thorough and responsible planning of events at which alcohol is served

Description:

Programs have been developed to help student organizations and informal groupings of students to host more responsible social events. The rationale for these programs was that it appeared that many parties taking place got out of control, as well as to improve the health and safety of students.

At Fairfield University, the Taking the Alcohol Policy Seriously (TAPS) program provides a formalized educational program for upper-class students who host parties in their condominium-style homes on campus. All townhouse residents must attend this hour-long session in order to be registered to host a party.

During the one-hour session, a townhouse manager, who is also a peer, covers the party hosting regulations, rules to be followed during and following the party, host liability related to underage drinking, tips on drinking safety, how to deal with an intoxicated person, assessment of one's drinking habits, how to help a friend, and resources for assistance. A brochure explains in greater detail what is expected from the hosts of the party. Students are informed that the townhouse manager on duty the night of their party will check periodically to make sure that they are complying with all the rules. Publicity regarding the TAPS program is accomplished through a letter outlining the program and its scheduled dates.

At Alfred University, a large number of underage students attended off-campus fraternity and sorority house parties, and then returned to campus residence halls intoxicated. The new social events policy requires that Greek organizations hosting events involving alcohol must complete a self-examination. A social request checklist must be completed to ensure that the group has seriously thought about and thoroughly planned the event while considering any liability issues that may occur from serving alcohol. The checklist addresses the number of expected guests, fire occupancy standards, and ways to ensure that no more than one drink is served per hour to a person of legal age. The organization representative and the Assistant Dean of Students calculate what percentage of students will be 21 and over at the event. For each of these individuals,

three to four alcoholic drinks per over age person is then allowed, thereby determining the amount of alcohol for the event.

In addition, a "Social Management Policy" has been developed to outline the terms that involve third party vendors, registration for functions, types of functions, bring your own beverage events, and the quantity that a person is allowed to bring. It also describes policy enforcement and sanctions, monitoring systems, and other policies. To gain further credibility, this document has been referenced in the constitution of the InterFraternity Council. Further, fraternity and sorority chapters who follow the Social Management Policy without disciplinary sanctions may house students who have not yet completed their four semesters on-campus living requirement through a "Greek release." Other incentives include cash awards at the end of the year for house renovations and programs.

The Fairfield University TAPS program demonstrates success with the sharp decline in the number, size, and severity of judicial cases involving townhouses. At Alfred University, since the new policies have been implemented, the number of police calls, as well as emergency transfers of students for alcohol overdose, have been nearly non-existent from fraternity and sorority houses. There is also a clear decrease in the number of students leaving a Greek function and returning to a residence hall in a disruptive and intoxicated manner.

Party Smart

George Mason University

Contact:

George Mason University
Enrollment: 24,180
Public, Four-Year Institution
Nancy Schulte, M.S.W.A.C.
Coordinator, Drug Education Services

Objectives:

- To provide leadership opportunities and experience for hosts of parties
- To promote greater ownership by fraternities and sororities to lower the risk of alcohol abuse
- To increase responsibility for proactive planning and party hosting

Description:

The Party Smart program has a fraternity or sorority host and plan a “mock college party” with students from different fraternities and sororities. During the staged party, a “raid” is conducted by an agent from the Virginia Alcoholic Beverage

Control Board. The agent discusses the procedures that the student hosts complied with and the procedures that the student hosts did not follow. The procedures which were not followed would put the chapter at risk and might potentially cause harm for their members.

This “mock college party” is followed by the University President discussing his responsibility to provide standards of learning which the campus community must respect. He also stresses the value of Greek leadership as a part of campus life. The President expresses his desire to promote positive aspects of what the Greeks can do for the University. He states that he does not want to be in the position of calling a parent due to the death of a student because of alcohol poisoning.

The campus coordinator and members of the student BACCHUS/GAMMA present tips

for hosting social events. In addition, they provide resources that student leaders can utilize for their membership. Members are then given an inventory to rate how effective their chapter is in dealing with alcohol abuse issues.

The program is valued by the Greek community as well as by the University administrators. The fact that the program is created by students for their peers enhances its receptivity and success. The campus climate regarding Greek life has improved greatly based on feedback from administrators, as well as from students living in fraternity and sorority housing. Individual student evaluations encourage the expansion of the program as well as suggest incorporating friendly competition into hosting the event.

Targeted Audiences

Peer-Based Alcohol Misperception Program

Bowling Green State University

Contact:

Bowling Green State University
Enrollment: 19,333
Public, Four-Year Institution

Terry L. Rentner, Ph.D.
Assistant Professor

Objectives:

- To provide an alternative to traditional mass audience dissemination of alcohol-related information
- To dispel misperceptions regarding alcohol use and behaviors among high-risk groups through the use of interpersonal communication techniques and social norms programming
- To utilize the peer-based alcohol misperception program to conduct further research and evaluation on drinking patterns and behaviors

Description:

The Peer-Based Alcohol Misperception Program is one component of a comprehensive program at the University. It is the first university-funded program by the state Department of Alcohol and Drug Addiction Services in which the University's health educator and a faculty member are leading the efforts of the comprehensive program. Further, its uniqueness is based on the incorporation of theory and research to guide the development of the program. Finally, the program uses audience segmentation, which allows for a more

appropriate and personalized program and evaluation to provide on-going feedback. The program incorporates small group survey and focus group research to uncover and dispel misperceptions among the high-risk peer groups of athletes, first-year students and members of Greek organizations.

The Peer-Based Alcohol Misperception Program is designed to provide some of the skills needed for students to deal with alcohol issues. The program involves both quantitative and qualitative research methods that can be used in a variety of settings. After high-risk groups have been identified, formative evaluation is conducted to gather information on attitudes, behaviors, and perceptions of each group. By using audience segmentation, researchers can gain a greater understanding of peer groups and the influences that are affecting their drinking patterns and behaviors. This one-page survey asks about members' own drinking patterns, those of their group members, and those of the campus as a whole.

After analyzing survey data about the patterns, perceptions, and behaviors of a particular peer group, a focus group discussion is held to discuss the peer group's survey results and to dispel the misperceptions held by that group. The faculty researcher leads the focus group discussion and the

health educator presents the policy and educational components. The expertise of both allows for more insightful interpretation of the impressionistic data obtained in focus group discussion. The data are used to lead discussions on the discrepancies between real and perceived drinking patterns and behaviors. Students also discuss the influences the campus environment has on their own attitudes and behaviors. Information gained from focus group discussions allows campus administrators, faculty and student organizations to develop programming and alcohol-free events for these high-risk groups as well as for the campus at large.

The results gathered through this research program and the Core Survey demonstrate reductions in alcohol use as the central focus in the social lives of students, reduction in the heavy drinking rate, reduction of students who experienced peer pressure to drink, and increases in disapproval of heavy drinking among peers. Overall, the gaps between the perceived norms and the true norms are being corrected.

One of the strengths of the program is that it is interdisciplinary, requiring the collaboration of a faculty researcher with expertise in social marketing and communications and the University health educator. This collaboration has allowed for tremendous institutional support.

Peer Mentors International House

San Francisco State University

Contact:

San Francisco State University
Enrollment: 27,701
Public, Four-Year Institution

Michael Ritter
Coordinator, Prevention Education
Programs

Objectives:

- To promote a safe and healthy environment for international students
- To implement peer mentors as role models
- To reduce incidents of illegal and unhealthy alcohol consumption

Description:

The campus' International House pairs international students with domestic students as roommates. A team of peer mentors assists students from other countries to safely adjust to life in the United

States. Issues include homesickness, culture shock, and perceived norms to drink alcohol and experiment with drugs. The peer mentors work with both the international students and the domestic roommate of these students to assist them in understanding these issues.

Many international students are away from home for the first time and come from countries where the culture and values vary greatly from those of urban America. Often these students suffer from homesickness and "culture shock." They are extremely vulnerable to people who may take advantage of them, as well as to peer influence. Specifically, international students often perceive that a certain behavior such as the heavy use of alcohol is the norm for American students. The

campus has also experienced problems with students from other countries where the drinking age is significantly lower than that found in the United States. International students need to understand the differences in the law and related safety issues found in American cities that they may not have encountered in their home countries.

The peer mentors act as mentors, role models, and counselors. They also have access to resources and referral information. Students who serve as peer mentors have been trained in the already established Peer Education Training Class. The Office of International Students, Residence Life, and Prevention Education Programs provide additional training.

Targeted Audiences

Points System

Fairfield University

Contact:

Fairfield University
Enrollment: 5,127
Private, Four-Year Institution
Nancy Maitland
Assistant to the Dean of Students

Objectives:

- To make the policy and sanctions visible and understandable for students
- To educate other constituencies about the use of alcohol and drugs by students

Description:

The University's Alcohol Policy for Undergraduate Students has been translated into a Points System. For each violation of an alcohol policy, a student receives a certain number of points. The accumulation of points equals certain sanctions, requirements, and potential losses.

An example of the Points System is that a first time offense for possession or use of alcohol by underage students includes two points and a \$50 fine, a letter sent home to the parents, and an alcohol evaluation. The student can eliminate or reduce their points by attending an alcohol education class. If the student has reduced his/her points, the sanctions for violation of the same policy a second time would be a letter home, and an alcohol evaluation. If the student has chosen not to reduce the points and is found in violation of the same policy again, the sanctions increase to disciplinary probation, a letter home to the parents, 10 hours of service, an alcohol referral, and a \$75 fine.

The Points System has been illustrated on posters and is included in the student handbook along with the written policy.

Posters are placed in every residence room on campus, including the town houses. During the summer orientation, each parent receives a poster, which is explained by the Dean of Students.

While the policy itself has not changed drastically from the previous year, the students reacted and familiarized themselves with the policies as if they were brand new and to be taken seriously. Since students had reported that they were unfamiliar with the policies and the recommended sanctions, this approach corrected the problem and made the policy and sanctions very visible and understandable. This was consistent with the administration's view that it no longer wanted the perception that the policy was hard to find within the Community Standards Handbook.

Project 0-1-3

University of Michigan – Flint

Contact:

University of Michigan – Flint
Enrollment: 6,524
Public, Four-Year Institution

Mary Jo Sekelsky, Ed.D.
Assistant Vice Chancellor for Student
Services and Enrollment Management

Objectives:

- To help students make a successful social transition from high school to college
- To begin the process of environmental change
- To reinforce the idea that underage drinking is not only illegal but also harmful
- To provide incoming freshmen with opportunities to develop alcohol-free social networks

Description:

The emphasis of Project 0-1-3 is zero consumption of alcohol for those who are under age 21, pregnant, or on medication; one drink per hour for those age 21 and

older; and no more than three drinks consumed by anyone in one sitting. This project was developed to provide incoming freshmen with opportunities to develop alcohol-free social networks.

Recruitment of program participants is incorporated into the freshmen orientation program. Staff presents the program during an alcohol awareness workshop and distributes sign-up sheets to interested students. Those who express interest receive a follow-up phone call along with information about upcoming Project 0-1-3 events. Project 0-1-3 mentors also recruit students by calling those who attended freshmen orientation but did not formally indicate an interest. Letters are also sent to incoming freshmen and to parents of these individuals introducing the program and inviting their participation and support. Project 0-1-3 pairs incoming freshmen with upper division student mentors

during fall semester. The mentors are a social resource for freshmen and serve to enhance the new students' adjustment to the collegiate environment. The mentor makes contact with the student within 2 weeks after an initial phone call.

Educational and social programs are offered for participants and their parents. The program focuses on problems associated with heavy drinking, as well as Alcohol-101®, an interactive CD-ROM designed to help students maintain safety and control in situations involving alcohol.

Overall, incoming freshmen and their parents view the project positively. They were particularly pleased with the opportunity to raise the issue of heavy drinking in an environment that encourages frank and open discussion.

Targeted Audiences

Right Spirit

United States Naval Academy

Contact:

United States Naval Academy
Enrollment: 4,056
Public, Four-Year Institution

LTJG Jay Tolley
Alcohol and Drug Education Officer

Objectives:

- To eliminate some of the risks that alcohol can create
- To promote awareness of dangers associated with alcohol
- To provide alternatives to alcohol
- To provide Midshipmen with effective tools and training

Description:

The United States Naval Academy provides a host of programs aimed at encouraging responsible use of alcohol and discouraging disruptive or abusive consumption of alcohol. The Academy also assist those in trouble with the use of alcohol. The primary approach is to address alcohol-related concerns from different angles in order to improve the likelihood of success.

The newest and most dynamic effort is "The Right Spirit Campaign," an extra-curricular activity targeted at promoting responsible drinking. For example, during the fall football season, "The Right Spirit" alcohol-free tailgate party is staged to dispel the notion that alcohol is a mandatory

ingredient to having fun. Also, "The Right Spirit" hosts an alcohol awareness week during which initiatives such as a no-drinking pledge, a mock arrest, a drunk-driving simulator, a guest speaker, and other awareness-building approaches are used to encourage responsible decisions about alcohol. The diverse and continuing effort is considered an effective deterrent to alcohol-related problems.

The Naval Academy also integrates a four-year alcohol training plan into its curriculum. Midshipmen receive training that is deemed most relevant at the given stage of their development, matching an age range from 17-24 years old. Over their four years at the Naval Academy, the Midshipmen are taught personal accountability, the importance of setting a proper example, and the responsibilities that being a leader encompasses. They also live under a set of clear regulations that address alcohol in direct terms. For example, drinking in the residence facility where all midshipmen live is considered a dismissal offense. The rules are made clear to Midshipmen, and they are held accountable.

Another effective means used by the Naval Academy to control the damage drinking can cause is the Midshipmen Chain of

Command. A total of 37 Midshipmen serve as Alcohol and Drug Education Officers (ADEOs). This allows individual Midshipmen quick access to information pertaining to alcohol use on topics such as personal health, assistance for a friend, and education. Finally, the Naval Academy keeps these programs on track by designating one full-time officer as an ADEO. This person's sole responsibility is the oversight of the range of programs to keep the ideas fresh and to provide the necessary professional assistance to keep the programs running. The ADEO also chairs an Alcohol Working Group that is led by the Commandant of Midshipmen.

A variety of public awareness approaches are used to publicize the program. These include the campus newspaper, e-mail, Web site, posters in the living spaces, flyers on dining hall tables, daily announcements, and motivational talks from various sports team captains.

The evidence seen regarding the success of the program is a heightened general awareness by Midshipmen. Individual "Right Spirit" events are well received by Midshipmen and officers.

RU SURE? Bingo

Rutgers University

Contacts:

Rutgers University
Enrollment: 35,308
Public, Four-Year Institution

Linda Lederman, Ph.D.
Director, Communication & Health Issues
Partnership for Education and Research

Lea P. Stewart, Ph.D.
Director, Communication & Health Issues
Partnership for Education and Research

Objectives:

- To decrease first-year student misperceptions about dangerous drinking
- To create a dialog among students about the realities of college drinking

Description:

RU SURE? Bingo is an interactive game targeted to first-year students living in the campus residence halls. The game is implemented by peer educators and/or advanced students. While the program is designed to reach first-year students, it also can be easily adapted to other populations.

The game consists of a board comprised of 25 squares (5 x 5) and game directions. In each of the squares is a question pertaining to common experiences of first-year students.

Examples of game questions include “Does your phone bill exceed \$100?” or “Have you found yourself enjoying the food in the dining hall?” Imbedded in the more humorous questions are questions about drinking such as “Did you know that one out of five students at Rutgers do not drink when they go out?” and “Did you know that two-thirds of Rutgers students drink three or fewer drinks when they go out?”

The participants interact to find others who can answer “yes” to the questions in the box. When they find someone who can, that person is to sign their name in the box. The first person to obtain a signature in every box shouts “RU SURE? Yes, three or fewer” and is declared the winner of the game.

Prizes are given out for the winner and runner up of each game. Prizes include t-shirts, pre-paid university debit cards, and pens, all with alcohol-related messages printed on them. Following the game, student facilitators begin a dialog with the participants about the realities of college drinking.

This approach was chosen because it relies on peer interactions around discussions of college alcohol use. Students were integrally involved in designing the activity. Based on results of the pilot testing, it was clear that students preferred to discuss these issues with their peers and wanted an opportunity to interact socially.

Upon completion of the bingo game, each participant is asked to complete a feedback form. This form includes specific questions about their experience playing the game as well as their knowledge of the realities of college drinking. Results from the feedback form indicate that 80 percent of the participants are able to accurately report the percentage of students on campus who report three or fewer drinks. Further, 81 percent of the participants are able to accurately report the percentage of students who do not drink alcohol at all. The majority of students understand that the primary message of the game is to encourage students not to drink dangerously.

Targeted Audiences

Services for Students in Recovery

New York University

Contacts:

New York University
Enrollment: 37,132
Private, Four-Year Institution

Jane Bowman
Manager

Aurora Leute Matzkin, M.A.
Coordinator

Objectives:

- To promote an environment that is supportive of students in recovery
- To provide greater understanding of recovery needs throughout the University community
- To provide greater institutional support to contribute to continued positive health behavior change

Description:

In 1998, the University's Office of Drug and Alcohol Education initiated a program to assess and address the needs of students in recovery who face the difficult challenge of balancing school and recovery. Two areas of unmet need immediately emerged: substance free housing and peer support. Due to the misperceptions about recovery by students and the residence life staff, the Office of Drug and Alcohol Education, in cooperation with the Office of Residential Life, provided special training about recovery

for the resident assistants and building hall managers who are responsible for Substance and Alcohol-Free Environment (SAFE) housing.

The Office of Drug and Alcohol Education began to address the need for peer support through the Students In Recovery Network. Although many students in recovery participate in 12-step programs in the surrounding community, it is often difficult for students to identify other University students in recovery. This network provides peer support and information about on- and off-campus resources. Members of the network participate in periodic programming and utilize an e-mail listserv for sharing information. Both traditional and returning students are involved with the network, including those who began their recovery at the University, as well as those who came to the University already in recovery.

The Office of Drug and Alcohol Education developed a specific pamphlet and Web page for students in recovery. Distributed widely on campus, the pamphlet addresses the challenge of balancing school and other responsibilities with recovery. The pamphlet includes information about:

on-campus resources, such as the Office of Drug and Alcohol Education, the University Counseling Service, Academic Advising, and SAFE Floors; contact information for local off-campus recovery programs; and information about nutrition, exercise, and spiritual resources on campus. The recovery Web page contains information on recovery issues and is linked to the Office of Drug and Alcohol Education Web site. This Web site includes much of the same information that is included in the brochure, as well as direct links to other helpful sites.

The program has minimal costs, including a commitment of staff time, and nominal fees for training and printing supplies. Low cost methods of publicity are used for the project.

Students who participate in the network report that it is helpful to connect with other students in recovery. In addition, living on the SAFE floors report that it is a supportive environment and that the residential life staff is more understanding of recovery than in the past. Feedback from students in recovery at other institutions report that they wish their institution offered support services for them.

Shrinkrap

Portland State University

Contacts:

Portland State University
Enrollment: 16,041
Public, Four-Year Institution

Susan Platt Captein
Coordinator, Alcohol & Drug Awareness
Program

Tim Hagge
Outreach Coordinator

Objectives:

- To provide an opportunity for students to assess personal drinking behaviors
- To reduce alcohol consumption and related alcohol problems
- To reach targeted audiences with information designed to move individuals toward behavioral change
- To help students to become aware of indicators of problems and resources to help those needing assistance

Description:

In an effort to raise visibility and provide information to students who are not necessarily seeking assistance, a multi-media outreach program called “Shrinkrap” was developed and implemented by two social workers employed at the University’s Counseling and Psychological Services (CAPS). The goal was to be funny and entertaining while contributing to students’ knowledge and acceptance of themselves and others.

The radio show airs at 6:00 p.m. during “drive time” to engage the commuter students. Topics include a wide range of mental health issues including alcohol abuse, impaired professionals, the party stereotype within the Greek system, addiction and recovery, and other health topics. The format developed includes guest authors promoting new books, visiting celebrities and artists, local doctors with specialized expertise, representatives from students groups, faculty members, and student affairs professionals.

Based on the success of this radio show, the two hosts were approached by the student newspaper to write a regular bi-weekly column, the first regular feature ever offered to faculty members. The “Shrinkrap” column originally appeared as a regular feature in the college housing newspaper. Written in a “Dear Abby” format, the column addresses timely issues of concerns to students and strives to normalize issues common to the student population in college housing, and to identify indicators that suggest that someone should seek more help. Further, the column helps to identify resources as well as entertain the reader.

An important benefit from “Shrinkrap” is the heightened visibility and involvement with the community beyond the campus. The radio program has developed a loyal listening audience, which is evidenced by the listener call-ins and listener mail during pledge drives.

Targeted Audiences

Six-Pack Project

Radford University

Contact:

Radford University
Enrollment: 8,579
Public, Four-Year Institution
Patrick Critzer, M.A.
Assistant Director of Residential Life

Objectives:

- To educate students about the campus alcohol policy in a non-threatening way
- To provide parents with information about the student alcohol policy

Description:

The Six-Pack Project was identified as a passive way to educate students and their parents about the university's alcohol policy. This approach emerged as a way of letting students know about the alcohol policy so that they were better informed about its content and scope. This approach was also identified to gather the support of parents regarding this policy.

With a focus on residential students, especially first-year students, a six-pack of Coca-Cola is placed in each residence hall room prior to students' arrival on campus in the fall. A flyer is placed with each six-pack

that gives basic information about the university's alcohol policy. This flyer states, "If you are under 21 years old, a six-pack of soda is the ONLY six-pack you are allowed to have on campus." The flyer follows with four statements. First, the flyer states "This six-pack keeps you out of trouble - another kind is trouble." The flyer indicates that the university policy on drugs and alcohol are described in the student handbook and students who violate these policies are subject to judicial action and may be prosecuted under state criminal statutes. Second, the flyer states, "This six-pack is FREE - another kind will cost you \$100." The elaboration is that policies require that a student in violation of the alcohol policy attend educational seminars and will be assessed \$100 per seminar to cover the cost of educational materials and staffing.

The third statement is "You don't care if your parents know you are drinking this six-pack." This is explained by stating that the University plans to notify parents or guardians of dependent freshmen students under the age of 21 who are placed on 20 or more weeks of disciplinary probation as

a result of an alcohol violation. Finally, the flyer states, "This six-pack is safe for you - another kind can be unhealthy." The availability of a 24-hour on-campus emergency response team is highlighted, accessible by dialing 911 or calling campus police, and should be used if it is suspected that an individual's health is at risk due to alcohol poisoning or other factors.

The project cost is approximately \$1,500, or 50 cents per student. The sodas are purchased at the university's contract rate with the local distributor contributing approximately 20 percent of the project through product donations. The Office of Residential Life handles the implementation of the project with minimal time needed to distribute the sodas and related information.

The project's success is derived primarily through conversations with students and parents. Most parents are supportive of the policy, and students have demonstrated a strong understanding of the consequences of an alcohol policy violation.

Small Group Norms – Challenging Intervention

Washington State University

Contacts:

Washington State University
Enrollment: 20,799
Public, Four-Year Institution

John A. Miller, M.S., M.Ed.
Co-Administrator, HWS-Wellness Programs

Jeanne M. Far, Ph.D.
Co-Director, Project Culture Change

Objectives:

- To correct misperceptions of student alcohol use norms among students in fraternities, sororities, and other membership or reference groups
- To reduce alcohol abuse and related problems among students in fraternities, sororities, and other membership or reference groups

Description:

Small Group Norms-Challenging Intervention (SGM) was designed specifically to influence students belonging to groups traditionally considered to be at high risk for alcohol abuse and related problems. To date, the SGM has targeted students in classrooms, student athletes, and students living in fraternities, sororities and residence halls. Campus-wide strategies, such as social norms marketing, have not been particularly effective in reducing alcohol consumption in these groups. The program's designers initially believed that

the SGM's focused approach would make the norms correction message more credible, and, in turn, more influential, with the student groups receiving the intervention. Consequently, they implemented and tested a five-step small group norms-challenging intervention using campus-wide and group specific alcohol use norms data.

First, surveys were mailed to a random sample of the general campus population to gather data about students' alcohol use attitudes and behaviors and their perceptions of their peers' attitudes and behaviors. Information about pro-social, protective behaviors is also gathered. As the second part of the process, target groups are surveyed approximately 2 weeks prior to receiving the intervention to collect group-specific alcohol use attitude and behavior data. During the third step, intervention delivery, the campus-wide and group-specific norms data are presented to the target group in a lively, interactive format that takes approximately 45 minutes. The intervention is facilitated by a respected student leader, peer educator or peer mentor who has received specific training.

Follow-up surveys, the fourth aspect of the process, are conducted approximately 3 weeks and 15 weeks following each presentation to determine the degree to which the intervention has corrected students' misperceptions of the alcohol use norms of their peers and decreased alcohol consumption. In the fifth stage, focus groups are conducted with randomly selected students from each group that has received the intervention; the feedback assists in fine-tuning the survey instrument and the intervention process.

The Small Group Norms-Challenging Intervention has been shown to influence behavior change among students in classrooms, student athletes, and students living in fraternities and sororities. In all cases, prevention researchers have demonstrated significant decreases in drinking quantity (reductions of as much as one to two drinks per time) and increases in the accuracy of students' perceptions (as much as 60 percent) of the alcohol use norms of their peers. The SGM intervention is the foundation of a curriculum infusion project currently being considered for campus-wide implementation.

Targeted Audiences

Sobering Stories

Joliet Junior College

Contact:

Joliet Junior College
Enrollment: 10,858
Public, Two-Year Institution

Pamela A. Dilday
Coordinator of Student Activities
and Holistic Wellness

Objectives:

- To promote responsible choices by emphasizing the impact of choices on others' lives
- To point out the facts, statistics, and true stories about alcohol's effects

Description:

The "Sobering Stories" display was established to visually illustrate the impact of alcohol-related crashes. With the assistance of state agencies, requests were sent out statewide to victims requesting testimonials and describing how they would be used. Once received, the testimonials were typed, laminated, and placed on the

"Sobering Stories" display. The concept was then adopted by the office of the state's Secretary of State and sent to other colleges and universities statewide to use during their alcohol awareness activities.

"Sobering Stories" is one component of the College's Alcohol Awareness Month. Photographs of people who lost their lives in alcohol-related automobile crashes had a profound impact.

Since the college is a commuter institution serving a wide range of ages, it was important to plan a program that addressed this diversity. Further, the selection of high traffic areas on campus is done so that individuals could stop by on the way to classes. Other activities, in addition to the "Sobering Stories" display, occur during the lunch hour. Refreshments are offered to attract students.

In conjunction with the "Sobering Stories" display, a Victim Impact Panel is offered. Survivors tell of the circumstances that led to the death of individuals from alcohol-related crashes. A demonstration of the Fatal Vision Goggles is also given to simulate intoxication at 0.10 to 0.15 Blood Alcohol Concentration. Field sobriety tests show how alcohol affects motor skills. The Creative Alcohol Reduction Education (C.A.R.E.) Carnival provides games which center on alcohol-related topics, such as bozo buckets, and alcohol jeopardy. Questions using statistics, effects, facts, and more were asked, with prizes being given to game winners.

Reactions by members of the campus community to the "Sobering Stories" display are positive. In addition, other campuses using the display indicate to the state's Secretary of State that they, too, have favorable comments regarding its use.

Stinger's Coffee and Such

Lynchburg College

Contacts:

Lynchburg College
Enrollment: 2,025
Private, Four-Year Institution

Brian Dietz, M.A.
Coordinator of Education and Prevention Programs

Hayward B. Guenard, M.Ed.
Associate Dean of Students

Objectives:

- To promote alcohol-free activities for students
- To help alter the campus culture and climate
- To promote an opportunity for on-going growth for students

Description:

Stinger's Coffee and Such was designed to meet the requests of undergraduates at the college. For several years, students asked for a place "where they can hang out" to socialize and enjoy each other's company late at night. They wanted an atmosphere which felt less institutional and more cozy. The aim of Stinger's is to

fulfill the desire of students to socialize in an alcohol-free atmosphere, which is open late at night during the weekends.

This coffeehouse uses space that was previously under-utilized. It is located in the basement of a college-owned house, which contains administrative offices. Since the location needed improvements before it could serve as a coffeehouse, the planning committee, comprised largely of students, helped design the decor of the coffee-house, find tables and chairs, and paint the walls. During weekend nights (Thursday, Friday, Saturday, and Sunday), Stinger's is open from 9 p.m. until 1 a.m. Flavored coffees and hot cocoa are available, as well as simple snack foods.

One of the ways the college gauges the effectiveness of campus programs is to determine the cost per student for a given program. This is done by dividing the total cost of the program by the total number of students who attend. During the pilot period for the coffeehouse, the cost per

student was calculated to be less than four dollars, which is minimal compared to the great benefits the campus has gained from the project. As time has gone on, the cost per student has been reduced because up-front costs have already been paid.

The coffeehouse is a tremendous success. Planners initially felt that 20 students per night would make it successful; currently, attendance averages over 100 each night. Contributing to its success is the active involvement of students in the planning and implementation of the coffeehouse. Some of the marketing strategies included the "Name the Coffeehouse Contest," which was used to publicize the coffee-house. Many resident assistants use the coffeehouse for programs, and other clubs and organizations hold meetings in the coffeehouse, thereby increasing its visibility. Further, Stinger's hosts some open houses for faculty and staff as a way to promote the location, and to thank those who helped donate time, ideas, games and more.

Targeted Audiences

Student Athletes Taking Active Responsible Roles

University of Arizona

Contact:

University of Arizona
Enrollment: 34,326
Public, Four-Year Institution

Becky Bell
Director, C.A.T.S. Personal Development

Objectives:

- To reduce heavy drinking by student athletes
- To promote a more active and responsible role in behavioral issues by athletes
- To promote change through leadership from the inside-out
- To enhance confidence and self-esteem thereby promoting responsible choices

Description:

The S.T.A.R.R. (Student-Athletes Taking Active Responsible Roles) Program takes a comprehensive approach in addressing alcohol and other behavioral issues. Implementing social norming, peer education, curriculum-based efforts (including orientation), and a leadership model used

by the National Collegiate Athletic Association, the S.T.A.R.R. Program uses the student athlete population to effect change from the inside-out.

The premise of the approach is that student athletes will actively seek opportunities to model responsible, low-risk behaviors and advocate these choices to teammates and fellow student athletes. Being a role model means that an individual makes responsible choices about the use or non-use of alcohol. Another founding principle for this program is that student athletes seek opportunities to maintain a safe environment and take an active role in "spotting" each other. Finally, a key principle is that administrators and coaches will recognize and actively support student athletes that model this behavior. By making courageous decisions that sometimes require strength of character, student athletes will be modeling the responsible behavior that is being advocated.

The S.T.A.R.R. committee is comprised of members of the Student-Athlete Advisory Board (SAAB) and the Peer Athletic Leaders (PAL) groups. In addition, individuals from Greek Life, Residence Life, and Health Education are involved. Marketing strategies include posters, public service announcements, orientation presentations, curriculum infusion, Web site links, t-shirts, program ads, visibility in the student-athlete newsletter CAT CHAT, and other media opportunities.

This approach was identified because of the success of the social norming campaign at the university. The application of this to the student-athlete population was a logical next step to addressing the problems associated with heavy drinking on the campus. Through education of student athletes, there has been increased awareness and a promotion of more active and responsible roles.

Student Success Program

Mercy College of Northwest Ohio

Contact:

Mercy College of Northwest Ohio
Enrollment: 209
Private, Two-Year Institution

James L. Harter
Dean of Student Affairs

Objectives:

- To promote personal wellness concepts and healthy lifestyle choices among students
- To reduce the misuse and abuse of alcohol among students
- To stress the importance of being an optimal performer

Description:

The Student Success Program was developed around the philosophy of personal wellness. The college firmly believes that a person who is healthy (mentally, physically, and spiritually) will be more apt to make appropriate lifestyle decisions. This multi-faceted program was developed to promote healthy lifestyle choices, especially in the area of alcohol use. The core of this program is a clearly written and articulated policy on alcohol and drug abuse and prevention. A series of initiatives resulted.

The primary initiative was the Student Success Center formed in 1998. The idea for forming the Student Success Center came from a needs assessment survey distributed by the Student Senate. Students were asking for assistance with a variety of unmet needs and issues. Developed around the concept of personal wellness, the mission of the Center is to provide the services necessary for students to be successful with their college and life endeavors. A range of services provides opportunities for academic, social, personal and spiritual growth. The center provides a place to go to find information, discuss ideas, do planning, and get support.

In addition, the Center provides a monthly speaker series, which features a variety of wellness programs for students, faculty, and staff. Local community resources are utilized for this brown bag lunch series. A variety of educational, cultural, and social alcohol-free programs are offered as part of the Student Success initiatives. Planned social activities such as the annual Halloween Party, spring fling, and a barbecue with games, show students and

others that alcohol is not an essential part of social events. Another initiative of Student Success is providing services for students who have personal needs or issues regarding the misuse or abuse of alcohol. Counseling referrals are made to local agencies, and students are also provided with free counseling through the Employee Assistance Program. Finally, the college offers a two-semester credit class on student success strategies. This class is mandatory for all first-time college students and students whose placement test scores indicate a need for remediation. Groups of students are assigned various health-related topics to research and present in a panel discussion format.

Participation of students in the Student Success Program has been outstanding. Student participation at various educational, cultural, and social programs has been high, and hundreds of students have used services provided through the Student Success Center.

Targeted Audiences

Substance Abuse Prevention, Education, and Enforcement

University of Central Florida

Contact:

University of Central Florida
Enrollment: 31,472
Public, Four-Year Institution

Sergeant Gerald Emert
Program Manager
University Police Department

Objectives:

- To give every student the tools they need to reach their educational and life goals
- To blend education and enforcement in addressing potential drug and alcohol abuse problems

Description:

Based on recent increases in DUI (Driving Under the Influence) and other alcohol-related problems, the campus police department believed that the traditional prevention messages were not working. Thus, the Substance Abuse Prevention,

Education, and Enforcement Unit (SAPEE) was formed. SAPEE is a coalition between the University's police, health resources center, and judicial affairs office, the local sheriff's office, and several area merchants. It also includes eight substance abuse treatment providers in the region.

The goal of this unit is to reduce recidivism by at least 20 percent over the first 4 years. The objective of the police department is to identify students in need of educational intervention. This is done by combining two proven strategies: education, including community service, and enforcement. The enforcement efforts identify students with a potential substance abuse problem and then refer them to judicial affairs.

The University judicial officer refers individuals to a mandatory SAPEE educational

program. The educational curriculum includes up to 48 hours of classroom participation, coupled with 100 hours of community service. Aside from these strategies, SAPEE holds educational meetings with the University community, including Greek organizations, residence hall students, and students in off-campus apartment complexes. Students are assigned to community service by SAPEE. The community service groups are agencies in the substance abuse field.

During the period of SAPEE existence, approximately 200 students have been involved and only three repeat offenders have been identified.

Tailgatin' with the Tigers

Clemson University

Contact:

Clemson University
Enrollment: 16,982
Public, Four-Year Institution

Parvin Lewis
Director of Health Education

Objectives:

- To reduce the amount of underage drinking
- To offer social alternatives before, and during, home football games

Description:

This project evolves from the large tradition of tailgating events that served alcohol prior to, and during, home football games. Freshmen often attend these tailgating parties where they may be encouraged to drink. This program is sponsored by the Parent's Council, the State Department of Drug and Alcohol Prevention, and the Campus Health

Education Department and is designed to provide an alternative to this social activity.

"Tailgatin' with the Tigers" offers free live music and a low-cost meal. The purpose is to encourage freshman residents to attend this alcohol-free social gathering instead of tailgating with those who might drink alcoholic beverages. At each of the home football games, a band and food from a local pizza store is made available; the pizza is sold for 25 cents a slice.

To plan the event, a coalition was formed to oversee the preparation, implementation and progress of the project. This coalition included students, staff, faculty, law enforcement, and a representative from County Commission Drug/Alcohol Prevention Service. Peer educators had a large part in helping promote and manage the event.

Advertising for the alcohol-free event was done by placing weekly ads in the student newspaper; in addition, posters and flyers were placed around campus, with particular attention to the freshmen residence halls. Weekly ads were also placed on the campus cable network.

The location for the tailgating party is close to the freshmen residence halls, thereby encouraging their active participation in this social gathering before and during the home football games. With each event, the number of attendees increased immensely. While the initial event required 300 flyers and large-scale advertising, by the third event flyers were no longer necessary as regular attendees were appearing, and people knew where it was and expected it.

Targeted Audiences

WVUp All Night

West Virginia University

Contact:

West Virginia University
Enrollment: 22,315
Public, Four-Year Institution

Mary L. Collins
Special Assistant to the Vice President

Objectives:

- To offer weekend entertainment as an attractive alternative to nightclubs and house parties
- To provide a place to gather with other students and build a sense of community
- To model responsible consumption of alcohol
- To offer an alternative to activities and events which encourage alcohol abuse

Description:

In response to concerns about alcohol abuse on campus, the University has created a weekend program called "WVUp All Night" which provides an attractive alternative to bars and nightclubs for students. The program, which attracted thousands of students during the past academic year, provides free food, soft drinks and entertainment in the student union on Thursday, Friday, and Saturday nights. Up All Night also includes a midnight breakfast bar on Friday and Saturday nights until 2 a.m. In addition, study rooms with snacks, lectures and presentations, dances, concerts, bowling, comedy clubs, late night movies and interactive entertainment are provided.

Although Up All Night is predominantly alcohol free, limited sale of beer for students of legal age occurs on site. Professors and educational speakers are included in the programming, especially on Thursday evenings. Student-to-student education occurs through forums, game show formats, and panel discussions. To enhance the accessibility of the student union, the University's van service and busses provide free transportation to and from residence halls and student apartments.

Up All Night offers an attractive on-campus weekend alternative for students; Up All Night keeps students on campus and gives them something to do. Initially, this was set up after hearing from students and parents that they would like to have more recreational options on weekends beyond going home or frequenting bars, nightclubs, or house parties. Although the focus is on the traditional-age college student, the program attracts undergraduate and graduate students, on-campus and off-campus students, and males and females. The implementation include the rescheduling and restructuring of resources through zero-based budgeting. Duplicate and inefficient programs are eliminated and new student-centered priorities help promote offering what students want. In addition, corporate sponsors have promised approximately \$50,000 in donations.

This initiative has created a "cool" recreational place where students can belong, where they can easily meet new people, and where alcohol is not the drawing card. The results gathered during this initiative show definite signs of the project's success. Students are reported to be leaving the bars earlier or not going there at all. They are going home quietly to the residence halls, thanks to the midnight breakfast bar and other programming. While Up All Night has not been advertised as an alternative to drinking, student surveys often mention that they appreciate an entertainment option other than bars and nightclubs. Statistics gathered by the University also show a reduction in alcohol-related arrests, injuries and other related problems. For example, student union beer sales have dropped 20 percent, DUIs are down 14 percent, and overall incidents on campus during the first two weeks of the academic year were down 37 percent.

The program planners believe that several aspects are essential to the success of this initiative. First, the availability of a range of activities is helpful. Second, free food is a major positive factor. Third, the program's success continues to grow because the University's staff listens to what students want. Fourth, the school took existing programs and moved them into the weekend time slot.

TECHNOLOGY

Technology is used to promote a higher level of interaction and involvement with students than is found otherwise. Often these approaches can result in self-directed learning efforts as well as private, confidential learning processes. Students are able to engage in learning and reflection activities in accordance with their own schedules and interests.

A range of technological approaches are found with different types of programs. These range from an interactive CD-ROM program, Web sites, Fatal Vision goggles, a slide show with music, and videotapes. While not incorporating the full scope of technology available to colleges and universities, technology-based approaches use a wide variety of the elements of a comprehensive campus-based effort.

Orientation activities which include both students and parents, judicial sanctions, general educational approaches, and programming initiatives illustrate technology approaches. The ability to customize content to fit a specific campus is seen as a helpful feature, as is the

ability for individuals to learn while maintaining some anonymity. This is found with requests for information or assistance using e-mail, particularly with the use of alias names. Parents, in particular, find the technological approaches helpful and demonstrate their appreciation of the breadth of information made available to students and themselves about campus policies, services, information and related resources.

The leadership role often expected of colleges and universities is evidenced within the technological approaches, as some communities and local schools increase their use of this type of resource assistance with their own local efforts. While evaluation for this series of approaches is limited, the overall reaction by students and administrators is that this is an emerging area for development and implementation; based on the limitations currently found in number, range and diversity of approaches using technology, many opportunities for growth now exist.

Alcohol 101® CD-ROM

Central Missouri State University
Seton Hill College
Virginia Wesleyan College

Contacts:

Central Missouri State University
Enrollment: 10,894
Public, Four-Year Institution

Jesus R. Castro
Assistant Vice President for Student Affairs

Seton Hill College
Enrollment: 830
Private, Four-Year Institution

Dr. Robin E. Illsley
Director of Residence Life

Virginia Wesleyan College
Enrollment: 1,409
Private, Four-Year Institution

Bill Brown, M.S.W.
Director, Student Counseling Services

Objectives:

- To provide information on the dangers of alcohol abuse
- To encourage students to understand the importance of responsible decisions about alcohol use
- To engage students in a constructive learning process

Description:

The Alcohol 101® CD-ROM is an interactive computerized alcohol education program prepared by the University of Illinois at Urbana-Champaign in collaboration with The Century Council. It includes a range of information, vignettes, facts, and interactive activities for its users. The program focuses on making responsible decisions about alcohol. Vignettes on alcohol situations, including alcohol overdose,

date rape, drunk driving and other situations, are presented. Students can enter information about themselves, including weight and height, and go to a virtual bar and see what happens to them and their friends during an evening of alcohol consumption. Students are then presented with a range of vignettes about drinking and asked to make decisions.

At Central Missouri State University, the Alcohol® 101 CD ROM is used with a range of targeted students. Greek students were initially targeted followed by first year students living in the residence halls, students involved in athletics, and new members joining Greek organizations. Over 1,300 students have attended the presentations that include volunteers from the student affairs office as discussion facilitators.

At Virginia Wesleyan College, the Alcohol 101® CD ROM program is used with students who are referred to the Student Counseling Services through the arbitration process because of alcohol-related infractions. These students are mandated to complete the Alcohol 101® interactive program, which is presented in a group format in a specially equipped classroom or individually loaded onto the student's personal computer. On completion of the program, follow-up counseling with staff is available for motivated students.

The college staff began using Alcohol 101® because many students were not motivated to engage in counseling following their arbitration process for drinking behavior. The staff believes that engagement through an interactive format will result in a greater number of students making use of counseling after they have completed the mandated portion. Plans are to have the Alcohol 101® CD-ROM program available for use in academic classes as well as to athletic groups, Greek organizations, and other "at-risk" populations. The overall aim is to increase the number of students having access to the information necessary to make responsible decisions about alcohol.

Seton Hill College uses the program for both educational purposes for residence life staff and as a part of the disciplinary sanction for student offenders.

Reactions to the Alcohol 101® CD-ROM are positive. Some concerns are cited when it is a mandated sanction in a disciplinary case, but overall discussions concerning the Alcohol 101® CD-ROM demonstrate that it is viewed as a positive approach with beneficial results. Students like the fact that the program is not lecture-based but rather is interactive.

Fatal Vision Goggles

Mount Wachusett
Community College

Contact:

Mount Wachusett Community
College

Enrollment: 3,413

Public, Two-Year Institution

Ann McDonald

Associate Dean of Students & Enrollment
Services

Objectives:

- To influence the decision-making process regarding alcohol and driving
- To understand the importance of responsible party hosting with alcohol-free beverages
- To understand individual responsibility in monitoring and preventing others from driving while intoxicated

Description:

As part of a program entitled "Raising Spirits - Halloween Party," the college offers two alcohol education programs prior to a traditional party season for students. Fatal Vision Goggles are used to demonstrate the ways that an individual's vision is impaired by alcohol consumption. Through use of these goggles, the effects of alcohol on an individual are simulated.

Attendees at the program participate in a "Walk the Line" exercise, which emphasizes the consequences of impairment as well as

encourages participants to consider more responsible decisions regarding alcohol use. During the 2-hour period, a "Walk the Line" program engages students who participated in the test. The goggles are also used with students who participate in modified roadside sobriety tests. In addition, videotapes that were purchased with the goggles are played to describe the injuries and costs associated with drunk and impaired driving.

During the "Walk the Line" program, a party table is set up where participants can sample alcohol-free cocktails and snacks as well as obtain recipes for their use at home.

Because the institution has a large commuter student population, students frequently host or attend parties in other apartments or homes. On occasion, parties have resulted in students driving while intoxicated, which led to tragic accidents and injuries. Thus, it was deemed necessary to promote the dangers associated with drinking and driving, as well as the importance of responsible hosting of social events.

The most significant aspect of preparing this program is the student leadership

involvement. The Student Senate provides funding for the program while the Student Senators participate and encourage others to attend. They initiated the "Walking the Line" activities with the fatal vision goggles and help host the alcohol-free drinks and food at an adjacent table.

Students and staff report their surprise at the level of impairment simulated with the goggles at the varying levels of alcohol consumption. Numerous one-on-one conversations with students are reported between students and staff members. Many students share their personal experiences about having driven while intoxicated or having friends leave parties under the influence of alcohol. Active discussion ensues regarding offering alcohol-free alternatives to friends at parties, assigning designated drivers, and providing other alcohol-free alternatives.

As an outcome of this program, the campus security office receives requests from local cities and towns to provide similar community or high school events. The program is being considered for replication with community groups and in shopping malls, particularly prior to holiday seasons.

Technology

Orientation Program for Students and Parents

Loyola Marymount University

Contact:

Loyola Marymount University
Enrollment: 7,305
Private, Four-Year Institution
Debora Wilson, R.N., M.P.H.
Director, Student Health Services

Objectives:

- To decrease alcohol-related problems and heavy drinking by incoming first-year students
- To promote positive norms on campus
- To engage parents of first year students as partners in the adaptation of students to campus
- To foster discussion between parents of first year students and their parents about alcohol decisions and positive norms

Description:

Students preparing to enroll at the University attend a two-day orientation session. Early in the orientation program, students complete a short, adapted version

of the Core Alcohol and Drug Survey. Data collected through this process is immediately analyzed and organized into a PowerPoint presentation that is given to students the same afternoon. At this time, data emphasizing the positive norms that students bring to campus is presented, as well as a segment from the Alcohol 101® CD-ROM, illustrating the choices and opportunities for responsible decision-making.

Students are provided an overview of their rights, such as "You have the right not to be insulted by intoxicated individuals." They are also given information regarding the signs of alcohol poisoning. The presentation incorporates a musical slide show with 100 pictures depicting university students engaging in a variety of alcohol-free activities. This answers the question "what do LMU students do besides drink?" and demonstrates alternatives to alcohol use.

An adaptation of this same content is presented for parents of first year students. The purpose is to prevent alcohol problems by engaging parents in partnership with the University. The session includes offering the brochure prepared by The Century Council entitled, "Parents, You Aren't Done Yet."

Many current trends in the prevention of alcohol problems are incorporated: positive norming, skill building, and information collection from incoming students. This unique blend is viewed as a helpful approach as feedback about the program was quite favorable from both students and parents. Further, the suggestion has been made to increase attention to the parent program in future years.

Responsible Choices Seminar

Kenyon College

Contact:

Kenyon College
Enrollment: 1,574
Private, Four-Year Institution
Doug Bazuin, M.A.
Area Coordinator for Upperclass Students

Objectives:

- To educate first offenders regarding the campus alcohol policy
- To reduce the likelihood that first offenders will have subsequent alcohol offenses
- To promote personal understanding of alcohol issues

Description:

Responsible Choices is part of the college's on-going commitment to educating students about alcohol and its effects; the program blends individualized administrative hearings, an internet Web site review, and group discussion.

When a student is found guilty of violating the college's alcohol policy for the first time, they are given an assignment at an administrative hearing. The assignment

includes attending a required seminar discussion and accessing a Web site prior to attending the seminar. When the student accesses the designated Web site, they are provided with general educational questions and information about alcohol and the college's alcohol policy. Students are also given numerous links to a range of other sites on the Web that discuss alcohol issues. The student is to review at least two of the eight listed sites, print materials from these sites, and bring the materials to the scheduled group seminar.

The group sessions are conducted every two weeks with between 5 and 12 students participating. The emphasis of this session is a discussion about alcohol and the student's behavior and responsibility; it is not a time to complain about how their situations were handled. The discussion focuses on the positive outcomes of responsible choices about alcohol. The group shares the information they found as a result of their Web research; each

student has approximately 5 minutes to present information gathered from the Web.

The seminar continues with group facilitators processing the information. The discussion concludes with a review of the college's environment and ways in which each person can help to improve it.

The success of this program is described by the positive comments received from student participants. They appreciate the opportunity to share their thoughts and ideas and also to prepare their own research before attending the seminar; a sense of ownership of the program is felt.

Preparation of this program was relatively easy; it took approximately an hour to design the Web site and set up the system and several hours to research several Web sites for links.

Technology

Videotape for Student Audiences

Colorado State University

Contact:

Colorado State University
Enrollment: 22,782
Public, Four-Year Institution

Pam McCracken
Director, Center for Drug and Alcohol Education

Objectives:

- To correct misperceptions of campus alcohol use
- To promote messages of moderation and responsible decisions
- To provide students who choose to not use alcohol with reasons for maintaining that decision

Description:

Within the context of the University's comprehensive program, a wide range of services and new efforts are offered. Based on the themes of prevention, intervention, and harm reduction, the new activities and approaches are offered to the campus as part of a community collaboration. The program's foundation is that alcohol awareness is truly effective only when a variety of learning styles and approaches are incorporated.

Several years ago, the Center for Drug and Alcohol Education produced a video titled "To Drink or Not to Drink" examining reasons

why students would choose not to drink. After receiving feedback from other colleges and students that the video was "outdated," "preachy," and "unrealistic for the college population," a new video was produced.

Within this context, a video was produced titled "A Straight Shot . . . A Real Look at College Drinking." The video was designed to reach freshmen during first year courses, and as a tool to generate discussion about college drinking with the general student population.

Students were recruited to participate in focus groups to generate feedback on how to best present a realistic view of college drinking in a video. Groups were asked to compare the "To Drink or Not to Drink" video and another nationally produced video on college drinking in order to learn how to best present the message that the Center was trying to get across. The groups were made up of freshmen, Residence Advisors, hall directors, and students from other organizations across campus. Students advised staff not to use scare tactics and footage of situations such as drinking and driving fatalities. They commented that although footage of these situations could exemplify negative

consequences of alcohol use, unless that happened to someone the students knew on their own college campus, it was hard to relate to. In addition, students asked staff to put students in the video who could openly discuss their perspectives around drinking, who were "real" and could speak from real life experiences, and to "find students that represented the feel of a college campus."

Fifteen students were recruited to be interviewed and filmed for the new video. They represented a wide range of alcohol use by students on college campuses. Students volunteered either through reading an ad in the campus newspaper, through word of mouth, by reading flyers posted at the student center or health center, and by Residence Advisors. Interviews with students lasted a minimum of one hour in a casual, informal environment off campus at local bars and restaurants.

A local video company was recruited to do the filming, editing, and musical score. The project took nearly a year to complete. The cost for the production, including the music score, was less than \$7,000. Funds were generated through the services offered at the Center for Drug and Alcohol Education, and through other financial sources.

Web Pages

San Francisco State University
The Catholic University of America
University of Massachusetts –
Boston

Contacts:

San Francisco State University
Enrollment: 27,701
Public, Four-Year Institution

Michael Ritter
Coordinator, Prevention Education
Programs

The Catholic University of America
Enrollment: 5,597
Private, Four-Year Institution

Kelly L. DeSenti, M.S.
Assistant Dean of Students
Director of Wellness Programs

University of Massachusetts –
Boston

Enrollment: 12,923
Public, Four-Year Institution

Linda J. Jorgensen
Coordinator

Objectives:

- To facilitate better communication with students
- To provide accurate information on alcohol and related issues and resources to students
- To access materials in an easy and private manner

Description:

Three universities have developed Web sites and Web pages with a specific focus on providing information and resources to students, faculty and staff. Each of these models has modest differences that address the uniqueness of the particular student populations.

The Catholic University of America's Web page provides specific information on its Web site on the following topics: alcohol

facts, effects on behavior, risks, and how to help yourself and others. Students have the opportunity to e-mail the office under an alias if they need assistance or have questions they do not wish to communicate. An additional benefit is that parents can access the Web to identify resources that could be helpful to their sons or daughters.

At the University of Massachusetts – Boston, the Web site includes program information for students, faculty and staff, including a description of programs and services as well as relevant links. Information is provided about alcohol, family issues and related resources. The site also contains information about the campus P.R.I.D.E. program, as well as prevention and treatment resources.

San Francisco State Peer Educators have created an interactive Web site called WEB PEERS. The site includes information about alcohol and drugs, HIV/STD prevention, club drugs, dating, and links to other prevention and health related sites both on and off campus. Students can send in questions, anonymously, which are answered by the Peer Educators with backup from professionals in Counseling and Psychological Services' Prevention Education Programs and the Student Health Services. The WEB PEERS is linked to other campus prevention Web sites and is included in many campus resource guides.

The interactive Web site was implemented following a series of student-led focus groups. The focus groups revealed that

some segments of the student population were not being served by the Peer Education Booth. For some students, cultural or religious backgrounds, and fear that members of their community might see them, led them to be hesitant about using the more public resource.

Costs for managing all three of these sites are relatively minimal. They were established with ready-to-use software programs. Also, Web time and computer time are provided by the institutions. At San Francisco State University, the costs are minimal and restricted to advertising flyers and a small stipend for a student Web technician.

Advertising of these sites is done through a range of approaches. At the University of Massachusetts – Boston, all campus mailings, targeted mailings to student groups, signs on buses, and posters around campus promote use of the Web site. Information about the program is also included in other University publications. At San Francisco State University, the Web site is included in all relevant resource materials and a bookmark with a Web address is distributed widely to students.

Results appear quite supportive. Students have e-mailed concerns for others and inquiries for themselves regarding resources on personal alcohol issues, while parents have commented on their appreciation for the accessible information.

Sourcebook Promising Practices: Campus Alcohol Strategies

COMMUNITY

Efforts to address college student drinking are often handled beyond the traditional borders and “ivy walls” of the college campus; these efforts engage the community immediately surrounding the college campus through a variety of approaches and implementation strategies. Individuals in groups represented in a community-based effort include community associations; establishments or outlets which sell or dispense alcohol; city, county, and campus police; judicial affairs; and state liquor control boards. Others occasionally involved include the U.S. Forest Service, Departments of Game and Inland Fisheries, and convention and visitors’ bureaus.

Community approaches address quality of life issues, which are often related to problems such as violence, trash, litter, and noise. Considered among the desired outcomes with community-focused efforts are quality of life standards of behavior, common language, knowledge base, and more effective solutions. An increased awareness of others, particularly regarding viewing individual students on more of an individual basis, is often the result of these efforts. Additional outcomes include agreements such as a tavernowners’ advertising agreement.

Community approaches range from campus and community collaboration to membership of college professionals on a local task force. In some situations, the community co-sponsors events or processes. In other regions, the campus judicial system handles student incidents which occur off campus. Further, other approaches engage college personnel with local high school students and staff.

A wide range of strategies are used with community affairs, including the distribution of pamphlets and door hangers, fliers, the use of Fatal Vision goggles, the Alcohol 101® CD-ROM, the distribution and discussion of the “Parents, You’re Not Done Yet” brochure, and an awareness fair. Some campuses and communities have conducted community-wide forums, seminars, workshops, contests, and training. Beyond this, a wide range of educational approaches has been incorporated.

The community-college partnership or the college-community partnership is designed to help improve the quality of life for the campus, as well as the surrounding community. Through understanding the shared responsibilities and shared interests that represent both of these groups, elements of civility, collaboration, and healthy living are promoted.

101 Things To Do In Boston

Boston University

Contact:

Boston University
Enrollment: 29,131
Private, Four-Year Institution

Carolyn L. Norris, M.A.
Director, Boston University Wellness Center

Objectives:

- To offer students a wide range of alcohol-free activities on campus and in the city
- To promote accessible, affordable, and fun activities
- To encourage students to identify alternatives to drinking

Description:

The campus Wellness Center provides preventive health and wellness education to the University and the surrounding community. The idea for preparing a resource on ways of having fun without alcohol was generated by the University's Substance Abuse Task Force. The Wellness Center initiated this project to encourage alcohol-free fun, and to showcase the many opportunities in the city for healthy, fun activities that do not cost a lot of money. This project

is a proactive measure for students who may cite boredom or the lack of something else to do as reasons for drinking alcohol.

Undergraduate student employees of the Wellness Center generated the majority of the suggestions included on the list. The target audience includes University students who live on or off campus. The booklet is also helpful to students who are new to the area and unsure of what the University and city offer. The staff felt it was important to reach out to as many students as possible with this publication in order to encourage healthy alternatives to drinking. This project is funded by a Governor's Highway Safety Bureau grant that was awarded to the campus Wellness Center.

The specific content of "101 Things To Do In Boston" includes a range of information on alcohol issues. It begins with a statement about the legal drinking age of 21 in the state, as well as the consequences for those who purchase or serve alcohol to those

under 21. Further information addresses alcohol poisoning, drunk driving, and potential negative consequences from others' drinking. The introduction states, "Boston is an exciting city and there are endless opportunities for alcohol-free fun. On the following pages, we have come up with 101 possibilities!" A range of opportunities including historical, recreational, artistic, tourist, entertainment, cultural, nutritional, and collegial activities are listed.

Students are encouraged to provide comments about those things that they have tried, as well as suggestions to include on other lists. Currently, the Wellness Center is planning to publish "101 More Things To Do In Boston."

Student feedback about this publication has been very positive. Students have stated that they tried the activities on the list and some say they want to try all 101 during their time at the University.

Addressing Off-Campus Student Misconduct

Ohio University

Contact:

Ohio University
Enrollment: 27,913
Public, Four-Year Institution

Richard G. Carpinelli
Assistant Vice President for Student Affairs

Objectives:

- To teach community responsibility within the context of pursuing the goals of the University
- To enhance the University's ability to reinforce the need for students to maintain appropriate community conduct
- To reduce the incidents of negative student behavior off-campus
- To reduce the negative impact that such misconduct has on the University and the larger city community

Description:

The effort to address off-campus student misconduct is designed to reduce the incidents of high risk drinking and to curtail large-scale student disturbances in the area surrounding the University. The University Judiciaries adopted the practice of routinely reviewing and formally addressing incidents of off-campus student

misconduct. Students with prior University judicial records convicted of misdemeanor alcohol and non-alcohol related offenses occurring off campus are charged formally with offenses of the University's Student Code of Conduct. Students without University judicial records convicted of the same offenses are sent notices informing them of the University's awareness of the conviction and warning them that subsequent violations will result in formal University judicial action. Convictions for felonies occurring off-campus are also routinely reviewed by University Judiciaries and result in formal University judicial charges when the offense "interferes with the University's exercise of its educational objectives or responsibilities to its members."

Prior to the adoption of this practice, the University's approach to the problem of off-campus student misconduct was sporadic and often resulted in the University responding only to high-profile incidents. Further, the University's sporadic rate of response did little to communicate students' responsibility for their conduct off

the campus. This had the unintended effect of creating occasional tension between the University and the greater city community.

Currently, students disciplined for off-campus student misconduct are provided the same level of due process and are held to the same standards as those disciplined for misconduct on the University campus. Discipline is applied within the context of teaching community responsibility with the pursuit of the goals of the University as the ultimate goal.

Costs associated with tracking off-campus misconduct are minimal. To date this effort has been coordinated by a senior intern in the Sociology/Criminology Program or Master's Degree student from the College Student Personnel Program.

It appears that the University's consistent review of off-campus student misconduct has been beneficial. Linkages with the local law enforcement community have been strengthened and the rate of recidivism among students who have been disciplined for off-campus student misconduct appears relatively low.

Community

Campus-Community Coalition

Western Washington University

Contact:

Western Washington University

Enrollment: 11,887

Public, Four-Year Institution

Patricia Fabiano, Ph.D.

Program Director of Prevention & Wellness Services

Objectives:

- To collaborate with the city to address alcohol problems affecting the University's students
- To nurture peaceful relationships among students, community members, and law enforcement agents in neighborhoods adjacent to campus
- To reach students living off-campus for whom excessive alcohol use and its consequences are issues
- To decrease student alcohol abuse

Description:

The Campus-Community Coalition is a newly formed partnership between the University and the city. Comprised of University students and staff, as well as representatives from the region, the

Coalition's mission is to promote collaborative and cooperative relationships.

Community groups represented on the coalition include neighborhood associations, property management firms, the Police Department Party Patrol, city council members, the Liquor Control Board, and local bars and convenience stores.

The primary mission of the Coalition is to establish effective working relationships with open communication between key campus and community representatives involved in addressing alcohol problems and related issues. By recruiting representatives with knowledge, experience and/or authority to address campus/community problems, more effective solutions solving off-campus alcohol abuse and related problems should be found. Participation is also encouraged from off-campus students who consider themselves drinkers and want to represent that population in the decision-making process.

The Coalition generates and distributes doorknockers containing information about

alcohol norms and strategies for handling an alcohol emergency to over 1,000 student residences. This is followed by the distribution of a "Rights and Responsibilities" pamphlet providing information on city ordinances and laws, resource phone numbers, and tips for living within the community. Other projects undertaken by the Coalition are developing a social host training program for landlords; creating relationships with owners and managers of local bars, grocery stores, and convenience stores; and writing grant proposals for supplementary funds and projects.

A coalition has also established a relationship with the city municipal court. For example, all university students who are offered a deferred prosecution for alcohol and drug related infractions are automatically required to attend the University's Alcohol and Drug Assessment and Risk Reduction Services, ensuring that they are well integrated in student support services.

Community Sponsored Seminars

College of West Virginia

Contact:

College of West Virginia
Enrollment: 2,066
Private, Four-Year Institution
Susan J. McCarthy
Associate Director of Student Services

Objectives:

- To raise awareness about alcohol abuse
- To promote healthy living and healthy choices
- To encourage students to become responsible for their actions and behaviors

Description:

The partnership between the campus and community emphasizes the involvement of local specialty agencies and offices with on-campus activities. Based on the history of the college as a community college, the priority given to community agencies to help assist students is maintained in part through this programmatic initiative.

During the fall semester, police officers from the local police department conduct seminars on alcohol and the law; the presentation includes information about how alcohol affects the human body, what it means to be legally drunk and information about drinking and driving. Road sobriety tests are demonstrated and a virtual reality-type device is used to simulate drunkenness at different blood alcohol levels; a significant amount of time for experimentation with the simulation device and questions is provided. The target for this session is traditional-aged students who are making crucial decisions about whether or not to drink.

During the spring semester, addictions counselors from the local mental health council present a 2-hour seminar to explain the effects of alcohol addiction and treatment services. The seminar is designed to aid people in learning more about assessing what are healthy and unhealthy uses of

alcohol and in learning more about how to combat this disease. Attention is paid to the long-term mental and physical effects of alcohol and characteristics of the disease of alcoholism. Information on how to do an intervention, how to refer someone to treatment, and what treatment programs are like is presented. Anecdotal stories about clients are used to promote the participants' understanding of the issues. This program is targeted primarily to individuals for whom alcohol has been a negative factor in their lives, either from their own use or that of a friend or loved one.

The program's success is documented by the nature of the dialogue encountered during the sessions, including quality interaction during the presentations and discussions about what has been learned. Students and facilitators report the ease with which students confide in and learn from these community representatives about alcohol-related issues.

Community

Enforcement Coalition on College Age Drinking

Radford University

Contact:

Radford University
Enrollment: 8,579
Public, Four-Year Institution

Debbie Curl-Nagy
Substance Abuse & Sexual Assault
Coordinator

Objectives:

- To reduce negative consequences associated with college age drinking
- To promote collaboration with involved jurisdictions and stakeholders

Description:

The New River Valley Enforcement Coalition on College Age Drinking, initiated through a grant from the state Department of Alcoholic Beverage Control (ABC), is comprised of law enforcement representatives and health educators from three colleges, city and county representatives, the state ABC, the U.S. Forest Service, and the Department of Game and Inland Fisheries. The mission of the coalition is to reduce the negative consequences associated with college age drinking through enforcement, education, and proactive intervention.

This coalition was the result of recommendations made by the state Attorney General's Task Force on Drinking by College Students. Three recommendations relevant

to this coalition included: encouraging the University community to work with the local community; local law enforcement, campus police, and the ABC Board working collaboratively to enforce laws; and the development of a written plan of action to clarify operational issues. The coalition determined that it should address both on-campus and off-campus issues and focus on both underage and heavy drinking. Implementation of the coalition's activities is supported by two \$5,000 grants from the state ABC. In addition, all agencies involved provide in-kind resources.

During its first year, the coalition developed an action plan and coalition members participated in a goal-setting seminar to initiate the elements of the action plan. The plan outlines five activities for pursuit by the coalition:

- (1) Increase landlords'/property owners' awareness of negative consequences that may be associated with college student drinking.
- (2) Coordinate and pursue vigorous enforcement in all affected jurisdictions through the formation of an area-wide alcohol task force.

- (3) Pursue grant funding to provide adequate enforcement personnel in all jurisdictions.
- (4) Work cooperatively with school resource officers, Office on Youth, and other juvenile resources to increase intervention in middle and high schools.
- (5) Develop a marketing strategy to publicize activities.

The coalition has been successful in bringing the various jurisdictions together to discuss problems and solutions related to enforcement of alcohol laws. This achievement of working together on a multi-jurisdictional task force is significant. The information shared among the coalition members has benefited the communities by helping to identify problem areas and bring about methods for change. Coalition members believe the project to be successful; evidence of this is supported by the strong attendance at meetings. The efforts of the coalition are reported to various University and local committees, as well as to the state's Attorney General. The most important, but perhaps the most difficult, task is to get the parties involved to "buy in" to the idea that working together will benefit them individually as well as collaboratively.

Forum on Alcohol and Drug Prevention

State University of New York College at Oneonta

Contact:

State University of New York College at Oneonta

Enrollment: 5,412

Public, Four-Year Institution

Dale Capristo

Student Development Associate

Objectives:

- To engage a broad spectrum of the community in prevention
- To address initiatives which can impact on drug and alcohol issues
- To provide a common language and knowledge base for the community
- To gain consensus on primary initiatives to be undertaken within the local community

Description:

To meet the objective of a common language and knowledge base, an educational component was proposed. Specific attention was directed to the environmental management approach, liability issues, and the risk and protection model.

The University initiated and hosted a community-wide Forum for community high school and college stakeholders. The purpose was to discuss concerns about underage drinking, heavy drinking, alternative youth activities, and student safety issues. The program was designed to encourage colleges, schools, students, and the community to work together to reduce negative alcohol- and drug-related behaviors.

One hundred concerned individuals were brought together by the community coalition, including students and top-level administrators from three area colleges, community leaders, school district representatives, and business and tavern owners. They shared ideas about preventing drug and alcohol abuse and developing alternative youth activities. The participants also brainstormed about ways to educate others regarding the actual drinking norms in the town.

In addition, the participants collaborated on five initiatives that have the potential to have an impact on the college and high

school students in the region. The five initiatives are:

- (1) Enhancing Enforcement
- (2) Cooperating Tavern Model and Keg Registration
- (3) Media and Public Relations Regarding Social Norms and Communicating Expectations
- (4) Student Involvement in Policy Change
- (5) Mentoring Issues Concerning Social Norms in the High Schools and Colleges

Community and college initiatives resulting from the Forum include: TIPS training for the town's tavern owners and employees; a mayor's youth task force for planning local activities; a grant received to address issues of underage drinking; and college athlete mentors working with at-risk youth in a local middle school.

These specific activities were established as a result of the evaluations received from the community-wide Forum. The Forum was successful because it initiated the local planning process that has resulted in training, task forces and mentoring.

Community

Fourteen-Point Plan

University at Albany,
State University of New York

Contact:

University at Albany,
State University of New York
Enrollment: 16,900
Public, Four-Year Institution

Thomas L. Gebhardt
Director of Personal Safety and
Off-Campus Affairs

Objectives:

- To inform students of guidelines and expected off-campus behavior, including city ordinances and penalties
- To help make the off-campus environment safer and more secure
- To reduce the misuse and abuse of alcohol by students off-campus

Description:

The Committee on University and Community Relations, formed in 1990, meets to address off-campus behavior. Specifically, the committee addresses a recommendation from the report of the Task Force on University and Community Relations, which created this committee. The report stated that, "The University and City should create visual images for students upon their arrival back into the community, such as posters and flyers containing City Ordinances and Penalties,

and providing guidelines on expected behavior." The committee meets throughout the summer to prepare a planned approach, which includes fourteen distinct strategies that represent the "14-Point Plan."

During the first few weeks of the academic term, door tags and information packets are distributed in residential areas adjacent to the campus. One door tag is entitled, "Having a house party? Don't add getting arrested to your checklist!" This door tag itemizes laws about open containers, as well as aspects of the state's Alcohol Beverage Control Law pertaining to house parties. The door hanger states, "It is your responsibility to stay in control of yourself and your guests!" The third door tag, which addresses tenant responsibilities and quality of life issues, is entitled "Did you know?" In addition, packets are distributed which contain information about safety and behavior off campus, a student calendar, and important off-campus information and telephone numbers.

Other aspects of the 14-Point Plan include a flyer distributed to residence hall students by resident assistants entitled "Off-Campus Guide for On-Campus Students or What You

Don't Know Can Get You Into Trouble Off Campus." This flyer outlines various ordinances and laws of importance to students. Other approaches include attendance by the campus and city police at an information table in the freshman quadrangle, at which time information is disseminated about altered and fake IDs and local laws and ordinances. The issue of "bar crawls" is addressed at the annual meeting with tavern owners and off-premise retailers, and at the annual meeting of presidents of Greek letter organizations at the University. Additional approaches include an increased presence by the city police in student neighborhoods, a letter to the editor from the Chief of the city police department and the chairperson of the Committee on University and Community Relations, an advertising campaign, and a meeting with land owners.

Evidence of success is demonstrated by the fact that driving while intoxicated arrests are down 67 percent, alcohol-related arrests are down 53 percent, and possession of a forged license arrests are down 50 percent, all within a 2-year period.

Good Neighbor Program

University of Maryland –
Baltimore County

Contact:

University of Maryland –
Baltimore County
Enrollment: 10,265
Public, Four-Year Institution

John P. Cook, Jr.
Chief of Police

Objectives:

- To address the University's responsibility to the community for quality of life issues related to disturbing the peace
- To ensure that every alcohol violation involving a student is resolved

Description:

The Good Neighbor Program (GNP) is the goal of the outreach initiative to community associations surrounding the University's campus. The goal of the GNP is to build partnerships with community associations in order to address quality of life issues beyond the campus. The specific focus of the GNP is to address situations revolving around outlets that sell alcohol.

Representatives of the University's administration and police meet regularly with community associations to discuss community standards and the behavior of the University's students who live off campus in non-university controlled housing. These meetings are designed to lower the anxiety

level of off-campus neighbors about student alcohol-related behaviors that are not acceptable to the community.

When off-campus housing locations are identified where alcohol-related behavior has presented real or perceived problems to the local community, a representative of the police department visits the location and discusses the community's concerns. On many occasions, a student from the housing complex will attend the community association meeting to resolve issues or conflicts. All activities of this nature are coordinated with local law enforcement for the area not under the jurisdiction of the University. This effort was initiated as proactive intervention with the understanding that alcohol-related problems will occur, but that their adverse effects can be reduced through a multi-dimensional effort.

This project involves local alcohol dispensing establishments, the Baltimore County Police, and the UMBC Office of Judicial Affairs. When an underage student is found in possession of alcohol on campus, the Police Department conducts a thorough investigation to determine who supplied the alcohol to the student. The investigation attempts to identify who purchased

the alcohol and where it was purchased. As a follow-up, the campus police monitor future point of sales to determine if underage students from the University are purchasing alcohol at that location.

An additional benefit of this proactive approach is the UMBC Police Department monitors selected alcohol establishments during times when events are scheduled on campus that tend to result in alcohol abuse. Conducted in coordination with the Baltimore County Police, monitoring of student purchases is done by observing the presence of UMBC parking hangers in the vehicles and observing purchasers' age to help identify the student population.

A coordinated strategy now exists to include in the Code of Student Conduct any possible judicial affairs actions for after-the-fact sanction for alcohol violations on campus. Success is found in the fact that the campus police department, the county police, and the Office of Judicial Affairs know what to expect of one another. The approach to alcohol violations involving students has been institutionalized and the response is now coordinated between the university, local law enforcement and the Office of Judicial Affairs.

Community

Neighborhood Patrol Initiative

Syracuse University

Contact:

Syracuse University
Enrollment: 18,535
Private, Four-Year Institution

Anastasia L. Urtz, J.D.
Associate Dean of Student Relations &
Director of Judicial Affairs

Objectives:

- To respond to off-campus student alcohol-related behavioral problems
- To promote overall quality of life by helping stabilize a neighborhood
- To improve relations between the University community and the broader community
- To reduce the number of students involved in medical emergencies and/or off-campus policy and legal violations

Description:

The Neighborhood Patrol Initiative (NPI) was developed to enhance security in the neighborhood bordering the campus as a means of promoting economic revitalization of the area and addressing student safety and behavioral issues. Alcohol related parties involving students had been identified as a significant cause of disruption, disorder, property damage, littering, fights, and other inappropriate behavior. Security concerns and quality of life issues had contributed to families moving out of the neighborhood. Neighborhood associations provided the initial funding for the NPI's efforts. The University offered additional financial support if neighborhood associations agreed to recommend full grant funding of the city's costs in future years. With this agreement obtained, the program now functions every weekend that the University is in session.

Working in cooperation with the city's police department, the NPI responds to student behavioral problems related to alcohol, and promotes the overall quality of life in the region surrounding the campus. The region is home to approximately 4,000 University students, 4,000 city residents, and several hundred students from other neighboring colleges and universities.

The NPI functions through a designated police department unit and patrols a defined zone within prescribed hours augmenting existing police patrols. The NPI directs its interventions to identify students distributing alcohol to underage persons, engaging in underage alcohol consumption, or producing excessive noise. The patrol further addresses other quality of life issues, such as parking and property upkeep. The patrol is available to confront other types of criminal activity that may be identified in the patrol zone. A related aspect of this program of a campus student orientation and education campaign which informs students about the NPI as they prepare to move off campus.

University students who are identified as violators by the NPI are referred to the University judicial system. Generally, this intervention provides an alternative to the criminal justice system unless student behavior at the time of documentation warrants the student's arrest in addition to referral for discipline. Further, students from other local universities who live in this region are referred to their home institutions for intervention. One university which has the second greatest concentration of students in this region has amended its student conduct policies to

conform to those of Syracuse University with regard to student behaviors identified through the NPI.

When an unlawful situation involving students is identified by the police, they call the University Department of Public Safety to request assistance. The University's Department of Public Safety officers act at the direction of the city police department. They respond to the scene, request entry from the student residents, and if granted permission to enter the premises, document the incident and the participants. They also provide mediation between students and police officers where necessary and feasible. If permission for entry is denied to the Department of Public Safety, the city police department documents the incident for follow-up by the University.

Data gathered for the campus demonstrates that the number of students charged through the NPI dropped dramatically from the beginning of the academic year. In addition, the types of offenses for which students have been arrested are significantly less severe than those committed in past years when the NPI did not exist. Community enthusiasm and support for the program, while not unanimous, has been strongly positive as demonstrated by comments at community forums, involvement of students in community events, willingness of community members to volunteer their time, and close collaboration with the other local university. The NPI is now part of a formal university-community partnership that will continue to evaluate the program and identify additional initiatives.

Partnership for Prevention

Pennsylvania State University
Berks Campus and
Lehigh Valley Campus

Contact:

Pennsylvania State University
Berks Campus
Enrollment: 2,067
Public, Two-Year Institution

Pennsylvania State University
Lehigh Valley Campus
Enrollment: 671
Public, Two-Year Institution

Arlene Quesada, B.S.N., R.N.
Co-Chair of Campus Partnership

Objectives:

- To offer programming and community participation to reduce collegiate alcohol abuse
- To promote norms of academic and social responsibility

Description:

The "Partnership for Prevention" among the University and the Pennsylvania Liquor Control Board, and collaborating community agencies is committed to offering meaningful programming and community participation. Members of the Berks-Lehigh Valley Alcohol Coalition meet on a monthly basis. These meetings include the university and community organization volunteer members who are involved in the partnership. The Pennsylvania Liquor Control Board has provided funding to all campuses in the Penn State University system.

Although the initial focus was to "change norms" of behavior in the student population, it has evolved into programming that is focused on an informed population. This involves both the partnership members and the variety of audiences affected by their reach. Coalition members have learned to better recognize the positive aspects of the college population in that "not all college students use alcohol." The norms of promoting academic and social responsibility are facilitated through the activities of the partnership.

The focus of the program is an on-going initiative. The semester begins the programming cycle with the mailing of The Century Council's brochure "Parents, You're Not Done Yet" to parents of incoming students. Freshman orientation presentations include "Beer, Booze, and Books," "The One Nighter," and an emphasis on ways in which alcohol affects academic performance. This is followed by a meeting of the Coalition Partnership whereby campuses learn from one another and share programming information. Student organizations are assisted with an emphasis on alcohol-free events, with an active partnership member. The campus bulletin, published three times a week, incorporates timely reminders regarding university

alcohol policies during the first month of the academic year.

Other efforts include the Alcohol-101® CD-ROM program, the fatal vision goggles simulating intoxication, and a substance-free residence hall. A particularly innovative approach is the use of the "Safety Bug" on both campuses. This is a mechanically converted Volkswagen that simulates the split second decisions made while driving drunk. Students actually drive the car under the direction of a mentor from the Pennsylvanians for Prevention of Underage Drinking Council. The mentor sits in the front passenger seat and controls the settings which cause the vehicle to lose its steering power, become uncontrollable, and have difficulty braking. The result is that the driver experiences what it feels like to drive under the influence. In addition, valuable lessons are offered for the back-seat passengers who would be placed in a helpless position as passengers in the car of an impaired driver.

A one-day alcohol awareness fair takes place on campus, which includes presentations by community-based offices and agencies. These include the county's Council on Drug and Alcohol Abuse, MADD, Pennsylvanians for the Prevention of Underage Drinking, the Pennsylvania State Police, and the campus specific coalition.

Community

REACH and SHARE Peer Assistance Program

University of Wisconsin – La Crosse

Contact:

University of Wisconsin – La Crosse
Enrollment: 9,309
Public, Four-Year Institution
Mary Torstveit, M.S.
Assistant Director of Prevention Services

Objectives:

- To develop strategies to improve school and community environments
- To equip participants with skills to assist in facilitating positive change

Description:

The University works in collaboration with students and staff from three area high schools to conduct leadership training entitled, "Building a Better School Climate."

This prevention approach provides opportunities for trained peer educators to serve as mentors and role models to approximately 60 area high school students who were selected based on their leadership skills. The two-day interactive training event is developed and facilitated by college students and a diverse cross-section of area high school students.

The overall goal of this prevention project is to allow two high-risk populations – college students and high school students – to explore the attitudes which contribute

to alcohol misuse and violence in schools and communities. Further, they are asked to suggest positive changes which could occur within the school setting and in the larger community as a whole. College students serve as mentors, role models, and facilitators for high school students as they develop strategies for improving school and community environments.

The training format includes activities followed by discussion on underage drinking and violence. Students are asked to identify situations and factors within their schools that contribute to a healthy, as well as unhealthy, school environment. Skills such as assertiveness, conflict resolution, active listening, and communication are discussed and modeled by the trained college students. Activities are designed to provide "hands on" opportunities to utilize problem-solving skills.

Alcohol misuse emerged as a significant factor in school and societal problems. Consequently, trainers focused on equipping participants with those skills that would assist in facilitating positive change. Key high school personnel, such as guidance counselors, teachers, and principals, assist in the development of an action plan

for their respective schools. Further, these individuals are involved in implementing the action plan and monitoring the progress of the project.

This approach was chosen because the University's freshmen survey suggests that students come to campus with well-established drinking patterns. Thus, the prevention of alcohol abuse should reasonably extend to high school students. In addition, national data shows the strong connection with alcohol abuse and violence which began prior to college years. The youth leadership training was developed to focus on the underlying attitudes that contribute to high-risk drinking and violent behaviors.

Evaluations indicate that the training was a huge success and exceeded the established goals and objectives. Both college and high school students indicate that the training has a powerful impact on them as it provides an opportunity for the two groups to join forces to create a healthier environment. Students comment that their voices are heard, their opinions valued. They feel empowered to develop viable solutions and make meaningful contributions to society.

Sample the City

Marquette University

Contact:

Marquette University
Enrollment: 10,780
Private, Four-Year Institution

Dr. Marisa Rivera
Assistant to the Vice President for
Student Affairs

Objectives:

- To inform students about the social options available in the city surrounding the campus
- To engage freshmen and other new students with the university

Description:

"Sample the City" is a campus and community-wide collaborative program whose participants include students, administrators, staff, and various area businesses and vendors. The idea for the program arose from focus groups and informal discussions with students who stated that their drinking habits evolved from an attitude that there was "nothing to do." In response, this program was established to inform students about what the city has to offer, to encourage utilization of the free public transit available, and to inform them about the various activities that take place on a regular basis in the city. The "Sample the City" approach is used because many students, particularly those not accustomed

to living in an urban area, may be reluctant to leave campus to explore the downtown area.

A variety of area businesses, including restaurants, museums, sports teams, and performing arts groups, are invited to participate in a convention-like event on campus. Students are invited to explore the city "in their own backyard" by receiving brochures, schedules, coupons, and samples from business representatives. Further students are shown how to use the public transportation to visit these locations around the city.

The Greater Milwaukee Convention and Visitors Bureau is contacted for assistance regarding the receptivity of businesses to participate in such an event. In-kind contributions are sought from both on-campus and off-campus groups. For example, the services of the area trolley are obtained, complete with a discounted rate of bringing students downtown for area tours. All university departments that participate in the event are asked to pay for or donate a service. Vendors are asked to make donations of tickets, shirts, or items specific to their establishments for a free drawing held at the event.

The event focuses primarily on freshmen and other first-year students to assist in establishing their socialization practices. Input for planning is obtained through focus groups and other student events. Student volunteers help staff the event, aiding the business representatives present, advertising the event on campus, and overseeing the evaluation process.

Advertisements include school newspaper ads, flyers in the residence halls, staff briefings, and the university television station. Committee members staff a booth at the annual Organization Fest where campus organizations advertise themselves and recruit members. In addition, on the day of the event, flyers and promotional items, such as pens, highlighters, and notepads, are distributed by individuals posted at high traffic areas throughout campus.

The program takes place on the lawn of the Student Union in the center of campus between 11 a.m. and 3 p.m. on a day of the week that a majority of students have classes. The evaluations received demonstrate positive receptivity toward the event. Many students suggest that the event remain an annual event, and all vendors state that they would participate in "Sample the City" on an annual basis.

Community

Signature Mocktail Contest

Francis Marion University

Contact:

Francis Marion University
Enrollment: 3,814
Public, Four-Year Institution

David A. Kahn
AOD Counselor

Objectives:

- To educate the local alcohol services industry about safe and responsible alcohol service
- To increase awareness about the range of alcohol-free choices

Description:

The University has instituted the Mocktail Contest to encourage the local bars, restaurants, and beer distributors patronized by students, to develop and offer non-alcoholic drinks. The contest provides a medium that helps the college and local businesses focus on safe-serving practices and encourages constant awareness of alcohol sales and distribution to college-age students. In addition, the contest provides a forum to educate the bartenders and servers of local establishments about safe and responsible service. This responsibility includes identification of intoxicated persons, recognition of fake ID's, information on how to tactfully, yet effectively, stop an intoxicated patron from purchasing alcohol, encouragement of the use of safe driver practices, and promotion of the option of alcohol-free beverages.

A range of incentives are used to motivate participation in the event. First, participation provides an avenue for advertising the establishment or product. Second, the

University Counseling Center, in cooperation with a local beer distributor, provides free TIPS training for all bartenders working in the contestant's establishment. Third, the contestants show their interest and commitment to providing safe, responsible alcohol service to their patrons through participation in the contest.

The contest is held in conjunction with a University-sponsored programming event, such as an open mike night or comedy night held in the University Center. Each participating vendor sets up a booth and serves free mocktails to students in attendance. Students are given a white and a blue poker chip and instructed to give the white chip to the bar or restaurant that they think serves the best mocktail and the blue chip to the bar or restaurant with the second best non-alcoholic beverage. The University gathers and prints the recipes of the mocktails entered in the contest and distributes them to student participants and official contestants. First and second place winners receive a trophy with all contestants receiving certificates for participation.

Local bars, restaurants, and distributors are invited to develop a signature mocktail or non-alcoholic beverage; the aim is to come up with a good, lasting, fun drink that does not contain alcohol. They are asked to participate in a mocktail contest where they will compete with each other for first, second, and third place plaques as voted on by students who attend the event. The winners of the contest receive a

plaque to display in their establishment. The plaque makes patrons aware of the winner's commitment to responsible alcohol service.

While mocktail events have been used widely, this approach expands upon the typical strategy to include prevention and educational components. Strong messages to alcohol servers and consumers about responsible alcohol-service education are promoted. Attention is given to helping students feel a part of the party when drinking non-alcoholic drinks.

The active involvement of community-based establishments and students who serve as judges through their voting further helps the popularity of this event. The event is publicized through the on-campus newspaper and promotional flyers distributed by the participating bars, restaurants, and beer distributors. Media coverage is promoted with local newspapers, radio and television stations.

As evidence of success, local bars, restaurants and beer distributors proudly display the plaques in their establishments. These serve as a reminder to bartenders and patrons about the availability of mocktails. In addition, bartender education increases awareness of safety issues related to the service of alcohol by these bartenders. A collaborative approach by the Office of Counseling and Testing, Residence Life, and Student Development serves to promote the success of this event.

Student Mentor Presentations

George Mason University
Seton Hall University

Contacts:

George Mason University
Enrollment: 24,180
Public, Four-Year Institution

Nancy Schulte, M.S.W.A.C.
Coordinator, Drug Education Services

Seton Hall University
Enrollment: 10,096
Private, Four-Year Institution

Gail Pakalns, Ph.D.
Director, Health/Counseling Services

Objectives:

- To reduce high school seniors' misperceptions of college students' alcohol use
- To promote college students' leadership and public speaking skills
- To increase awareness about decisions regarding alcohol and drug use

Description:

Initiatives working with college student peers and local high school students have been conducted at George Mason University and Seton Hall University. The Urban Initiatives Program at Seton Hall University includes the training of diverse panels of three to four college role models to make presentations to high school students. These presentations intersperse personal stories about academic and social life in college with slide presentations and a video clip of a party scene. Both the slides and the discussions emphasize facts about heavy drinking, myths about alcohol, and normative statistics on college alcohol use. Bookmarks with a related message are distributed to all high school student participants.

At George Mason University, the Students in Prevention (SIP) Program is an interactive activities-based program that focuses

on educating students in grades K-12 about alcohol and use and abuse. Students are trained to facilitate the program which utilizes age-appropriate curricula during a 60-90 minute presentation. The purpose is to provide an open forum for discussion on alcohol and drug abuse issues so that elementary, middle and high school students' internal beliefs and external behaviors can be challenged in a safe environment. Misperceptions are discussed so that attitudes can be influenced in a positive manner. SIP peer leaders promote heightened awareness regarding how needs and desires influence decisions regarding alcohol and drug use. They also instruct students on how to recognize the signs and symptoms of alcohol abuse and to feel confident about their own attitudes and beliefs.

To gain access to the high schools, the Urban Initiatives Program conducted two mailings to principals, guidance departments, and student assistant counselors 40 schools. A presentation about the project was also made to a local county organization of all high school substance abuse counselors. Further, it was described in a local media article and a campus newsletter. This resulted in eight high schools scheduling one and two-day panel presentations involving 600 high school seniors.

Funding for the program at Seton Hall came from the Independent College Fund of New Jersey, which paid for transportation, expenses, creation of the slide portion of the presentation, and stipends for student presenters, staff time, and evaluation activities. Evaluation is gathered by

means of a pre/post test that addresses perceptions of college alcohol use. Changes in quiz scores provide a helpful assessment of the program's effectiveness. Reaction from students to the presentation is positive, particularly about the college students' personal stories. In addition, the Peer Leaders' reaction has been generally positive.

Schools participating with the SIP Program have been primarily 4th, 8th, and 12th grades, averaging 50 school students and 10 college student leaders in each program. To advertise the SIP Program, flyers are used to recruit student leaders on campus. The area school system central office maintains files on the program that are shared regularly with the schools.

SIP volunteers prepare program outlines and handouts that can be used for the various discussions. These include the outline with an alcohol awareness discussion and activities. Handout sheets include "Some Ways to Say No," "The Soccer Ball Activity," "Who Influences Me?" "Never a Dull Moment," and "Role Play Situations."

Feedback regarding the success of each of the programs provided has been positive. Furthermore, student leaders continue to volunteer to participate in the SIP Program. Funding for the George Mason SIP project began with grants to support peer training for community outreach. Currently, the Drug Education Services office funds the duplication of materials at approximately \$50 per semester.

Tavern Owner Advertisement Agreement

University at Albany,
State University of New York

Contact:

University at Albany,
State University of New York
Enrollment: 16,900
Public, Four-Year Institution

Thomas L. Gebhardt
Director, Personal Safety and Off-Campus
Affairs

Objectives:

- To improve relations between college students off campus and their long-term neighbors
- To improve the appropriateness of advertising by local taverns

Description:

In 1989, the University and the city experienced an increase in the number and intensity of complaints concerning the behavior of college students off-campus. The problems, resulting from parties off-campus and traffic to and from area taverns, included loud music, abuse of alcohol, yelling and screaming late at night, and trash and litter. The city's mayor and the University's president formed the Task Force on University and Community Relations to implement a unified effort to make recommendations for the identified problems. A permanent committee – the Committee on University and Community Relations – was established to ensure the implementation of the original, as well as subsequent, recommendations. Meeting on a monthly basis, the committee is composed of student leaders and professional staff from the University, as well as other local colleges, officials from the city police

and fire departments, members of the city council, neighborhood association representatives, community leaders, tavern owners, and landowners.

One initiative regarding alcohol abuse off-campus was initiated in 1995. The Tavern Owner Advertisement Agreement was prepared to address tavern advertising as it might impact the behavior of patrons, both while in a particular establishment and when they leave the premises. The tavern owners agreed to review the content of their advertising with the intention of promoting responsible and lawful consumption of alcoholic beverages as well as appropriate and civil behavior when leaving the establishment. Those signing the agreement agreed to comply with current policies and procedures concerning the posting and distribution of advertisements.

By signing the agreement, tavernowners also agreed to fashion their advertising to include a statement asking all patrons to behave responsibly and in a civil manner in the surrounding neighborhood. For example, potential wording includes "Please remember to be a good neighbor and behave appropriately when leaving our establishment," or "Responsible patron behavior when leaving encouraged." The advertising also emphasizes the necessity of being 21 years of age or older and possessing the appropriate valid means of identification in order to consume alcohol. An example of wording in the advertisements includes "Appropriate proof

required," or "Valid forms of identification verifying age of 21 years or older required to consume alcohol." In addition, while advertisements avoid terminology that promotes the irresponsible consumption of alcoholic beverages, they also promote and advertise alcohol-free beverages and food specials.

A copy of a "Cooperating Tavern" sign is provided for display to those taverns that signed the agreement. In addition, a sheet of "Cooperating Tavern" small logos is provided for inclusion on their advertisements.

Most tavernowners contacted by the committee members have agreed to sign the advertising agreement. Additional tavernowners are asked to join as they are identified. Compliance is monitored mostly by committee members who deal with any alleged violations by the "Cooperating Taverns." With violations that have occurred, tavernowners have made changes to their advertisements to comply with their voluntary agreements. In addition, communication has increased between tavernowners and members of the committee.

Specific evidence shows that off-campus noise ordinance police reports are down 83 percent from the 1992-93 academic year to the 1998-99 academic year. In addition, between 1996-97 and 1998-99, arrests for possession of a forged instrument are down 50 percent, and alcohol-related arrests overall are down 53 percent.

Underage Drinking Task Force

Southwest Missouri State University

Contact:

Southwest Missouri State University
Enrollment: 17,388
Public, Four-Year Institution

Peter C. Groenendyk, M.A.
Coordinator, Office of Student Judicial Programs

Objectives:

- To reduce the number of students involved in alcohol-related incidents while not on university property
- To partner with a community group to adjust the norms of student behavior while they are off campus

Description:

The Office of Student Judicial Programs serves as a member of the local community partnership and its underage drinking task force. The University became an active member of this association to help reduce the number of students involved in alcohol-related incidents when not on University property. The task force is

chaired by a member of city council, and is made up of community leaders, alcohol vendors, law enforcement officers, and the county prosecutor.

The Underage Drinking Task Force meets every month, to review current initiatives, and to plan and implement new ones. Specific activities and achievements undertaken by the task force include the development of a training video for store clerks to help them identify individuals to whom alcoholic beverages should not be sold. Another accomplishment is the development of new minimum sanctions for minors who are cited by police for being in possession of alcohol and for those cited for providing alcohol to minors. These sanctions complement the minimum sanctions the University already has in place. A hotline has also been established for members of the community to call to report parties where they think minors are being served alcohol; a special underage drinking unit in the police department responds.

The underage drinking task force has also developed a fake ID collection system for alcohol vendors, a citywide billboard campaign, and mailings to thousands of parents of high school students outlining the county's new minimum sanctions. In addition, press conferences are held by the county prosecutor which are highlighted by the local media.

As a result, the University has been successful in reducing the total number of alcohol incidents by more than 68 percent over the last 3 years. Partnering with a community group is believed to be an essential factor in this reduction. The use of the hotline is increasing, while the number of people cited by the police for providing alcohol to minors has quadrupled. Area alcohol vendors have reported a dramatic drop in the number of college students attempting to use false identification cards.

Community

Violence Prevention Program

Southern Illinois University –
Carbondale

Contact:

Southern Illinois University –
Carbondale

Enrollment: 22,323

Public, Four-Year Institution

Barb Elam, M.S.

Coordinator, Wellness Center

Objectives:

- To educate prospective college students as well as current college students to make appropriate decisions that will keep them from becoming a sexual assault victim or victim of crime
- To help students understand the role that alcohol abuse can play in becoming a crime victim
- To evaluate student conduct code violations on and off campus for violence violations

Description:

The Community of Policing Violence Prevention workshops are a collaborative effort between the University's Department of Public Safety, the University's Wellness Center, and the City of Carbondale's Women's Center. By primarily using resources that already exist (law enforcement staff, counseling staff, and safety education staff in the community and on campus), and by coordinating the efforts of agencies presenting the program, the program participants receive a more comprehensive analysis of victimology.

Groups identified to participate in the workshops include fraternities and sororities, athletic teams and clubs, students living in on-campus residence halls, any registered student organization, and students enrolled in a course requiring workshop attendance. Campus administrators and faculty recruit these groups.

The programs are publicized through the campus newspaper and the groups themselves. Incentives to participate in the program include the University's "U-Card" system, in which students receive a punch card and get credit for attending educational programs to win prizes including coupons and a drawing for free tuition. Additionally, all women who attend programs receive free safety whistles that can be put on key chains.

One target population consists of high school juniors and seniors who plan to attend college upon graduation. In addition, their parents or legal guardians are also invited to attend. The same information is presented to incoming freshmen. With a focus on prospective college students as well as current college students, the program helps educate the campus community about violence and how to avoid becoming a crime victim.

Co-taught by personnel from the Wellness Center, the Police Department, and the Women's Center, the program emphasizes

making proper lifestyle decisions, ways to avoid becoming a sexual assault victim (with a special emphasis on date and acquaintance rape), general crime prevention tips, and problems associated with alcohol abuse and the role it plays in becoming a crime victim.

Data from a campus survey indicates that 6% of students have experienced physical violence and 14% have experienced threats of physical violence. This data also identified a high percentage of students who have used alcohol or drugs prior to the incident (79% for physical violence and 45% for threats of physical violence). Although some of the experiences reported by students have been at off-campus locations, they serve to illustrate the relationship between substance use and violence.

Through use of a pre/post knowledge survey, increases in knowledge is demonstrated about alcohol and sexual safety resulting from these programmatic interventions. While reported changes in crime are not yet available, the fact that thousands of students have participated in the initial 60 offerings demonstrates their popularity.

VALUE CONFLICT RESOLUTION

Value conflict resolution approaches are proactive in nature. Numerous strategies and implementation vehicles are initiated to accommodate a range of perspectives to promote a healthy campus environment. The emphasis is to establish standards, networks, and sets of guiding principles that will sustain the alcohol abuse prevention efforts by promoting healthy living and learning environments. In this context, some campuses identify the need for culture change, whereas others specify the desire for a healthy community.

Value conflict resolution approaches create a shared mission and vision among the participants. These approaches also acknowledge the presence of a wide range of viewpoints and perspectives. Further, a philosophy of self-governance, with active engagement of individuals and key players, promotes progress toward the desired

outcome. The processes involved in the activities include an emphasis upon personal choices, heightened awareness, and thinking clearly about desired outcomes. Occasionally found is an emphasis upon values and ethics.

Resulting from these processes is greater collaboration among the range of involved constituencies, which include students, faculty, staff members, police, and, on occasion, individuals from state agencies and community groups. Also found is increased buy-in and ownership regarding the action plans which articulate directions for the future. Even temporary policies, such as not having alcohol on the campus, has been identified as a vehicle towards the endpoint of a shared sense of values.

Campus Alcohol Issues Forum

Purdue University

Contact:

Purdue University
Enrollment: 37,762
Public, Four-Year Institution

Tammy Loew, M.A.
Alcohol Risk Reduction Coordinator
Student Wellness Office

Objectives:

- To assemble a broad-based campus group to deliberate the issues of high-risk and underage drinking
- To enable participants to take ownership in developing University-wide solutions to the issues

Description:

The University's Student Wellness Office collaborated with professors from the Department of Organizational Leadership and Supervision to sponsor a program during Alcohol Awareness Week. The program, "Be A Voice, Campus Alcohol Issues Forum," focused on ways that the University could address underage and excessive drinking.

Participants deliberated the following previously agreed upon problem statement: "Underage drinking and the positive perception and the motivation of excessive drinking and its aftereffects should not be acceptable in the Purdue community." Students offered the University direction

on how to deal with the problem and implement solutions.

Participants included students, faculty, and staff. Students were drawn from the Greek system, the Residence Hall Council, the Student Health Advisory Board, and the general student population. A representative from the Governor's Commission on Impaired and Dangerous Driving also participated. Other participants included police officers, faculty, staff, and community members. Two University professors served as facilitators for the program. The Kettering Foundation's National Issues Forum Model, which is designed to bring together communities to discuss, social and political issues, was used as the framework for the program. The deliberative process, where each voice is heard and people are dissuaded from monopolizing conversations, maximizes audience input and allows many voices to be heard without threats of negative repercussions.

The group's deliberations led them to suggest the following actions. First, more alternative activities for students were suggested, including a bar-like alcohol-free social club in the student union. Second, participants identified the importance of educating students about personal responsibility and accountability for their behavior.

Third, participants recommended that prevention programs be available for students on campus. Finally, the importance of having consistent enforcement and strong consequences for violating the University and community's alcohol policies and laws was stressed.

Resulting from the Issues Forum, an issues booklet was developed. In addition, the Kettering Foundation agreed to develop a Campus Alcohol Issues booklet for national release. Further, most of the 50 people participating expressed the desire to continue the discussion in future forums and several agreed to become involved with committees.

The Issues Forum appeared to be widely successful. It was the first time that the campus community was given the opportunity to provide suggestions on addressing alcohol issues. Specific monitoring of the identified actions and outcomes will help determine the project's success in the next phase. This will include a review of student involvement in planning activities, an increase in alternative activities, a focusing of educational messages on personal responsibility and accountability, an assessment of types of programming available, and consistency of consequences of policy violations.

Center for Service and Citizenship

Massachusetts College of Liberal Arts

Value Conflict
Resolution

Contact:

Massachusetts College of
Liberal Arts
Enrollment: 1,520
Public, Four-Year Institution
Charlotte F. Degen
Associate Dean of Students

Objectives:

- To promote community service and volunteer work
- To reduce the prevalent use of alcohol and associated negative environments

Description:

The Center for Service and Citizenship was established to build upon the earlier success of the campus Volunteer Center as well as to elevate the value of service to a higher status on campus. Furthermore, it promotes leadership and other out-of-class learning opportunities. As stated in the Center's mission statement, "Service encompasses generous acts of giving time, expertise, work and resources aimed toward the good of the community." Since the college embraces "the importance of service as integral to maintaining a democracy," the Center for Service and Citizenship complements this priority by encouraging student involvement in curricular and co-curricular activities.

The Center also serves to heighten the awareness of the connection between college life and community service. With this focus, students learn club principles in the context of the community. They also gain an understanding that positive change and justice can be gained through service experiences.

A range of programs is offered by the Center for Service and Citizenship. These include a youth mentoring program, consultation with faculty, alternative breaks during the fall and spring, community clean-up programs, collaborative programs with other campus offices, support of service clubs, and participation in a state-wide collaboration promoting service. Specific target groups identified for the Center's activities include fraternities and sororities, athletes and athletic teams, residence hall students, student government, resident assistants, students in leadership development efforts, and students in courses that use service learning.

A full-time coordinator is responsible for the administration and donation of resources used to carry out service activities such as community cleanup and the children's book collection. Additional funding is received through grants received

from the Massachusetts Campus Compact and an after school literacy grant.

Publicity for the Center is maintained through preparation of a brochure widely distributed on the campus and in the community. Media releases further enhance the public awareness. In addition, the city mayor publicly recognizes students who have worked on a city service project. The Center also offers meetings each academic term to process service experiences with students and celebrate their achievements. Students who participate share their experiences publicly through articles published in local newspapers, hometown papers, and the alumni magazine. Sharing is also done by the broadcast of a color video package, developed by a student, broadcast on the campus television.

The success of the Center is demonstrated by the increase in the number of students who provide service (from 300 to 475 in one year), the increase in service hours (from 700 to over 2,100 hours per year), and documentation of students' personal expression of caring and commitment. The 475 volunteers represent 32 percent of the total college enrollment. Additionally, students have assumed leadership responsibility for several service programs offered through the Center.

Community Health Initiative

Oregon State University

Contact:

Oregon State University
Enrollment: 16,061
Public, Four-Year Institution
Susan Longerbeam
Administrative Director

Objectives:

- To design and implement a comprehensive strategy to reduce the impact of alcohol abuse on the health of the community
- To provide leadership with the creation and maintenance of a vital, healthy community

Description:

The University's Division of Student Affairs developed a Community Health Initiative (CHI), which arose from the Campus Compact, a document created by student affairs professionals as a statement of vision, values, and commitments. The Campus Compact uses principles adapted from the Carnegie Foundation's six principles for building community. These principles state that a community should be purposeful, open, just, disciplined, caring, and celebrative. As part of its mission, the Division of Student Affairs calls for "leadership for the development of a positive sense of community" at the University. The Compact itself is the Division's pledge that they will "move beyond lofty ideals and engage in focused behavior." The Compact states the Division's belief that the vision will be achieved only as "the result of intentional actions on the part of campus community members."

Initiated in 1996, a range of initiatives is being pursued to achieve the aspirations of the Campus Compact. One of the five initiatives for 1998-2000 is enhancement of community health. The Community Health Initiative provides support for issues that influence student success, addresses safety and well-being, and promotes healthy lifestyles and responsible choices. Its overall goal is to examine and respond to what is needed to create and maintain a vital, healthy community at the University. CHI is open to all University community members and provides a vehicle to focus on the range of issues associated with a healthy community. On-going conversations with the full CHI membership occur every other week in an informal open environment. The Campus Compact principles serve as guidelines for how CHI approaches its work.

Subgroups of CHI deal with specific issues and create the necessary infrastructure to make CHI work. These include grant writing, social programming, focus groups, Web calendaring, and social norms marketing. A high level of participation in CHI is broadly represented from faculty, staff and students. In addition to the range of departments in the Division of Student Affairs, other departments and agencies involved include the Athletic Department, the Department of Public Health, other campus and community departments, first-year experience programs, members from the local county, and the state liquor control commission.

The CHI has prepared a document entitled "Dimensions of Healthy Community," which contains 12 characteristics found in a healthy community. Among these are "the capacity to take responsibility for the well being and respectfulness of self and others," "the presence of support mechanisms in place for resolving challenging issues," and "reflectivity - members have the ability to express feelings, thoughts and experiences in words."

A related initiative of the Campus Compact is a set of Rights and Responsibilities. Within the broad emphasis of comprehensive professional development, a series of rights and responsibilities have been established within five broad areas: environment, communication, resources, professional development and learning, and technology. As stated in the document, the approach is "rooted in care – how we would like to be cared for, how we will care for our colleagues, and how we will show our care for the University and its mission." To implement the set of Rights and Responsibilities, each work group is asked to review this document during at least one meeting each term and define how the concepts are translated into day-to-day behavior.

The formative and continuously evolving nature of the process, both with the Campus Compact and the Community Health Initiative, suggests an extensive buy-in by staff members in the Division of Student Affairs.

Decisions Program

Saint Michael's College

Value Conflict
Resolution

Contact:

Saint Michael's College
Enrollment: 2,700
Private, Four-Year Institution

Aaron Kuntz
Assistant Registrar

Objectives:

- To promote education and dialogue among students, faculty and staff
- To maintain continuous conversations surrounding alcohol and drug use
- To offer students the opportunity to enjoy healthy, new experiences together
- To promote the development of personal and institutional character
- To provide inter-connected resources to help students make positive decisions surrounding alcohol and drug use

Description:

The College's attention to alcohol and drug issues is part of a comprehensive approach to help change the campus culture. A key aspect of the campus program is the Decisions Program, which began in 1995 to provide information to student athletes and to reinforce healthy behaviors. The program promotes character development both with students who have a history of positive decision-making as well as those who have made unhealthy decisions in the past.

The Decisions Program is a three-tiered process. It first outlines the behavioral

expectations of student athletes. Secondly, participants are asked to actively engage in out-of-classroom education. Third, the program educates students regarding decisions related to alcohol and drug use. The program provides students with the tools to be better role models and student leaders on campus.

The Decisions Program mandates that athletic teams attend a lecture on a variety of topics. Each team then invites at least two people to the team's practice to facilitate a discussion. Out of this dialogue, teams shape their social contract, which is mandated for each athletic team at the college. This social contract serves as a way for teams to articulate their dedication to making conscious social decisions. It is also designed to provide a vehicle to stimulate open discussion on several important topics within the team. The final document helps to create an environment in which coaches, staff, and athletes can participate in a safe and healthy arena while conducting themselves in accordance with the mission, goals, expectations, and policies of the College.

Coupled with the Decisions Program is an evaluation program conducted by Health Services. The athletes complete a questionnaire, which helps them evaluate their choices. This gives student athletes the opportunity to evaluate their

decision-making, question the social and personal consequences of the decisions they make, and ultimately articulate their understanding of their civic responsibility to a larger community.

The Wilderness Program is also related to the Decisions Program and is within the auspices of the Athletic Department. This allows all students to assess their responsibility to a larger social group, while at the same time committing themselves to healthy physical experiences without drug or alcohol use. Activities stemming from the Wilderness Program are led by over 35 certified student leaders who motivate close interaction among faculty, staff, and students outside the classroom. Positive healthy choices, which lead to rewarding experiences and relationships, are emphasized. The new experiences encountered through the Wilderness Program are designed to enhance personal development and inspire an active pursuit of knowledge over one's lifetime. Critical thinking and assessment skills, student leadership, physical activities, self-realization, environmental stewardship, and expansion of comfort zones are developed. Most of these programs occur in small groups that encourage group identity, participation, critical thinking, individual leadership, group decision-making, and minimal environmental impact.

Greek Summit

Indiana University of Pennsylvania

Contact:

Indiana University of Pennsylvania
Enrollment: 13,442
Public, Four-Year Institution

Tammy Patterson Manko
Associate Director of Student Activities and
Organizations/Service Leadership

Objectives:

- To affect a culture change in the Greek community
- To assist fraternity and sorority leaders to define and further their leadership responsibilities with respect to social programming with alcohol
- To minimize the role of alcohol and the potential risk and negative consequences

Description:

The University's Greek Summit was designed and implemented to affect a culture change in the Greek community. Fraternity and sorority leaders were asked to examine their leadership responsibilities with respect to social programming with alcohol. These leaders included the chapter president of each fraternity and sorority and the executive officers from the Inter-Fraternity Council and the Panhellenic Association. In addition, chapter presidents were asked to identify one additional chapter member and a chapter alumnus or advisor to attend.

This approach was selected because the Greek community is viewed as

self-governing. Chapter leaders and members are expected to accept full responsibility for chapter decisions, activities and events, and legal affairs. In exchange for each chapter's commitment to contribute in positive ways to the mission of the University and to abide by all relevant laws and policies, the University grants recognition to each chapter. Interdependence between the University and the Greek community are evidenced by the University depending on the Greek community to further its mission and the Greek community depending upon the University for limited resources, general support, and broad direction.

Prior to the Greek Summit, a Greek Community Needs Assessment was distributed to all Greek Summit participants and tallied. Responses were presented to the participants as a Greek Summit discussion starting point. Participation in the Greek Summit was encouraged at all appropriate meetings in advance of the Summit. Emphasis was placed on the opportunity being afforded Greek leaders to maintain their self-governing role and an interdependent, rather than dependent, relationship with the University. Undergraduate student leaders were selected for the Greek Summit action planning group and subsequently were identified to serve as task force team leaders.

The Greek Summit was a collaborative effort between Greek leaders, chapter advisors, and student affairs administrators. The aim was to identify a direction for social programming within the Greek community. Six specific areas of focus were identified by the Greek Summit: enforcement, environment, prevention, academic, education, and student services/treatment/community resources.

During the 5-hour duration of the Greek Summit, participants conducted needs assessments, explored problem areas, and identified an action plan with respect to the six topic areas.

Participants were then subdivided into task forces and group leaders were chosen. Greek Summit discussions specific to problem exploration and action plan identification took place and plans for follow-up discussed.

The feedback immediately following the Greek Summit was very favorable. The achievement of the specific outcome is measured by the degree to which individual task forces are able to accomplish identified action plans within each specific area. These action plans are designed to generate initiatives and activities that both minimize the role of alcohol within the Greek community and maximize the management of risk and liability in situations that include the legal use of alcohol.

Holistic Health Model

College of Saint Benedict
Saint John's University

Contact:

College of Saint Benedict
Enrollment: 1,952
Private, Four-Year Institution

Saint John's University
Enrollment: 18,478
Public, Four-Year Institution

Sigrid Hedman-Dennis, R.N., M.S.N.
Health Educator

Objectives:

- To provide students with an opportunity to speak about their value systems, personal choices, and potential risks associated with their choices
- To provide various settings in which students can gain knowledge about a range of alcohol-related subjects
- To empower students to make informed decisions about their health in relation to their own personal value system

Description:

The Holistic Health Model is used to deal with drug and alcohol issues by two adjacent campuses. The model demonstrates the interrelationship of six components on the health wheel: occupational, physical, social, intellectual, spiritual, and emotional. Through programmatic efforts, students are shown that choices they make regarding drugs and alcohol can and will impact their choices and performance in other areas of their lives. The model also provides an opportunity for students to develop critical thinking skills that will positively impact their health now and in the future.

Under the leadership of the Health and Wellness Committee, the Holistic Health

Model allows professional staff and faculty to promote health as it relates to each student's personal value system. The committee believes that, to change the alcohol culture on campus, it is important to deal with the underlying issues of why students are making choices that can be harmful to them now as well as in the future. Utilizing the Holistic Health Model, the committee helps empower students through information, mentoring, and peer/staff support. This empowerment enables students to continue to develop personal insights and skills that will assist them in making choices based on accurate information rooted in their personal belief system.

Collaboration to implement the Holistic Health Model is happening at multiple levels. Administrative support is found from the Presidents, Vice Presidents, and Deans of Students. A range of offices including Health Education, Residential Life, Counseling, and Student Activities support the program. The faculty of Nursing and Nutrition are also involved. Further, the involvement of the City Administrator, the City Council, and the Mayor demonstrates collaboration and involvement with the Town and Gown Committee. Funding is provided by a strategic initiative grant to continue educational programming directed at facilitating informed decision making and educational opportunities.

A Health and Wellness Learning Community has been established to provide an environment for students wishing

to make healthy life choices. Residential floors foster an individual's initial choices, which are consistent with a personal belief system. An established support system helps maintain this chosen standard of living. The residential environment supports and explores the health and wellness of the student's mind, body, and soul. While this currently focuses on first-year students, the program is being expanded to upper-class students.

Educational opportunities are also provided in informal settings where drugs, alcohol, exercise, mental health and related issues are discussed. Coursework is also a part of the model. For example, "Lifestyle and Fitness" is a core course for all first-year women, and "Sexuality and Spirituality: The Sacred Connection" focuses on personal values and belief systems. It also emphasizes the necessity for individuals to make informed choices about all aspects of their lives, including drugs and alcohol. Other aspects of the Holistic Health Model include a program called, "Athlete to Athlete" which encourages team discussion about rules for alcohol use while in season. The Health Advocate Program (for women) and the Health Initiative Program (for men) foster peer education regarding health issues.

The Holistic Health Model appears to be successful based upon the range of educational opportunities, courses, approaches, and student participation in the planning and implementing, and participating in the range of these efforts.

Multiple Voices Make Good Choices

Simpson College

Contact:

Simpson College
Enrollment: 1,877
Private, Two-Year Institution

Becky Moser
Coordinator of Campus Security

Objectives:

- To help students understand that the majority of their peers make responsible decisions regarding alcohol use
- To encourage students to act as role models for others

Description:

The Multiple Voices Make Good Choices initiative is based on two major campus-wide activities which were founded to help students recognize the fact that the majority of their fellow students make responsible choices regarding their use or non-use of alcohol. The specific approaches were designed to increase the visibility of the initiatives on the campus.

The first activity is the prize patrol. Buttons with the theme "The Survey Says . . . Multiple Voices Make Good Choices," are distributed widely on campus every time

sponsors have a chance to do so. The prize patrol wanders the campus and if a student is spotted wearing the button on their person or backpack, they are given a prize. Prizes include magic 8-balls, puzzles, nerf basketballs, nerf footballs, Frisbees, card games, Hungry Hippo games, and more.

The second activity is offered at the Student Activities Fair. T-shirts are given to anyone willing to sign a commitment card. The statement on the commitment card is "I recognize the value of abstaining from alcohol or acting responsibly if I choose to consume alcohol. I choose to be a part of the majority of students who understand that being a responsible adult is the popular and sensible thing to do. By signing this pledge, I promise to be a positive role model and to use alcohol responsibly or not at all." Interestingly, most students take the time to read the cards completely. Along with the commitment cards, posters hang on the table and elsewhere on campus with nationwide statistics that a majority of students make responsible choices.

As part of the commitment card activity, all the commitment cards are posted on a wall in the middle of the student center and are intermixed with buttons from the prize patrol. An e-mail to all students, faculty, and staff explains the purpose of the display and encourages them to visit the site. Survey results indicated that two-thirds of the students knew about the prize patrol, had seen the T-shirts and believed that the activities had an impact on their decisions regarding alcohol use.

Future plans call for continuing these popular activities on an ongoing basis with the same theme being used for recognition. In addition, ways of expanding the positive public image are being considered, such as the establishment of an alcohol-free parking lot for tailgating before football games. Overall, the theme of "most students make responsible choices regarding alcohol use" appears to have been readily accepted by students.

Reintroducing Responsible Alcohol Use

Logan College of Chiropractic

Value Conflict
Resolution

Contact:

Logan College of Chiropractic
Enrollment: 954
Private, Professional Institution

Dr. E. Daniel Kapraun
Dean of Student Services

Objectives:

- To develop an alcohol use policy which reintroduces the responsible use of alcohol on campus
- To foster a partnership/team effort among students, faculty, and the administration
- To initiate an alcohol education program that fosters increased commitment to responsible behavior

Description:

As a result of student alcohol abuse, the college discontinued the use of alcohol for more than one year. The task of proposing a new alcohol use policy was given to the Dean of Student Services, who conferred

with a student task force. The student task force report was used as the foundation or “building block” of the new alcohol use policy. In addition, alcohol use policies and procedures from other colleges and universities were reviewed. This was done to identify key concepts and practices which could be incorporated into the proposed alcohol use policy to ensure responsible drinking. Further, the aim was to accommodate the range of philosophical positions and values evident among students, faculty and the administration. The Dean also conferred with student leaders, faculty members and key administrators to obtain their insights regarding concepts and practices to be included in the proposed policy.

The final draft policy document, which includes 21 procedures and regulations, was submitted to the President’s Cabinet for review and approval. The policy was implemented on a trial basis for one

academic year during which time no alcohol abuse problems occurred. An important bi-product of the new alcohol policy implementation has been the establishment of a stronger linkage with the local police department. The agency provides security guards as needed for college events that involve the use of alcohol. In addition, the police department supplies the equipment needed to conduct breathalyzer tests.

Future efforts focus on the introduction of a comprehensive alcohol education program to be required of all students. A review of existing alcohol education programs is currently underway. The goal of this effort is to identify those practices to be incorporated into a “personalized” alcohol education program that will address the training needs of students, faculty, and staff in a cost effective manner.

Stop and Think Campaign

University of North Carolina –
Wilmington

Contact:

University of North Carolina –
Wilmington

Enrollment: 9,757

Public, Four-Year Institution

Suzanne M. Shover, M.S.

Director of Judicial Programs
Coordinator, Substance Abuse Prevention
and Education

Objectives:

- To encourage students to focus on their personal choices and decisions
- To acquaint students with the experiences of their peers regarding alcohol and drugs
- To directly challenge students to think about their decisions and related consequences

Description:

The Stop and Think Campaign is sponsored by the Crossroads Substance Abuse Prevention and Education at the University. It encourages students to focus on their personal choices regarding the use of alcohol and drugs.

The Stop and Think Campaign is conducted throughout the academic year as a means of increasing awareness of all campus populations regarding the consequences of substance abuse. The first event is the Wall, which solicits anonymous comments from students on how alcohol, tobacco and other drugs have affected their lives. The best of these comments, which are

kept in an unedited condition, are then used on flyers which are posted on the “wall,” which is an 8-foot, 2-sided partition which is moved to various settings throughout the campus during the year. The most poignant of these unedited comments are then used on the Stop and Think flyers, which are posted throughout campus, but always in bathroom stalls. Many of the students’ comments are powerful statements about the negative consequences that they have experienced from heavy drinking or drug use. In addition, many comments describe the positive experiences of those who have chosen to refrain from using substances.

The Stop and Think Campaign is highly visible to all students, faculty, staff, and campus visitors. In addition to being posted on the “wall,” the statements included on the flyers are posted in residence halls, academic buildings, administrative offices, student services departments, gymnasiums, dining halls, and snack bars.

Student peer leaders conduct the Wall activity one time each semester. There has been significant campus participation at the Wall events for soliciting drug or alcohol experiences. For those students who choose not to give their input, many still stop at the Wall and read the comments made by their fellow classmates.

The activity has also been used during freshman orientation sessions, with comments provided from incoming students as well as parents. This resulted in an interesting mix of comments from the students who did not have college experience, as well as from parents who were forthcoming about the effects of alcohol or drug use on their lives. The range of comments indicated that attention was focused on many issues surrounding substance use by this activity.

Flyers posted throughout the campus are prepared using bright red and fluorescent yellow paper, reinforcing Crossroads’ colors and adding to the eye-catching quality of the campaign. All flyers include a large stop sign image with the word “THINK” written inside. As students become familiar with this image, they immediately recognize these flyers as a statement on drugs or alcohol made by a fellow classmate. During many of Crossroads’ programs and classes, students are asked if they are familiar with its services. Many state that they know the name because of the “Stop and Think” signs that they have seen on campus. In focus groups designed to gain feedback, 100 percent of on-campus students report that they pay attention to the media messages in their residence halls, and that the most memorable location of the signs is the bathroom stalls.

Your PATH at Ohio

Ohio University

Contact:

Ohio University
Enrollment: 27,913
Public, Four-Year Institution

Terrence J. Hogan, Ph.D.
Dean of Students

Objectives:

- To imbue students with an understanding of three community values which influence their individual decision-making
- To reduce high-risk drinking through greater understanding of community expectations and values

Description:

The University's environmental change strategy, which was designed to reduce the incidents of high-risk drinking, incorporates a variety of approaches. One of the vehicles is PATH, which stands for Personal Accountability, Trust and Honor. "Your PATH at Ohio" has been developed as a communications campaign about community expectations and values. It is supplemented by a series of ethics seminars to be used from freshmen orientation through commencement. As described to the students by the University's President, their time at college can be compared to a journey that

begins with personal accountability. Each member of the University community exercises good judgment and takes responsibility for his/her own behavior. With this responsibility, trust is established among those on and off the campus.

Three values are emphasized with students, beginning at their orientation program. First, diversity means, "that we treasure the opportunity to learn from the differences among us." Second, respect means, "treating others as you wish to be treated, fostering good relations with faculty, staff, students, and community members." Third, civility means "respecting others' points of view and agreeing, at times, to disagree . . . knowing that our common bonds are greater than any individual differences."

"Your PATH at Ohio" also serves as a jumping off point for explaining to prospective students and parents what the University expects from members of its community, for orienting new first-year and transfer students to the University community, for initiating discussions in judicial settings about the effect of individual behavior on

community, and for engaging in dialogue with student leaders on campus issues. Seminars that build upon the "Your PATH at Ohio" framework are designed to help all members of the campus community to resolve problems collegially and to imbue a sense of shared mission and vision. Topics included in the ethics seminar series are "Composing Your Ethics Code," "Ethics and Civic Virtues," "Ethics of Social Marketing," and "Fairness at the Work Place."

Staff time and energy were devoted to the initial creation of the concept. There has been minimal on-going expense involved in communicating the concept and much of the communication since then has been accomplished through existing programs. There has been a positive reaction to the efforts on the part of faculty, staff, parents, trustees, and student leaders. The student reaction in general has been positive, with student leaders proposing ways of further incorporating the strategy into the fabric of institutional life. Though modest declines in heavy drinking are found through the bi-annual Core Survey data, there is no specific evidence that definitively links this program to the changed student behavior.

COMPREHENSIVE PROGRAMS

Comprehensive campus efforts represent the ideal blending of each of the 10 components developed for *Promising Practices: Campus Alcohol Strategies*. While the other sections of this Sourcebook highlight specific program elements and strategies in each of the components, this section focuses on colleges/universities which have integrated the components into a campus-wide initiative. As mentioned previously, implementing a comprehensive program is the most promising way to address alcohol abuse on campus.

The efforts of the campuses illustrating the breadth and depth recommended for a comprehensive initiative are summarized in this section. These campus initiatives demonstrate an extensive and broad-based approach for the campus, incorporating the 10 components.

Overall, the comprehensive programs illustrate ways in which distinct approaches of the 10 components to address alcohol abuse are found in a broad-based campus effort. The contact persons for these campuses, when interviewed about their efforts, emphasized the importance of organizing and linking together the campus-wide effort.

Alcohol Abuse Prevention Program

The University of Alabama

Contact:

The University of Alabama
Enrollment: 19,046
Public, Four Year Institution

Charles L. Brown, Ph.D.
Associate Vice President for Student Affairs
Published in 1997/98 Sourcebook

Description:

Through its Alcohol and Violence Prevention Task Force, the university aims to create a safe social, cultural, and learning environment. The program combines university personnel and services from the university community. The Task Force solicits feedback and reviews the effectiveness of various prevention programs.

The Task Force strategy builds on the belief that prevention messages are more effectively conveyed student to student through non-traditional approaches. With leadership provided by the Office of the Vice President for Student Affairs, the Task Force promotes alcohol-free social options and a campus environment where destructive abuse is considered undesirable.

Peer education programs generate student involvement. Through the Women's Center, two groups of peer educators speak to student organizations on alcohol abuse and associated sexual violence. The Gentlemen's Agreement is a group of 12 male graduates and undergraduates who speak to fraternities and other student organizations on the legal and interpersonal

issues concerning alcohol and violence. The Female Focus, a similar group of 12 female students, speaks to sororities and women in residence halls on these issues. "Wasted Times," a group from Educational Theater, addresses the social and sexual issues related to alcohol abuse in a non-traditional format.

Peer education is further enhanced by E.C.H.O.S. (Education Concerning Healthy Options for Students), which presents to student organizations, sororities, and fraternities. In addition to presentations, the peer educators sponsor information tables, bulletin boards, and printed materials. The E.C.H.O.S. host an Alcohol Awareness Week Safe Spring Break campaign and sponsor information tables, bulletin boards, and printed materials.

A resource library available to all faculty, staff, and students is located at the Women's Center, where books, videotapes, and brochures designed to educate, prevent, and refer are available. The Housing Office also maintains a resource room. Health Promotion provides Health Care Packs for all residence assistants to do passive programming campaigns in their area. Focused training is provided for the social chairs of Greek organizations; topics include risk management, party management techniques, warning signs of excessive drinking, and liability issues emerging from state statutes. The Office of University

Housing trains the student staff to detect abusive and addictive behavior, and in strategies for referrals.

Substance-free living environments are available for students who sign a PACE (Pledge Aimed at Community Enhancement). Through a survey conducted by the university, 53 percent of residence students indicated their desire to participate in such a program.

To promote alcohol-free activities on campus, a weekly Gallery Coffee House is offered with live music, coffee, and food. The Ballroom Series offers students and community residents an alcohol-free environment in which to enjoy local bands.

The Women's Center offers mini-grants of \$200 to student organizations for the most creative alcohol-free programs, events, or activities. The Women's Center also produces "Our Voice," a newsletter that focuses on alcohol abuse and its relationship to violence against women.

Audience participants rate events very positively, confirming the effectiveness of non-traditional prevention methods. The coffee house averages 35 people each night, and events funded by the mini-grants reach a total of 1,500 students. Students' use of alcohol, consequences of substance use, and campus attention to these issues are monitored through the Core Survey.

Alcohol and Drug Abuse Intervention and Prevention Program

Central Michigan University

Comprehensive Programs

Contact:

Central Michigan University
Enrollment: 23,390
Public, Four Year Institution

Mark J. Minelli, Ph.D.
Associate Professor
Health Advocacy Services
Published in 1996 Sourcebook

Description:

The university's long-term commitment to addressing alcohol-related problems is based on leadership that seeks to manage, rather than solve, these problems. As a result, campus efforts are long-term, ongoing, multi-dimensional, and available for all students and staff. CMU's program acknowledges that the institutional mission, which emphasizes excellence in teaching and an outstanding student learning environment, can be compromised by the abuse of drugs and alcohol.

Primary leadership for the comprehensive campus-wide effort emanates from the Student Health Promotion/Disease Prevention Programming Group. With monthly meetings, which include representatives from offices and organizations participating in its monthly meetings, including representatives from Campus Police, Residence Life, Health Services, and several student organizations. Leadership also comes from a full-time prevention educator, a manager of health advocacy services and graduate interns. Support is also provided through a Wellness Resource Center, which is primarily a student-run service. One of the most comprehensive aspects of the campus effort is extensive awareness and information campaigns. Highlights include numerous campus and community health fairs, featured information on alcohol issues in newsletters from various campus

departments, weekly movies, participation in National Collegiate Alcohol Awareness Week, mocktails at homecoming games, distribution of red ribbons and flyers for a safe holiday season, and drinking and driving prevention materials. Advertising is incorporated in the "Bringing You the Beat" monthly calendar and event flyers.

Two organizations, PRIDE and GAMMA (Greeks Advocating Mature Management of Alcohol) that devote themselves exclusively to substance abuse education. Other student organizations include representatives of each of the campus' sororities and fraternities, as well as Eta Sigma Gamma. Peer education programs feature the Peer Advocates for Healthy Lifestyles (PAHLS) and the Recovery Persons Prevention Project (R3P). Educational sessions are offered for first aid for the intoxicated persons and trained sexual assault peer advocates are always on call.

A new course titled "Peer Education Theory and Practice" is offered, and all athletic team members must complete a one-credit course on "Drugs and the Athlete." Other curriculum efforts include a Health Promotion and Rehabilitation substance abuse minor, and alcohol-related topics are incorporated in numerous courses.

Training on the campus reaches various audiences. The university's president recently prepared an introduction trigger film for the alcohol policies and procedures training. Facilities management employees with commercial driver's licenses are trained to identify signs and symptoms of alcohol abuse and ways to confront the user. A "Carefrontation" program for the residence hall staff provides a helpful approach for identification of alcohol

problems and ways to "carefront" the person. The campus offers an addiction anonymous meeting, as well as individual and group counseling and referral services. This 12-step support group is offered for persons with addictive behaviors, such as food, alcohol, drugs, co-dependency, smoking, gambling, spending, and for adult children of alcoholics. The Recovering Persons Prevention Project (R3P) enables recovering chemically dependent individuals to share their strength with one another.

Several aspects regarding the policy perspective are noteworthy: the university describes the policy each semester in the course offering for students and the policy is distributed to all employees annually. Both on the campus and in the general community a zero tolerance approach toward alcohol abuse is under way. The university community policing officer appears successful, and a second officer has been hired. The city-wide "Cops in Shops" program, which helps prevent underage purchase of alcoholic beverages, has expanded to the entire county. The police write tickets to enforce the underage drinking laws, along with the city ordinance. Alcohol offenders incur fines which are increased for subsequent offenses. Students are also required to attend an alcohol education discipline class. The university has established a tailgate policy, which limits the amount of alcohol per person and tailgate parties are dispersed by the third quarter of football games.

Evaluation of the campus effort includes use of the Core Surveys, a data collected project, conducted since the 1970s and routine program evaluation.

Alcohol and Drug Education Center

Texas Christian University

Contact:

Texas Christian University
Enrollment: 7,050
Private, Four Year Institution

Angela Taylor, M.S.
Director

Published in 1997/98 Sourcebook

Description:

The Alcohol and Drug Education (ADE) Center provides programs, training, counseling, and alternative activities to promote healthy lifestyles and responsible decisions. Students are encouraged to develop a sense of responsibility for self, for others, and for their community by taking a lead in setting behavioral norms for their campus community.

Staff members at the ADE Center include specialists in substance abuse programming and training, as well as licensed counselors, who work closely with academic departments. At the beginning of each academic year, a two-page article on ways of including drug and alcohol information in class material is incorporated in the "Teaching Effectiveness Bulletin." An example of the center's regular involvement with academic departments is a journalism class that designs a 3-D media campaign as their final project. Each student in the class must design a drunk and drugged driving campaign.

The campus' Critical Incident Task Force reviews alcohol and drug policies annually. Students are informed of the campus policies

by residence hall staff and new student orientation staff and through the student handbook. Students who violate policies a first time pay a fine of \$75 or perform community service. They also receive a confidential substance abuse screening assessment and attend an education group. Second-time violators pay a fine of \$150, receive a substance abuse screening assessment, attend an extended education group, perform 20 hours of community service, and have a letter sent to their parents.

The student leadership in the campus-wide effort is provided through the University's BACCHUS Chapter, Students Reaching Out (SRO), which incorporates four distinct groups. The Campus Mentors receive advanced training for personal one-to-one helping relationships. Peer Educators receive national certification once they are trained for interactive prevention programs. Hyperfrogs support the university's athletic teams. R.O.A.D. (Responsibility of Adult Decisions) workers offer free mocktail service to student organization functions. In conjunction with R.O.A.D., SADD (Students Against Drunk Driving) conducts a campus-wide safe ride campaign. SRO also has responsibility for coordinating several activities each semester; among these are Safe Break, National Collegiate Alcohol Awareness Week, Red Ribbon Week, Safe Halloween, and Safe Summer.

Training seminars and organization-specific manuals work with targeted populations, such as residence hall staff and academic department and athletic department personnel. The seminars focus on the effects and consequences of alcohol abuse to train attendees in making appropriate recommendations and referrals. Faculty Campus Mentors receive prevention materials specific to their academic discipline. In addition, training is offered to parents of incoming freshmen. TIPS training is provided to those most likely to serve alcohol, especially fraternity and sorority social chairs and local bars.

Outreach ADE members and student athletes work with the Community Association of Youth Against Drugs and the university's Upward Bound Program in the local school district. These coalitions allow participants to serve as role models and to present prevention programs.

To provide media coverage, the campus newspaper carries prevention ads every two weeks. The radio station airs public service announcements, including those prepared by Recording Artists Against Drunk Driving (RAADD).

Evaluation includes the administration of the Core Survey every two years, student evaluations of the education groups, and a statistical compilation of the alcohol violation data base. Results gained from these strategies assist in program planning.

Alcohol and Other Drug Awareness/Prevention Committee

North Central College

Comprehensive Programs

Contact:

North Central College
Enrollment: 2,437
Private, Four Year Institution

Barbara J. Miller, M.S. Ed.
Assistant to the Vice President for Enrollment Management and Student Affairs
Published in 1996 Sourcebook

Description:

The college has been involved in numerous programs and strategies to address alcohol issues over the last several years. A review of campus policies and programs recommended the establishment of the Alcohol and Other Drug Awareness/Prevention Committee. Members come from many offices on campus and the surrounding community (see Task Force description in Staffing and Resources section), and make a commitment to serve for two years.

The committee plays a critical role in gathering and disseminating information on alcohol-related topics. Further, it provides support and assistance to all who are committed to alcohol education efforts on the campus. Meeting monthly, the committee reviews prior events and suggests ways of improving them. It prepares a campus-wide assessment of change in alcohol-related behaviors and develops and implements an extensive promotional campaign in which it is "cool" to make the choice not to drink alcohol or to use alcohol responsibly. Further, it implements a program that addresses the effects of second-hand alcohol abuse.

Numerous offices are actively involved in the campus-wide effort. The Residence Life Staff receives training twice a year and shares policy and program resources

with students. Student Orientation Week and campus bulletin boards, as well as special information bulletins, provide information about these resources. The Prevention Resource Center, housed in the campus Health Center, provides informative materials related to alcohol consumption and/or abuse.

Three student organizations are central to programming efforts. SHAPE, campus peer educators, provide campus programs, as well as make individual contacts, to address alcohol use and/or abuse and its effects. A BACCHUS chapter has a strong presence on the campus and provides support for programming in the areas of responsible decision-making, alcohol awareness education and drunk driving. SAFE (Sexual Assault Free Environment) Educators provide information and make presentations regarding sexual assault and the relationship of alcohol to this problem.

Policies are detailed in the student handbook and through special bulletins distributed throughout the campus. An alcohol education seminar, CHOICES, is presented to students found in violation of the campus alcohol policy and others who are referred because of concerns about alcohol abuse. Students found in repeat violations of the campus policy are referred to counseling for assessment. Several offices on campus provide "self help" and "where to get help" pamphlets and referral phone numbers related to drinking problems and concerns about alcohol abuse.

The campus environment as a whole emphasizes alcohol-free activities and "natural highs," and a student-run coffee house, "Coffee Dregs," provides a place to

socialize outside the residence halls. The "Jail & Bail" Program, includes the Vice President for Enrollment, Management and Student Affairs who acts as the judge. Numerous weekend programs and activities help create an atmosphere in which students enjoy and participate in the many events planned at times when "drinking" is considered an alternative activity.

Evaluation is conducted by the Core Survey, which is implemented regularly. Its results are used for program planning, evaluation and assessment. Two substance free residence halls, housing primarily freshman students, provide the opportunity to collect data and statistics on vandalism, alcohol-related violations, academic success, and retention. The results demonstrate a decline in alcohol-related incidents and vandalism. Also, the college leadership committee conducted an audit of the alcohol policy.

Special target groups on campus are freshman, student athletes and women. Further, a substance-free wing has been instituted in an upper class residence hall.

Overall, the bringing together of numerous individuals and groups on the campus and the blending of their expertise, concerns and passions serve as the key to this campus-wide effort. Their combined efforts create the foundation for further support and provide a collective review of the nature and future direction of campus alcohol issues.

Progress appears with a heightened awareness of how drinking affects others, fewer major alcohol-related problems, fewer reports of disturbances due to alcohol, and few alcohol policy repeat violators.

Alcohol and Other Drug Education Program

Valdosta State University

Contact:

Valdosta State University
Enrollment: 9,585
Public, Four Year Institution

Randy Haveson, M.A.
Coordinator of Alcohol and Other Drug Education
Published in 1997/98 Sourcebook

Description:

The Office of Alcohol and Other Drug (AOD) Education is the nucleus of a campus-wide effort to provide services and programs for students, faculty, and staff on substance abuse issues. This comprehensive program integrates educational strategies and treatment resources for all aspects of the campus community. Assisting the program coordinator is the campus Task Force on Alcohol and Other Drugs that consists of students, faculty, and administrators from a variety of campus offices and organizations.

Students guide many of the campus-wide efforts through Natural Highs, affiliated with the national BACCHUS organization. Natural Highs organizes major campus events, such as Alcohol Awareness Week and Safe Spring Break Party, and provides activities and programs for students on the weekends. During finals week each academic term, Natural Highs sponsors "Scoops & Scribbles," at which time

ice-cream sundaes and finger paints are provided for students. Another student initiative is the KARMA (Knowledge, Awareness, Respect, Maturity, Achievement) Peer Education Program. Students recruited through orientation programs, introductory classes, and the campus e-mail system attend a two-hour training and a one-hour small group discussion weekly. Following training, students give presentations to classes, residence halls, Greek organizations, and local high school students on the topics of alcohol, drugs, how to help a friend with a substance abuse problem, sexual assault, eating disorders, and HIV/AIDS. The peers are also involved in community efforts, working with the local Red Ribbon Week committee, working with at-risk youth in the middle and high schools, and creating and performing puppet shows for local elementary school children.

A significant "teachable moment" comes after a student is cited for violation of the campus drug and alcohol policy. A number of educational opportunities are provided for the violators of the policy. Depending on the severity of the violation and the cooperation level of the student, the violator may receive a comprehensive chemical dependency assessment, attend OCTAA, or go on a "scavenger hunt" through the

"Uppers, Downers, All Arounders" CD-ROM in which students are given a list of questions they must answer by searching through the CD.

Curriculum infusion efforts are made by encouraging faculty to include material from the AOD office in their course work. Faculty are made aware that the Coordinator of the AOD Education program and the Peer Educators are available to give presentations in their classroom. Presentations are also made at new faculty orientation and departmental meetings.

Another important service provided by the Office of AOD Education is the confidential assessment and short-term early recovery program. Students may receive short-term counseling in the AOD Office or through the campus Counseling Center. Referrals may also be made to community agencies.

The effectiveness of the campus effort is evaluated through use of the Core Survey. Other evaluative measures include the level of student participation at events and programs, evaluations given after class presentations, the number of students attending confidential assessments, and the number repeat offenders of the campus drug and alcohol policy.

Alcohol and Other Drug Programs

La Salle University

Comprehensive Programs

Contact:

La Salle University
Enrollment: 5,590
Private, Four Year Institution

Robert J. Chapman, Ph.D.
Alcohol/Other Drug Program Coordinator
Published in 1997-98 Sourcebook

Description:

The comprehensive Alcohol and Other Drug Program is staffed by a full-time Addictions Counselor and a part-time graduate assistant. The program provides individual assessments and referrals, short-term counseling, program development, and community education.

A central portion of the campus-wide effort is community education. Implemented by trained peers, this program is coordinated by a graduate student Resident Educator who supervises the training and activities of approximately 12 peer educators. The community education program provides opportunities for students, staff, and faculty to obtain information from different experiential activities. One activity is "non-alcohol beer tasting" in which non-alcoholic beers are sampled at the university's alcohol-free nightclub. In another activity, a breath analyzer is set up at the entrance to a resident hall on a university "party night." Students have the opportunity to test their blood alcohol level, review their feelings and

make a conjecture regarding their level of intoxication.

The "Dear John" campaign uses "refrigerator magnets" bearing AOD information and campus phone numbers. These are posted in every bathroom stall in the residence hall.

Role play stages situations involving drinking (e.g., one roommate confronting another about his/her drinking). At a crucial point, the action is frozen and the facilitator prompts the audience to question the role players as to how they feel about being confronted or confronting.

Other services of the community education program include a newsletter, topical workshops in the residence halls, and a resource center. Alcohol-related programming is also provided in Alcohol Awareness Month, which developed from the long-sponsored Alcohol Awareness Week.

The Resource Center incorporates drug and alcohol computer networks, bulletin boards, and databases that facilitate personal assessment. Students are encouraged to seek consultation to discuss information gained from the assessment process. The Resource Center also includes brochures and other printed material. An AOD related Web page has also been established on campus.

An alternative program allows students to participate in an alcohol awareness seminar when they violate the university's alcohol policy. Conducted by the University Peers, this program informs participants about alcohol and its impact upon the consumer.

The university's clinical program incorporates three elements. Individual counseling services are available upon referral or request. "Pre-treatment" counseling is available for individuals who may be at risk of developing a problem with alcohol or other drugs. Group counseling is available to the university community at large.

AOD programs on alcohol have been developed for courses in human genetics, personnel management, economics, literature, global history, and others.

Evaluation includes formal survey tools and interview techniques to assess student perceptions of the AOD Program and its activities. In addition, a small scale qualitative review of faculty satisfaction of the program suggests that it is visible, valuable, and effective in its efforts to provide accurate information for decision-making regarding drugs and alcohol.

Alcohol and Other Drug Resource Center

Bentley College

Contact:

Bentley College
Enrollment: 6,401
Private, Four Year Institution

Eydie Liebman, M.S.S.
Student Life Coordinator for
Substance Abuse Prevention
Published in 1997/98 Sourcebook

Description:

The implementation of the drug and alcohol program involves many offices – including Residence Life, Counseling and Student Development, Student Health Services, Campus Police, Athletics, and Student Affairs. The Alcohol and Other Drug Resource Center was created to house materials and training efforts. This Resource Center is centrally located on the campus, making it accessible to all members of the college community.

The goal of the program is an environment that is healthy, safe, and conducive to academic achievement. The staff believes it must create a culture to promote this environment, and faculty and staff believe they can be effective in promoting this healthy lifestyle only if they are kept informed of health and wellness issues. The Alcohol and Other Drug Resource Center serves as a venue for collecting and distributing this information.

Ultimately, the aim is to increase the students' knowledge about alcohol and drugs and give them accurate, consistent information to use in making informed decisions. The goal also includes strengthening students' decision-making and communications skills that they can apply in high-risk situations. Further, the Resource Center staff attempts to increase the number of students who attend drug and alcohol education programs, attend training sessions, are involved in alcohol-free events, and are engaged in the planning of theme weeks. The Resource Center funds and implements the Falcon Challenge, a program that gives students incentives to plan and attend substance-free events on campus.

Programs on risk management, social host liability, alcohol first aid, interventions, and related issues are conducted for residence hall groups, at orientation programs, with athletic teams, and with Greek letter organizations. Training is provided throughout the year for all Residence Life staff, prior members of the campus judicial boards, and other campus leaders. Peer educators, Students Promoting Responsible Issues To Everyone (S.P.R.I.T.E.), help organize campus programs such as the Health

and Wellness Fair and the Sexual Assault Awareness Day.

Interactive computer programs and Internet access are widely available in the Resource Center, as are books, journals, and videotapes. Brochures are supplied on a variety of topics – including basic facts about alcohol, alcohol first aid, date rape, interventions, and campus and off-campus resources. Students are encouraged to help create brochures on topics not represented.

Judicial sanctions implemented by the center include: a "minor" alcohol violation program that reviews college policy and basic alcohol facts; a "serious" alcohol violation program that reviews high-risk and low-risk choices, the risks of getting drunk, decision-making skills; and a "host-liability" program that reviews the college policy and provides information on how to host a safe "legal" party. The "A Step Ahead" Program is an eight-week program for students who are returners to the judicial system. For infractions of college policy, students can be assessed community service hours in addition to attendance at education programs.

Alcohol Awareness Program

Virginia Commonwealth University

Comprehensive Programs

Contacts:

Virginia Commonwealth University
Enrollment: 21,349
Public, Four Year Institution

Maureen Earley, M.Ed.
Assistant Director of Health Promotion

Vicki Mistr, Ph.D.
Coordinator
Substance Abuse Programs
Published in 1997/98 Sourcebook

Description:

The goals of the university's alcohol awareness program are to raise faculty, staff, and student awareness of alcohol issues, to deliver educational and support programs on alcohol, and to provide alternative activities to foster a social environment that does not emphasize alcohol. Over the past 10 years, the campus Office of Health Promotion has expanded to meet the education needs of the campus community. The strategies include a careful assessment to establish goals and objectives and evaluation to guide future efforts.

Trained health professionals, peer educators, and faculty members provide education to raise awareness, allocate resources, and empower the community to address alcohol issues.

Alcohol Awareness Weeks is a concentrated multi-media three-week event held prior to spring break. The occasion provides instruction on OCTAA (On-Campus Talking About Alcohol), Let's Be Frank Day, a Safe

Spring Break party, daily displays with alcohol facts, regular education programs, resource tables, and SIT-TV (Stay in Touch – television information on screens in the student commons). The Stall Street Journal is a one-page newsletter posted on a regular basis in residence hall bathroom stalls. Daily displays educate students about the dangers of alcohol abuse and reinforce students whose approach to alcohol use is not abusive.

In addition to the OCTAA instruction, TIPS (Training for Intervention Procedures by servers in training) educates Residence Life staff about serving alcohol. "Fishing for a Guest Lecture?" offers classroom lectures by health promotion staff and peer educators on alcohol and related health and wellness issues. A brochure is distributed that advertises the guest lecture program, as are special editions of the health promotion newsletter "Health Update" that contains alcohol facts, suggestions on incorporating alcohol education into the courses, and information about the science of alcohol abuse. Faculty members receive a brochure entitled "Alcohol Education ... What Can You Do? Make An Assignment." New Student Orientation presents several student programs about alcohol abuse (e.g., parents can see "Smoothing the Waters," a presentation about alcohol use confronting students as they move into the college community).

The student group "Men Against Rape" participates in rape prevention education and annually sponsors a White Ribbon Campaign to raise awareness about sexual assault.

The BEER (Believing Everyone can Enjoy Reality) Peers are a component of the university's campus alcohol strategies. This diverse group of 15 students receives leadership training in communication, presentation skills, OCTAA, and related alcohol issues. The BEER Peers, in teams of two to four, annually present approximately 40 programs to students and community groups.

The campus alcohol policies are widely distributed throughout the campus community, and the university's cooperative agreement with the city police refers students who are arrested on alcohol charges to the university's OCTAA training. Faculty and staff on the campus hearing board receive specialized training about the effects of alcohol to help them in their adjudication of a sexual assault allegation.

The College Health Risk Behavior Survey and the Commuter Student Survey contribute to campus assessment and the evaluation program. Results guide programming about risk behavior of college students and help identify the best ways to reach the commuter student.

Alcohol/Other Drug and Violence Prevention Program

Middlesex Community College

Contact:

Middlesex Community College
Enrollment: 6,021
Public, Two Year Institution

Judith Ramirez, R.N., M.S.W.

Project Director

Published in 1997/98 Sourcebook

Description:

With a student population of commuters divided between a suburban campus and an urban campus, the college's comprehensive program targets a wide range of men and women. The overall goal of the program is to influence student attitudes so that there is a behavioral change in situations related to students' life experiences, both on and off the campus. Specific objectives include providing students with alternative socializing models, changing students' perceptions about alcohol use, and reducing violence among students through the introduction of conflict resolution and peer mediation models.

Leadership is provided by the Program Director who is assisted by student peer volunteers from the Law Center, faculty, and a 10-member Advisory Board. Serving on the Advisory Board are two students from each campus, a faculty member, community representatives, and three administrators. The Advisory Board's role

is to participate in the development, implementation, and evaluation of each of the campus program initiatives.

A primary thrust of the campus program is the involvement with student peer educators. The "Matter of Fact" Improvisational Theater Troupe performs alcohol-abuse-related vignettes for student audiences at both campuses four times each year; and the program is presented to the community's high school students. Following each performance, the actors remain in character while the narrator circulates through the audience and encourages discussion in a non-threatening atmosphere.

Students also receive training in mediation and conflict resolution. Mediation Centers on each campus are staffed by students, faculty, and staff, each of whom volunteers to provide 32 hours of service.

Presentations on alcohol abuse and alcohol awareness are made on the campuses, primarily in the cafeteria where there is the greatest student traffic. These sessions are led by students who have had personal experience with alcohol abuse and by community leaders who are working in the field of drug and alcohol abuse issues. Information sessions also demonstrate the effectiveness of peer mediation and conflict resolution. In addition to the

prevention and education activities, 26 support groups meet weekly on one of the campuses. These support groups are attended by students and community members, and include Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Court-Mandated Batterers Group.

Several curriculum-related components are part of the campus-wide initiatives. One course on alcoholism is offered in the Social Sciences Program, and another course offered in the Business Administration Program covers the laws applicable to hotel, motel, and restaurant operations. Other curriculum-related projects include the development of a one-credit course in conflict resolution techniques, a student-led mediation workshop, and information sessions and panel presentations.

Marketing of the campus effort is conducted through letters, posters, flyers, e-mail, voice mail, classroom announcements, and advertising in the campus newspaper. Advertising also occurs in local newspapers and on cable TV through the services of the college's Publicity Department. An evaluation is conducted through the use of the Core Drug and Alcohol Survey and a Student Needs Assessment.

Alcohol Task Force

College of William and Mary

Comprehensive
Programs

Contact:

College of William and Mary
Enrollment: 7,709
Public, Four Year Institution
Mary Crozier, Ed. S.
Substance Abuse Educator
Published in 1997/98 Sourcebook

Description:

College personnel believe that substance abuse prevention efforts are the shared responsibility of the entire community. The Alcohol Task Force strives to create a "safety net of educated persons which includes students, faculty and administrators." The campus-wide Alcohol Task Force oversees drug and alcohol prevention programming for the university. Specific goals are eliminating underage drinking, reducing abuse of alcohol among those who choose to drink and for whom it is legal, reduction of negative consequences, and support for those who choose not to drink. These goals are accomplished through programming that systematically targets and tailors programs for groups on campus.

The alcohol policy, a single policy for faculty and students revised annually, is distributed in the student handbook, the

college catalog, and in a separate pamphlet. Enforcement of the alcohol policy is based on "self determination," which holds students responsible for infractions in the residence hall and upholding the honor code.

Multiple approaches are used in the awareness and information activities. SoberFest is the Alcohol Awareness Week, the centerpiece of which is the Progressive Party, sponsored by various student groups. Outreach education is offered to different groups, including the Greek Life Council, pledge groups, athletic teams, and residence halls. Passive programming includes posted literature, give-away materials, and referral numbers. Annual awareness campaigns include Safe Spring Break and AIDS Awareness activities. The F.I.S.H. (Free Information on Student Health) Bowl is a student-run resource center. Containing books, videos, posters, pamphlets, and journals, the F.I.S.H. Bowl is staffed by 30 trained student volunteers who answer questions, make referrals, assist with academic research, and check out materials. In addition to the F.I.S.H. Bowl volunteers, peer health educators are

trained and certified in the BACCHUS model; they participate in awareness campaigns and deliver programs throughout the academic year.

Strategies designed to affect the campus environment include the Meridian Coffee House and the University Center's Activities Board (U.C.A.B.). The U.C.A.B. promotes 50 entertainment events each semester, including films, bands, coffee houses, novelty activities, dances, lectures, and cultural programming.

Assessment evaluation initiatives have been undertaken since 1989, and since 1993 the Alcohol Task Force has developed and implemented a faculty survey. These surveys help the committee to understand patterns of use, guide programming, identify strengths, and evaluate effectiveness impact. Other signs of effectiveness include the receipt of awards and letters of recognition, as well as evaluations of specific events and increases in student participation in alcohol education and prevention efforts.

Campus Alcohol and Drug Education Program (CADEP)

University of Texas at Austin

Contact:

University of Texas at Austin
Enrollment: 47,957
Public, Four Year Institution

Debra J. Orrick, M.A.
Coordinator
Student Health Center
Published in 1996 Sourcebook

Description:

The Student Health Center's Campus Alcohol and Drug Education Program (CADEP) provides a continuum of primary and secondary prevention services for university students. These range from operating a resource center and coordinating awareness weeks to training peer advisors and conducting educational programs for disciplinary referrals.

CADEP utilizes a harm reduction or harm minimization approach to reducing the negative consequences associated with substance use. The model is an abstinence-based, but not an abstinence-only, approach. The methods used by CADEP are based on the assumption that behaviors and habits can be placed along a continuum of beneficial to harmful consequences. The goal of harm reduction is to move an individual with substance use concerns along this continuum toward more positive and more satisfying levels of health.

Central to the implementation of CADEP is the Lifestyle Management Peer Advisor program. The Peer Outreach program receives academic credit through the University's Department of Kinesiology and Health Education. Students receive training in one-on-one consultation skills, as well as in making presentations. Topics include Alcohol Management; Women, Men and

Alcohol; A New Game Plan; How to Help a Friend Who's Had Too Much to Drink; and Stress Management. A related initiative is the Lifestyle Management Class (LMC), a four-hour, non-credit class offered by CADEP that emphasizes student skills development for college lifestyles management, including alcohol management, goal setting and stress management. The classes are primarily attended by students with a disciplinary referral from a campus office or a local or state municipal court. CADEP Lifestyle Management Peer Advisors have been trained to teach these classes. Students participating in the class are encouraged to engage in a self-assessment process to examine the relationship of alcohol use to their academic career and personal goals and to their college lifestyle management strategies.

CADEP staff also advises UT's Designated Driver program (UT-DDP), which includes free taxi cab rides for students who are too intoxicated to drive or who are with someone who is too intoxicated to drive. The UT-DDP is coordinated by a student board of directors with advising and oversight by CADEP staff. This program is funded by the University's Student Fees Committee and operates every Thursday, Friday and Saturday night. The service only takes a student home, not to another party or bar. The taxi cab service is coordinated through the UT-DDP phone bank and the cabs are dispatched after verification that the caller is an enrolled student and the address they are being taken to is their current address. CADEP also coordinates a Students Against Driving Drunk Chapter (SADD) which functions as the "safety education" component for the UT-DDP.

SADD members provide presentations to other student groups about DUI prevention, and guidelines for utilizing and accessing the UT-DDP; they also volunteer to staff the UT-DDP Phone Center.

CADEP also addresses individual needs concerning alcohol and drug-related problems. CADEP provides Individual Educational Consultations which are confidential, private sessions in which students can talk with professional CADEP staff about personal concerns regarding their own use, or the use by a loved-one, of drugs, alcohol, or tobacco. The program utilizes "motivational interviewing" in these sessions and is free-of-charge for the student. For those students who have concerns about their drinking or drug use, or who are engaged in a pattern of high risk use, CADEP will provide early intervention services, such as problem severity assessment, moderation management education or recommendations for abstinence (as appropriate) and community referral services for treatment and recovery for chemical dependency. An educational consultation is usually one-hour in length, with optional follow-up sessions available upon request.

Training is offered for student leaders, staff and faculty, and includes intervention training, overview of college substance use, and stress and time management.

CADEP also coordinates the Campus Alcohol and Drug Education Network (CADEN) which is an informal meeting of UT faculty and staff who are involved in research, curriculum, development, or programs that address alcohol, tobacco, or drug issues.

Campus-wide Initiatives

University of Virginia

Comprehensive
Programs

Contact:

University of Virginia
Enrollment: 18,011
Public, Four Year Institution

Susan J. Grossman, Ed.D.
Associate Director
Institute for Substance Abuse Studies
Published in 1996 Sourcebook

Description:

The Institute for Substance Abuse Studies (ISAS) is a multi-disciplinary organization that coordinates the educational and research activities related to substance abuse prevention at the university. Numerous offices at the university work in conjunction with ISAS to implement substance abuse education/prevention programs. The Alcohol, Tobacco and Other Drug (ATOD) Advisory Committee, a forum of administrators, staff and student organizational leaders, assesses the university culture and climate, and makes recommendations for initiatives to further address alcohol, tobacco and drugs.

Training is a key element of the university's efforts. Residence Hall Senior Staff receive pre-service training with a major emphasis on the personal challenges of being a leader and the many implications of choices regarding alcohol. This training helps them in their follow-up discussions on alcohol policy with the RAs, other staff and residents.

TIPS training (training for intervention procedures) is a two-hour server intervention program designed for individuals who will be serving alcohol. It addresses the effects of alcohol on the body, how to assess intoxication in others and intervention strategies for dealing with intoxicated individuals.

Peer health educators (PHEs) provide information and referrals on alcohol issues through patient education. They also present awareness events and programs targeted to address numerous health topics, including alcohol and other substance use. Their competence-based (rather than fear-based) programs provide opportunities to create a more positive university climate.

Three other specialized programs exist for targeted audiences. The Student Athlete Mentor (SAM) Program is designed to work student athletes. Students trained as SAMs are elected by their respective athletic teams to serve as peer substance abuse prevention specialists. The goal of the SAMs is to establish a safer social environment within their team that will result in the reduction of the negative consequences due to the misuse and abuse of drugs or alcohol. They serve as resources for their teammates for information and support, use their skills to recognize unhealthy behaviors, and make appropriate referrals when necessary.

The Inter-Sorority Council (ISC) and Inter-Fraternity Council (IFC) work together on a variety of initiatives to combat underage drinking and alcohol abuse by members of their organizations. One such endeavor is the Party Patrol, a student-monitoring system for fraternity-hosted parties and fraternity and sorority mixers. A second IFC/ISC initiative is the Greek Risk Managers (GRMs) Program. This network of fraternity and sorority peer educators, selected by the IFC and ISC, assists in the education of officers, social chairs, risk managers and pledge educators.

The third targeted audience is the first-year students. Through a theater performance presented during orientation, these students are introduced to a variety of risky behaviors and issues, including alcohol abuse. Following the performance, the first-year students discuss with their RAs, trained First Year Focus facilitators and peers the vignettes on student life that they have just seen.

Another initiative offered at the university is the very popular Friday Night Series, which includes a variety of events sponsored by the university union. By providing consistent, quality programs on a Friday night (e.g., concerts, movies, comedy), the university community shows students that there are fun alcohol-free events that they can attend.

An annual Fourth Year 5K Fun Run/Walk is offered by the peer health educators. This was created as an alternative to the tradition where fourth-year students consume a fifth of alcohol at the last home football game.

Ads in two student-run newspapers and on radio have proven successful in raising alcohol awareness during the semi-annual awareness campaigns.

Finally, the University Judiciary Committee, a student-run organization, investigates and adjudicates alleged violators of the university's alcohol policy and standards of conduct. This committee typically refers violators to a variety of university programs, particularly On Campus Talking About Alcohol (OCTAA).

Center for Drug and Alcohol Education

Colorado State University

Contact:

Colorado State University
Enrollment: 21,451
Public, Four Year Institution

Maureen Conway
Director
Center for Drug and Alcohol Education
Published in 1996 Sourcebook

Description:

Colorado State University's program comprises a wide range of services and efforts from awareness and information to peer-based activities and includes staffing and innovative implementation approaches.

Operational since 1984, the university's approach for the comprehensive program is based on the themes of prevention, intervention, harm reduction and community collaboration.

Awareness and information constitute a large portion of CSU's initiatives, such as the "Community Strategies Unlimited" orientation program, a one-hour session with the theme "It's Me; It's Now; I Can;" emphasizes strategies for building a healthy and vital community and deals with the facts and strategies regarding alcohol issues. A "To Drink or Not To . . ." video, developed for incoming students to correct misperceptions of alcohol use, highlights 25 students who present numerous reasons for not using alcohol, giving a real face to the 30% of CSU students who do not use alcohol.

Policies and procedures incorporate some interesting approaches. One is the "Positive Impact" program, an organization of student volunteers who work to enhance the safety and enjoyment of participants at university events. At football games, for example, the volunteers transport home

the individuals who have consumed too much, address tailgating violations and take away bottles and cans (distributing cups in their place). In addition, the Athletic Department and the TEAM coalition are reviewing alcohol management policies for their facilities. The tailgating policy requires a special events permit when groups of 25 or more are congregating at football games. Enforcement is further supplemented by campus police efforts with impaired driving, a "Party Poopers" effort conducted by the city police department and an alcohol summit which is implemented for both planning and enforcement services.

Another ongoing initiative is SNAP (Saturday Night Alternative Program), which provides an opportunity for open recreation, as well as activities for children of CSU community members. A poster contest, designed to promote cultural change through creative graphic art, depicts a low use norm.

A date rape mock trial is conducted by a local district court judge in a mock courtroom.

A new resource is the Home Page for the World Wide Web, which incorporates helpful information on how to help oneself and others. Its goal is to create a resource that will not reveal the identity of the user and will thus be a method for providing confidential information to at-risk individuals.

Complementing these efforts are peer approaches. One of these is B.O.L.T. (Based On Life Theater) which features skits performed by non-theater students on alcohol, dating, violence and other health issues. P.C.A. (Peer Counselors in Athletics) and the R.A.M. (Ram Athlete Mentoring) Team provide student approaches for

reaching fellow athletes. P.C.A. promotes healthy lifestyles and encourages positive choices among student athletes. The R.A.M. Team is designed as a two-credit course emphasizing alcohol and sexual assault, drugs, academics and campus resources. The G.O.L.D. Team provides student athlete consultation training and support. It presents programs to the various athletic teams on the campus.

Curriculum infusion is conducted and numerous classes reach 2,800 students. Faculty with training in the campus BASE-LINE program have a commitment to create infusion modules and course outlines. In some courses the Center for Drug and Alcohol Education provides course sessions to students.

Support services include "Learning Utterly Important Information." This weekly three-hour workshop provides an interactive and informative approach that examines risky behaviors, misperceptions, and addiction. A continuum of use and personal applications are also presented.

Collaboration for this campus-based effort includes an initiative entitled Team Fort Collins, which is a community partnership for prevention. CADE (Coalition of Alcohol and Drug Educators), a decade old regional coalition, is an issues forum, a support system and an information-sharing network for professionals and students in the Rocky Mountain area.

Evaluation of the campus effort is conducted by the Core Survey every two years. There is a yearly review of the stadium data, as well as an Athlete Lifestyle Assessment.

Center for the Study of Addiction

Texas Tech University

Comprehensive Programs

Contact:

Texas Tech University
Enrollment: 24,185
Public, Four Year Institution

Debbie Frapp
Assistant Director
Published in 1997/98 Sourcebook

Description:

Initiated in 1986, the Center for the Study of Addiction implements strategies to create a "recovering community" environment on the Texas Tech University campus. Designed to help students make the transition from "recovering addict" to "productive, responsible citizen," the center provides support for over 200 recovering students to study together, play together, work together, and live together.

In helping the recovering community, the center has had an effect on the entire student body. During its years of operation, there has been less than a 5 percent relapse rate among recovering students associated with the center, compared to the suspension of more than 50 percent of the recovering students enrolled at the university prior to the center's existence. Further documentation of success shows an average 3.37 cumulative grade-point average for currently enrolled recovering students, compared to 2.68 for all university undergraduates.

The comprehensive program implemented by the center focuses on the creation of a "Community of Recovering Students." One segment is the Addiction and Substance Abuse Specialist (A.S.A.S.) organization, a registered student organization with over 200 members. Comprising recovering students, students who want to become addiction counselors, and those who want to be affiliated with a group committed to substance free living, A.S.A.S. has raised over \$60,000 for scholarships for recovering persons.

The center also holds support groups, such as Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, and Celebration of Recovery (a special group for all types of recovering students). Average combined weekly attendance at these meetings exceeds 400 students. Counseling for alcoholics and addicts is one aspect of the campus services. Extensive involvement with students who are children of alcoholics is also a component of the program.

The center also offers a peer support process by providing tutorial assistance for recovering students. Students are expected to help each other in the basics, especially in learning how to study. Participating students receive an academic incentive scholarship of \$500 per semester when they maintain a 2.5 grade-point average.

When a student makes a higher grade-point average in any given semester, the scholarship is increased the following semester. To further assist in finances, the center has raised over \$500,000 in endowed scholarships to help qualified students return to school.

Substance Abuse Studies (S.A.S.) is an integrated, interdisciplinary academic curriculum in addiction studies. The curriculum provides a thorough preparation for students who want to be knowledgeable about addiction and recovery and meets state educational requirements for licensing as a chemical dependency counselor. Specific courses include family dynamics, addictive relationships, treatment, health-education programming, criminology, behavior, society, and financial counseling.

The Service Plus policy at the center is conducted by having a diverse continuum of services and care. Overall, the center is highly successful. Its efforts are recognized by national agencies and organizations. An average of two students a week enter into recovery as a result of the activities of the center and the widely known support groups. The center's services have an influence on both the recovering student and the overall student body.

Center of Alternatives for Human Development and Prevention

Inter American University
of Puerto Rico
San German Campus

Contacts:

Inter American University
of Puerto Rico
San German Campus

Enrollment: 6,392
Private, Four Year Institution

Maria S. Torres Figueroa, M.A.
Director

Norma Lugo, M.A.
Project Coordinator
Drug Prevention Program
Published in 1996 Sourcebook

Description:

Established in 1989, this initiative exemplifies the belief that campuses can and should be more positive learning environments. The goal of the university's prevention activities is to develop a "critical mass" of campus community members. To achieve this goal, the emphasis is on change in the overall campus environment. While the comprehensive approach involves various institutional components and individuals, faculty members are especially highlighted since they have significant influence with students. The prevention program applies to students, faculty and staff, and actively involves volunteers.

The comprehensive effort has three major elements: a Peer Support Group for Students, a Faculty Support and Advisory Team, and a Community-Based Program Advisory Committee. Each of these efforts is coordinated by the program staff. The center has a full-time staff and orients its activities to the entire university community. Personnel from throughout the university are trained and integrated into a team to deal effectively with the alcohol problems on the campus. They are

personnel from the residence halls, peer counselors, student organization directors and faculty and staff coordinators.

The center staff is involved in developing the campus policy on drug and alcohol use and abuse. It also carries out a series of educational activities and provides early intervention and referral services on the campus. The center is also a major clearing-house for information and technical support for other programs in the area. It sponsors four alcohol-free social events each semester at the recently established College Cafe.

Central to the university's campus-wide initiative is the Curriculum Infusion Prevention Strategy program. The Peer Support Groups sponsor approximately 25 activities each year, which reach thousands of students. Developed and implemented to complement the established prevention and education program activities, three elements are integral to this program. First is the Freshman Orientation Course, a life skills program into which drugs and alcohol issues are incorporated. In the first two years of the project, 32 faculty were trained in the new course modality. A faculty manual and student guide that includes the 25 lessons was also developed.

A second aspect is the Pre-Service Teacher Training program. The selection of the most appropriate courses to integrate into the prevention component was accomplished in this program. Instructional guides are available for Society and Education, Human Development and Learning of Instruction, Methodology, and Technological Resources for Teaching and Teaching Practicum. Prevention education activities are

incorporated into the basic curriculum for future teachers. The success of this effort is enhanced by having an advisory committee composed of faculty members.

Third, the Basic Academic Course Program includes prevention education materials in basic courses in all departments on campus. Critical to the success of this initiative is the implementation of a Faculty Advisory Board consisting of 14 professors who represent most of the academic departments. Formal integration of the prevention concepts are included in courses on grammar, literature, critical and logical thinking, anatomy and physiology, human relations, marketing and psychology.

Faculty training workshops are provided with an average of 15 professors in each workshop. Included in the faculty training is a videotaped recording of a class in which curricular infusion is used. Faculty members are trained to work as a team to develop the Introduction to University Life course. Further, in each academic department two faculty members are trained in the curriculum infusion strategy.

Evaluation of the effort, conducted by an external reviewer, is ongoing and includes favorable ratings by students and by faculty/staff. Further, a Faculty Needs Assessment Questionnaire assesses knowledge, attitudes and teaching methodologies used. Also noteworthy is that, in the Freshman Orientation Course, significant changes are found in various attitudes, perceptions, knowledge, career self-commitment, self-confidence and peer pressure.

Collaborative Campus Initiatives

University of
Wisconsin – Whitewater

Comprehensive
Programs

Contact:

University of Wisconsin –
Whitewater
Enrollment: 10,441
Public, Four Year Institution

Lynn Mucha, M.S.W.
EAP/SAP Coordinator
Published in 1997/98 Sourcebook

Description:

The approach to alcohol education, prevention, and intervention is a collaborative and complementary effort involving the entire campus and members of the local community. Leadership for the program comes from numerous offices. Initiatives emerge from the Student Assistance Program (SAP), Department of Residence Life, the Employee Assistance Program (EAP), and the Department of Safety Studies.

SAP, housed in the University Health and Counseling Services, is the primary resource for intervention and referral. It sponsors events for National Collegiate Alcohol Awareness Week and Safe Spring Break activities. SAP's other activities include an annual Alcohol Awareness Poster contest held in conjunction with Spring Break.

It also provides educational programs for other campus organizations and places articles and prevention advertisements in the campus newspaper throughout the year.

Integral to the campus program is peer involvement. The Whitewater Health

Awareness Team (WHAT) involves trained students who perform a play that examines the connection between sexual assault and alcohol use. Students also make up the Student Health Advisory Committee, which provides feedback on the campus culture and peer norms associated with alcohol use. This committee recently conducted a series of focus groups on themes related to drinking behaviors, campus norms, and peer perceptions of substance use.

The university's Employee Assistance Program (EAP) publishes a quarterly newsletter for faculty and staff. "Constructive Stepping Stones" contains information related to student alcohol use and trends to provide faculty and staff with information on the student population.

Training is provided throughout the academic year. Residence Life staff receive training on signs and symptoms, crisis intervention, and intervention and referral methods and resources. The University Health and Counseling staff and affiliated interns participate in in-service training. Faculty and staff receive departmental training and written information. The University Health and Counseling Services also conducts a violence survey that identifies correlations between alcohol and drug use and the violence-related experiences of students.

The Department of Safety Studies offers six sections of the course "Alcohol and Other Drugs" each semester. This course reaches 265 students each year and also provides effective referral for both the SAP and the University Health and Counseling Services. The Residence Life staff conduct What About You (WAY), an alcohol education seminar for Residence Hall students who are sanctioned for alcohol policy violations.

One innovative approach to promoting alcohol-free activities that is popular on campus is the Underground Dance Club offered every Thursday night. This event, sponsored by the Campus Activities and Programs Office, provides a safe, supervised, and alcohol-free environment where students are encouraged to dance and socialize. The average attendance of nearly 600 students each week testifies to its success.

For evaluation, the Core Survey is administered to students by the SAP every two years. In addition, a centralized method of tracking drug- and alcohol-related negative consequences is being implemented to gather data for outcome measures. This system will gauge the effectiveness of prevention programs by recording changes in the frequency of negative consequences of alcohol use experienced by students.

Committee on Alcohol and Substance Awareness

University of Washington

Contact:

University of Washington
Enrollment: 36,585
Public, Four Year Institution

Deborah Costar, M.A.

Assistant to the Vice President for Student Affairs

Published in 1997/98 Sourcebook

Description:

The university provides a wide array of services and programming designed to provide students with education and assistance in making good decisions and reducing the risks associated with substance use and abuse. Much of the educational programming is coordinated by the Student Affairs Committee on Alcohol and Substance Awareness (CASA), which includes students, staff, and faculty members. In addition to implementing educational programs, the committee distributes information about other substance education resources and programs on the campus.

A key aspect of the campus-wide effort is the play "Talkin' About It," the story of a college student confronted by problems associated with substance abuse. Performances of the play are followed by discussions led by a specially trained student.

Substance Awareness Week offers a wide range of events, including a Wall of Awareness, a coffeehouse, a performance

by the Residence Hall Student Theater Troupe "Reality Check," distribution of bookmarks and posters with prevention themes, a quiz entitled "What's Your Alcohol IQ?" and a health fair. The information brochure "It's a Never-Win Situation" outlines alcohol and other drug information and sources of assistance. Other efforts include Fall Fling, an alcohol-free activity welcoming students back to the campus; a brochure entitled Your Safety . . . Your Health, which includes policies and laws on alcohol and other drugs; a sexual assault brochure; and quarterly advertisements in the student newspaper.

Policy initiatives include registration agreements with fraternities and sororities, implementation of rules and regulations in the campus stadium, and the Residence Hall Patrol unit of the University Police. Fraternities and sororities are required to register parties where alcohol is to be consumed and to conduct educational programs on substance awareness for their members.

Targeted services include a Substance and Alcohol-Free Environment (SAFE) House. This living option permits students to live in a community where alcohol, illegal substances, and tobacco products are not permitted.

Freshmen Interest Groups (FIGs) help incoming freshmen enter the university's community. Program participants are placed in "clusters" of three to five classes and take part in weekly seminars and social activities. Substance awareness programs are incorporated in these seminars. Through the Addictive Behaviors Research Center in the Department of Psychology, Project Dionysus provides educational and evaluation services. A menu of programs for fraternities and sororities is offered, including "When Drinking is Risky Business," "Here's Looking at You," "Sex, Lies and Alcohol," "Alcohol: The Magic Elixir," "Alcohol: What's the Problem?" and "Playing the Game: A Date Rape Video." Academic courses addressing alcohol issues are offered in the Department of Psychology, as well as in the School of Nursing, the School of Pharmacy, and other academic units.

Evaluation of institution-wide efforts includes records kept of the number of participants in substance awareness programs and activities, oral and written comments on the offerings solicited from program participants, and a biennial University Life and Substance Use Survey providing comparisons of students' reported behaviors and ratings of committee programs. A review of the results provides the committee with on-going information about future directions.

Community Approach to Alcohol and Other Drugs

The University of Michigan

Comprehensive Programs

Contact:

The University of Michigan
Enrollment: 36,687
Public, Four Year Institution

Mary Louise Antieau

Assistant to the Vice President for Student Affairs

Published in 1997/98 Sourcebook

Description:

Various units on campus establish their own substance policies, which are reviewed by the university Policy Council. Awareness strategies are widespread. The first is initiated during new student orientation and emphasizes the norms and policies of the campus, as well as state laws. Informative measures include distribution of large posters, placement of table tents, bookmarks with alcohol use information, and written materials. Awareness strategies also include MAIZE CRAZE (a substance-free event offered prior to the start of classes), an alcohol awareness week, mocktail events, free movies, Sober Sensations where students socialize with student athletes in an alcohol-free setting, and the drunk-driving simulator car. Targeted programming includes the distribution of a "Safer Spring Break" kit.

Student attendance may be mandated at an alcohol workshop conducted by graduate students for any student who violates the Code of Student Conduct, the Residence Hall community Living Standards, the Policies for Student Athletes, or the standards

of any other student organization. Over one-half of the student rooms are designated substance free, and applications for this popular option currently exceed the number of spaces available. Linkages with the surrounding community are found in the membership of the Policy Council and in the collaboration with licensed vendors to discourage underage drinking and irresponsible consumption of alcohol.

Student leaders and peer groups provide programs on alcohol issues, which include presentations in classes, such as Psychology and Social Work, and in residence hall groups, fraternities, and sororities. A relatively new peer program, "M-Pact," trains student athletes to inform other athletes on a range of topics, including sexual assault and alcohol issues. The Greek Activity Review Panel responds to alleged violations of Inter-Fraternity Council or Panhellenic Rules. In addition, the Residence Hall Repertory Theater Troupe provides information on topics from sexual assault to alcohol use and abuse.

Supervisors and managers from a range of service units are trained to recognize behaviors that suggest alcohol abuse or addiction and to make referrals for assessment and treatment. In addition, select staff receive training in the appropriate responses to an alcohol emergency.

Numerous free or inexpensive confidential support services are available for students,

faculty, and staff members. Students may self-refer for a preliminary self-assessment and general information, using such tools as the "Drink Wheel." In-depth counseling is also available at the Counseling and Psychological Services, and more specialized treatment is available in the surrounding community. The Faculty and Staff Assistance Program staff is trained to conduct preliminary assessments and to refer students to appropriate services. Student peer educators conduct presentations in undergraduate classes, particularly the Comprehensive Studies Program and Psychology classes.

The adoption of a code of student conduct in 1993 represents a significant enforcement change for the campus. Community standards for residence hall students discourage abuse incidents and enforce progressive discipline patterns. The Athletic Department prohibits alcohol inside the football stadium and all other arenas. Campus and local police warn offenders and escort those under the influence of alcohol from the sports arenas.

Evaluation is conducted in two parts. Specific programs are self-evaluated and a university-wide survey is administered to faculty, students, and staff. Currently, baseline data exist, and future data collection efforts are being designed to generate comparison responses.

Comprehensive Program

Plymouth State College

Contact:

Plymouth State College
Enrollment: 3,982
Public, Four Year Institution
Patricia L. Kirby, M.B.A.
Coordinator of Wellness Services
Published in 1997/98 Sourcebook

Description:

Plymouth State College addresses alcohol issues through two programs by conducting educational efforts, promoting alcohol-free activities, and responding to students who are having difficulties with alcohol. CHAT (Chemical Health Advisory Task Force) serves as one of the umbrella organizations. Chaired by the Substance Abuse Coordinator, CHAT includes members of Campus Security, Residential Life, Student Affairs, News Services, Student Senate, Greek Life, and other organizations. The CHAT committee meets monthly to review policies, practices, and procedures relevant to drug and alcohol issues, and to make revisions as necessary. The Wellness Center, the other umbrella group, promotes healthy lifestyle choices through wellness housing, the Center for Community Enhancement, and a variety of other

student wellness organizations and personnel. The center includes resources and activities based on a whole person wellness model: Occupational, Spiritual/ethical, Social, Intellectual, Physical/material, Emotional, and Environmental (OSSIPPEE).

Other peer-based initiatives are the Peer Educators of Plymouth State (PEPS), a group of students intent on educating themselves and the campus on issues that most affect them, and PACE (Programming Activities in a College Environment), a student activities board that plans comprehensive and diverse co-curricular programs.

Numerous awareness and information strategies are implemented on campus. Theme weeks include Wellness Week, Alcohol Awareness Week, Natural Highs Week, and Stop the Violence Celebrate Peace Conference. In these theme weeks, strategies implemented include a graffiti board display, a Jeopardy-style quiz, brown bag lunches, workshops, wellness-based performances, a series of targeted posters, and exhibitions.

From the academic perspective, two undergraduate courses deal specifically with

alcohol issues: "Substance Abuse" addresses policies, programs, and practice issues, and "Drug Behavior" addresses the relation of substances to mental and physical health. Four other courses related to wellness promotion are also available.

In a proactive approach, security officers lead discussions about alcohol, drugs, and related crime issues. Violators of campus policies receive increasingly strengthened sanctions. Other campus support services include individual counseling, group workshops, and special focus groups, such as on-campus talks from OCTAA (On Campus Talking About Alcohol) and confidential group meetings for adult children of alcoholics.

Evaluation is handled by the administration of the Core Survey every two years. In addition, a survey of employees – the Chemical Health Program Employees Survey – provides information on campus drug and alcohol issues. While reductions in heavy drinking have been noted in recent years, campus leaders acknowledge that significant work remains to be done.

D.I.C.E. Office

University of Scranton

Comprehensive
Programs

Contact:

University of Scranton
Enrollment: 4,946
Private, Four Year Institution

James T. Bryan, Ph.D.
Vice President for Student Affairs
Published in 1996 Sourcebook

Description:

Several years ago, a President's Task Force on Alcohol Abuse identified concerns and offered 15 recommendations in a report "Building a Community that Matters"; these are now monitored on an ongoing basis. The orientation of these efforts is to enhance the educational mission of the institution, thereby enhancing the academic and intellectual life. The emphasis of the comprehensive "campus intervention" is to challenge the prevailing campus culture at all levels and to promote serious reflection about scholarship, social life, student and campus interaction.

The university has a comprehensive Alcohol and Illicit Drugs Policy, which is augmented by the University of Scranton Response to Alcohol Policy Offenses. Each of these policies is refined periodically in consultation with key university officials and the President's Task Force on Alcohol Abuse.

The Drug and Alcohol Information Center and Educators (D.I.C.E.) is located in the university's Wellness Center. Staffed by a full-time Coordinator/Alcohol Drug Educator, a graduate assistant and 33 voluntary Peer Educators, the center offers a range of services to the campus community.

Integral to the DICE office are the Peer Educators. These volunteers participate in an extensive screening and training program and enroll in two courses,

"Introduction to Psychology" and "Public Speaking." Peer Educators also participate in a training seminar and a one-credit class that focuses on crisis intervention, referral skills, intervention and treatment.

Two goals for the D.I.C.E. office are central to its mission of promoting a climate in which those who choose to consume alcohol learn to do so in legal, low-risk ways, and in which abstinence from the use of drugs and alcohol is acceptable. The first goal is an educational one whereby "students will make informed decisions supporting responsible alcohol use." The second goal has a prevention focus whereby "students make it a habit to participate in organized activities emphasizing the responsible use of alcohol and the non-use of illegal drugs." With these goals in mind, the D.I.C.E. office provides information at numerous points throughout the year, including holiday cards with non-alcoholic punch recipes, bookmarks, information cards with staff members' names, summer vacation cards (inviting students to "Catch A Natural High"), posters indicating the potency of grain alcohol, table tents, a videotape made as a Communications Department class project, a televised message from the President of the university regarding alcohol responsibility while celebrating graduation, a videotaped message by the District Attorney on legal consequences, a weekly radio show highlighting program efforts, a daily airing of radio spots and a faculty brochure.

The program has three major components. A resource area, with pamphlets, books and videos, is available for the campus community.

Second, the education aspect is conducted by the Peer Educators, who make presentations in classes, in residence halls and in local high schools and grade schools. The third element is alcohol-free activities offered at strategic times throughout the year. Related to these are participation in National Collegiate Alcohol Awareness Week and Wellness Week. The D.I.C.E. office also sponsors Midnight Madness at the end of each semester.

Education and training efforts include mock trials, training for intervention procedures by servers of alcohol (TIPS), courses, comedy nights, sponsorship of basketball and volleyball games, field sobriety tests and participation in Freshmen Orientation programs.

Academic courses offered by the Human Resources Department include Addictions, Substance Abuse Education as well as Legal and Health Aspects of Substance Abuse. A Certified Addictions Counselor (CAC) certification program is also offered. The D.I.C.E. office also provides an Alcohol Education Course for students who have been charged with underage drinking by the Judicial Affairs Officer.

Intervention services include remedial support for students referred to the Counseling Center, as well as for self-referrals. Students participate in a small group experience or are seen individually. The Brief Symptom Inventory (BSI), the Substance Abuse Subtle Screening Inventory (SASSI) or the University of Scranton's Alcohol Use History (AUH) are used to assist the counselor with the assessment process. After care programs are also available on the campus.

Drug Education Services

George Mason University

Contact:

George Mason University
Enrollment: 21,774
Public, Four Year Institution

Nancy Schulte, L.C.S.W.
Director, Drug Education Services
Published in 1996 Sourcebook

Description:

A campus-wide survey, conducted in 1986, was the impetus for the establishment of a program at George Mason University. The GMU program provides an approach that relies upon student leadership and guidance, as well as personal services, for implementation. Under the leadership of a full-time director and graduate assistants, the Drug Education Services for the campus incorporate numerous distinct elements.

The Peer Education Student Organization, "Campus Networks – Connecting You to GMU," promotes healthy, responsible lifestyles, and one of the four specialty groups focuses on drugs and alcohol. Peer educators present programs in classrooms and during campus-wide events. This student organization provides interactive presentations and has a campaign "Don't Cancel That Class, Call Campus Networks" for faculty who are not able to make class. The students in the organization will fill in for the faculty member and offer a presentation on wellness issues. The 30 students also serve as mentors and referral resources.

A related initiative is Students In Prevention (SIP): GMU students lead small groups of elementary and high school students in a 90-minute program of substance

abuse prevention activities. This community outreach effort encourages critical thinking skills for both SIP members and the students in the community schools. A secondary goal is to provide positive role models for the young students who are participating in the program.

Campus-wide initiatives include leadership with National Collegiate Alcohol Awareness Week, a campus Health and Fitness Challenge, and Safe Spring Break. The Awareness Week involves a long-term planning process with leaders from various student organizations and campus administrative and academic offices. Educational programs center around the theme "It's Elemental" which emphasizes the four elements of life: water (prepare for the overflow of knowledge), fire (don't get burned...respect your body), earth (stand like a rock with values strong and steadfast) and wind (don't blow off your commitments). Activities include movies, mocktails, a student leader luncheon, a high school leadership conference and a student recovery panel. The Health and Fitness Challenge represents a recrafting of the health fair concept; academic credit is granted for participation. With the focus on wellness, participatory demonstrations, information sharing and cooperative games are conducted over a two-day period. The Safe Spring Break campaign is a theme week promoting health and safety. Educational sessions and activities encourage students to make safe decisions during spring break. This includes a

BACCHUS Bars media promotion, healthy lifestyle inventories, and a resource book "Where the Good Times Are."

A helpful element of the campus effort is recovery housing, which supports students' needs for a predictable environment that sets standards of behavior that are reinforced by their fellow hall mates. Only staff and students on the recovery hall are aware of its special designation. The student staff member on the floor is carefully chosen and trained. Applicants are interviewed by a member of the Recovery Support Team; members of the team meet with residence students once every two weeks to obtain feedback. This supportive environment addresses these students' unique needs and helps create a strong sense of community.

Related campus elements include the Substance Abuse Task Force, which reviews campus initiatives and updates the campus' drug and alcohol policy. The Drug and Alcohol Survey is administered every two years during October. This 87-item self-report questionnaire is assigned with the support of the provost and increasingly with support of university faculty members. In addition, over 1,000 articles, pamphlets, books and videotapes are available in the Health Issues Resource Library to help students who have personal inquiries or are working on research projects. Student awareness and support of this resource is at a 70% rate.

Health Entrepreneurship

Montana State
University – Bozeman

Comprehensive
Programs

Contact:

Montana State University –
Bozeman

Enrollment: 11,267
Public, Four Year Institution

Jeff Linkenbach, Ed.D.
Assistant Director for Health Promotion
Published in 1997/98 Sourcebook

Description:

Operating from the Health Promotion Program in the Student Health Center, this comprehensive program demonstrates breadth and depth by integrating numerous components into one campus-wide initiative. The overall goal of the program is to redefine drug and alcohol norms on campus through the development of autonomous “micro-businesses” that focus on health. Thus, the role of the Health Promotion staff becomes that of health entrepreneurs.

The Health Hologram Model provides the framework and criteria for assisting each organization to develop as a micro-business. By functioning as a small business development center, the Health Promotion Program helps organizations to identify funding opportunities, strengthen their mission statements and objectives, and ultimately become self-sufficient and conduct their own health programming. Students and staff members establish goals and measure progress by compiling data according to the eight areas of the Hologram: research/social marketing,

publicity, behavior change, community involvement, membership/leadership development, mentoring/continuity, finances/fund raising, and networking.

All relevant peer-based groups are connected through a coalition of student-based health promotion groups known as the Wellness Coalition. The coalition synergizes the resources of 13 health-oriented peer groups by creating a solid core of student health activism in the student government, and it serves as one of 27 committees within the student government.

Other student-facilitated programs encourage organizations such as fraternities and sororities, and special interest groups, such as athletic teams, to critically examine and redefine their relationships to alcohol and drugs. Peer theatre productions also play a key role in the Health Entrepreneurship Model. A variety of productions begin with the Health Promotion Program working in collaboration with other campus departments, which, it is hoped, will in time incorporate the program's messages into their own self-directed activities.

Health Promotion Staff teach related courses, including internships in the Expeditions MSU Outdoor Orientation Program and in Health Leadership, as well as courses on Applied Health Promotion Research and Experiential Counseling. Awareness campaigns are conducted in collaboration with other campus groups,

and most are combined with already existing campus activities such as sporting or club events. Media campaigns, based on data obtained in campus-wide surveys, are developed to reflect the unique profile of MSU's students (e.g., campaigns directed around skiing).

Environmental strategies infused into the daily operations of the institution include the Events Management Team which works at sporting events to make alcohol-related interventions. The Health Promotion staff is involved in enforcement in collaboration with several campus-wide committees, and is also involved in the training of Residence Life staff.

Qualitative and quantitative approaches are used to conduct needs assessments, measure outcomes, and assess the effectiveness of programs. For example, since the inception of the Events Management Team in 1994, there has been a significant drop in the number and severity of alcohol-related problems at sporting events. Hundreds of referrals to the campus early intervention program, known as Insight, have resulted from the training of Residence Life staff. The Expeditions MSU Outdoor Orientation Program has high retention rates for its participants. The evaluation process also creates ongoing opportunities for collaboration with faculty members through joint projects and publications.

HEART Program

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,466
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Description:

The HEART Program, formalized in 1991, builds on a decade of alcohol education activities at the University of Connecticut. This Substance Abuse Prevention Program is an innovative, comprehensive, multi-dimensional, campus-wide, student driven program. Its diversity and its student and administrative support are significant. A HEART symbolizes the program and its commitment to connecting with students in a way that empowers them to affect campus norms and enhance the quality of life on campus. This comprehensive program exemplifies a "bottom up" rather than a "top down approach which relies heavily on student support, non-linear planning, creative approaches, and the development of quality programs and interventions.

Central to the HEART Program is its goal: "To develop a comprehensive prevention and early intervention program for drug and alcohol use, misuse, and dependency." Three objectives support this goal:

- To prevent the occurrence of drug and alcohol problems among students
- To reverse, halt, or retard alcohol/drug problems among students
- To minimize the effects of alcohol/drug problems on the academic, social and emotional lives of students

Implementation of these objectives is accomplished by one full-time coordinator, three graduate assistants, numerous work study students, and interns. With the exception of the coordinator, the entire HEART staff is students. Community involvement in the campus effort is demonstrated by the fact that one graduate assistant position is funded by a local alcoholic beverage distributor. The HEART Program's areas of emphasis are realistic and focused. The staff works to emphasize responsible decision-making and how a student's alcohol consumption can affect other students as well as the overall quality of life. The program is designed to be dynamic and versatile to meet the ever changing needs of students. The messages, challenges and "information bytes" are related to decision-making, awareness and knowledge. The HEART staff challenges students to think about their decisions and to consider how their behavior is connected to other parts of their life.

The HEART Program is composed of 10 major elements. Central to this is "the HEART Team"; this peer education aspect of the program provides undergraduate and graduate credit for over 30 students each semester. Undergraduates can put together a 15-credit peer education package. The HEART internship's goals include education of a critical mass of students to help change campus norms, reducing the risk of accidents and inquiries, lessen addictive problems, and provide students with experiences that teach personal and supportive decision-making. The objectives of the program are: providing experiences for

students that teach them how to think for themselves and how to give support and be caring, and reducing the risks of injuries as well as addictive problems. The interns participate in various activities designed to enhance self-esteem, competencies, community and belonging, communication and numerous skills. All students complete a contract specifying how they will be involved during the semester.

The peer educators receive extensive training prior to and throughout their internship experience. Further, they conduct office hours in a home-like, relaxed, safe setting that serves as a working model of a substance free environment. Other activities of the peer educators include facilitating small groups, presenting alcohol education programs, participating in telephone surveys, developing media campaigns and assisting with campus activities, intake interviews, focus groups, alcohol/drug assessments and outreach.

Other aspects of the HEART Program include awareness and information (at non-alcohol functions, campus activities and the campus newspaper); the mentoring program (with the first-year student experience in the supervised study program); educational programs and presentations (in freshman orientation as well as isolated programs); and fundraising. The environmental and targeted approach relies heavily on student support, non-linear planning, creative approaches, and the development of quality programs and interventions.

(continued)

Social marketing efforts include a freshman seminar lecture, the Acute Alcohol Intoxication Assessment Certification Program, and a violence Network Information Card. Cost-effective marketing methods incorporate student produced materials; simple marketing strategies include HEART stickers and stamps.

A major aspect of the HEART Program is community service, which includes clinical hours at the Student Health Services and at the local hospital. The "PARTY-Time Hours" program assists evening and night nurses at the on-campus student health facility who in the past had been "baby-sitting" intoxicated students who were often belligerent and disrespectful. Students are trained to assist nurses in dealing with ill or injured students who have been drinking, as well as other students, often intoxicated themselves, who bring their intoxicated friends to the facility. Training includes how to deal with intoxicated students, how to determine acute alcohol intoxication and an understanding of student health service guidelines.

The curriculum offers two courses: "Drugs and Alcohol on Campus" and "Peer Counseling." The objective of "Drugs and Alcohol on Campus" is to prepare students to function effectively as members of the HEART Team. The "Peer Counseling" course is designed to provide students with knowledge and self-awareness skills.

A service learning experience enhances their personal growth and development and prepares them to function effectively as peer educators. In addition to these specific courses, curriculum infusion is evident throughout the campus.

Evaluation plays a critical role with the HEART Program. The goal and objectives designed for the program serve as the foundation of the Substance Abuse Quality Assurance Plan. On an ongoing basis, the database monitors the frequency and type of services requested. A fall, spring and annual report is compiled to provide documentation regarding referrals, contact hours, student involvement, programs presented and related services. The Core Survey is used to provide information on student behaviors and background; a Normative Perception Survey is mailed to residence hall students. Focus groups assist with an ongoing needs assessment of the campus population and with specific problems or situations. An annual Patient/Client Satisfaction Survey assists with overall health considerations. Student research projects and telephone surveys further assist with the evaluation activities.

The two remaining aspects of the HEART Program are support services and training. Support services include alcohol/drug assessments, the "UConn Alternative Alcohol/Drug Rehabilitation" program for court mandated students/clients, as well

as individual counseling. Family and group counseling, intervention and referral complement these activities. Mandatory education sessions ("UConn Exposure") are educational and consists of two consecutive week one-and-one-half hour sessions. A bungee jumping video is utilized in these sessions to challenge students to think about their decisions, encourage personal responsibility, enhance perception of risk and provide specific information about alcohol. Training is incorporated extensively for the undergraduate and graduate HEART interns. The HEART Program also conducts training with freshmen orientation leaders, the residential life staff, health services personnel, graduate students, mental health staff and the university conduct community.

The HEART Program has demonstrated significant growth over its several years of existence. Specifically, 155 undergraduate students and 50 graduate students have completed internships and 599 students have enrolled in the peer counseling classes. Over 2,000 counseling sessions have been offered and nearly 500 students have attended mandatory education sessions. Over 9,000 students have attended education programs. The quality of the working relationships with numerous campus and community offices as well as academic units and student perception and utilization of the program support its continued growth.

Leadership in Education About Alcohol and Drugs

Berkshire Community College

Contact:

Berkshire Community College
Enrollment: 1900
Public, Two Year Institution

Christine DeGregorio, M.Ed.
LEAD Project Coordinator
Published in 1997/98 Sourcebook

Description:

LEAD (Leadership in Education About Alcohol and Drugs), the college's comprehensive substance prevention program, is overseen by a Project Coordinator assisted by two groups: an Advisory Committee, made up of community experts, and a campus-based Drug Abuse Education and Prevention Task Force. The support of the college administration is essential to implementing the campus program by creating an environment in which alcohol abuse and drug abuse are not tolerated. Many faculty and administrators contribute time, space, and materials.

This campus-wide effort offers members of the campus and community a range of activities, the underlying themes of which are positive reinforcement and peer leadership, with emphasis on civic and individual values and responsibilities.

The education, prevention and intervention program relies upon strong student, peer faculty and staff participation. Building upon a critical mass for change and led by an advisory committee, the LEAD Program

offers numerous alcohol education prevention materials, support groups, self-tests and media campaigns, all of which are within the instructional and behavioral objectives of the project.

The design of the programs is three-fold: first, it assesses the environment and contributes to written policies and procedures for the college community; second, it promotes education, prevention, and intervention efforts that include curriculum adaptations, student-peer participation, staff orientation, and training; third, it provides activities to motivate students and generate positive publicity.

The campus plan comprises cognitive, affective, and psycho-motor objectives. Cognitive objectives include the ability to identify available services and recognize safe limits of alcohol consumption. Affective objectives include developing regard for the campus attitude to substances and a readiness to speak out in cases of substance abuse. Psycho-motor objectives include moderate use of legal substances and maintenance of a healthy lifestyle. This approach is flexible and provides direction and consistency to prevention efforts.

The specific program content for the college has two thrusts. The first is that substances, when abused, have a negative

effect on one's life at home, at work, and at school; the second is that intervention and support are available to those with substance abuse problems. Strategies to address negative consequences include a strong prevention message at the start of the semester, scheduled meetings with the advisory board, meetings with peer educators, and promotion of events and activities. To initiate intervention and support, a bi-monthly alcohol education program is offered, services are maintained throughout the year, and support groups are provided. In this program, students assess their drinking patterns and identify how alcohol-related behaviors resulted in referral for judicial sanction.

Marketing and public awareness are achieved through frequent positive messages, regular posters, flyers, and press releases. The most effective exposure comes from a series of flyers posted bi-monthly in all restroom stalls. The LEAD office also develops its own prevention pamphlets and brochures based on the latest information applicable to non-traditional students.

Evaluation is done by conducting the Core Survey on a two-year cycle. Assessment of the program's impact is qualitative and is based on participation in programs. The LEAD office notes a recent increase in requests for speaking engagements.

Office of Alcohol and Other Drug Education

Capital University

Comprehensive Programs

Contact:

Capital University
Enrollment: 4,071
Private, Four Year Institution

Mike Morrow-Fox
Director
Office of Alcohol and Other Drug Education
Published in 1997/98 Sourcebook

Description:

The goal of the Office of Alcohol and Other Drug (AOD) Education is to promote the university's missions of academic excellence, community service, and community leadership. Policies and programming create an environment in which health, civility, and adult behaviors are the expected norm and AOD abuse is viewed as an anti-social act. Prevention is viewed as a community rather than as an individual activity, and as an ongoing initiative rather than as a one-time program. The Office of AOD Education focuses on strengthening healthy and challenging unhealthy norms of drug and alcohol abuse.

Leadership for the campus-wide program comes from the Director of the Office of AOD Education. Assistance is provided through the multi-disciplinary campus substance abuse committee. The prevention programs are guided jointly by numerous individuals and offices on campus, including the President, the Provost, the

Vice President of Enrollment Services, academic departments, the Student Government, student activities and others. In addition, State Offices of Public Safety, Liquor Control, and MADD support this prevention initiative.

Policies on alcohol are adopted from the recommendations of a student/faculty/staff review board. Students responsible for underage alcohol consumption face progressive discipline, which consists of a screening interview, disciplinary probation, institutional aid review, parental notification, educational requirements, contacting legal authorities, and dismissal from the institution.

Educational campaigns are part of the campus strategy. In the alcohol awareness week, the Dead Day event has student participants wearing t-shirts that state "I can't talk to you today because I died; Ask me about it." For the Look Who's Not Drinking Campaign, a t-shirt slogan states "In an average week almost half of all college students drink no alcohol . . . Deal with it!"

One focused initiative is the Brotherhood/Sisterhood Alcohol Risk Management Project. With a goal of helping Greek letter organizations prevent high-risk alcohol use in their chapters, grant funding is available to support chapter efforts to discourage

heavy drinking. Strategies include convening a chapter meeting to discuss the risks associated with alcohol abuse and adopt a policy to address alcohol abuse at chapter functions. Thirty potential chapter norms are given as examples and are adapted from "Our Chapter, Our Choice" training program.

The Curriculum Infusion Program is a major part of the campus-wide effort. The On Campus Talking About Alcohol (OCTAA) seminar is taught to every required core "Lifetime-Health" class. Advanced courses are offered through the campus departments of Education, Psychology, and Health and Sports Sciences.

Substance-free floors are the largest residential program on campus, and the success of this program lies in its student control and extensive bylaws.

Evaluation is conducted through administration of the Core Survey on an annual basis. Survey return rates of more than 60 percent are received through publicity and by offering campus bookstore gift certificates. Monitoring of alcohol-related incidents on campus reveals a decrease in recent years.

Office of Alcohol and Other Drug Education

Alfred University

Contact:

Alfred University
Enrollment: 2,405
Private, Four Year Institution

Ian Neuhard, M.P.S.

Director

Alcohol and Other Drugs Education

Published in 1997/98 Sourcebook

Description:

This comprehensive education and prevention program is based on theories of environmental change. The formal mission of the office is to provide information, activities, services, and support to university students, faculty, staff, and administration. Ultimately, the aims are to promote substance abuse resistance and to foster healthy life style choices. The Office of Alcohol and Other Drugs (AOD) Education maintains a resource center with books, pamphlets, posters, reports and videotapes. This center provides residence hall staff, peer educators, faculty, and staff with information for both personal and professional

use. Under the leadership of a director, a campus-wide advisory committee with 12 representative members of the university community provides direction and support for the campus-wide program.

Central to the program are 33 peer educators recruited for three peer education groups, collectively known as SAIL (Students Advocating Intelligent Lifestyles). These groups conduct individual programs as well as programs in conjunction with other student organizations. Currently two-thirds of these peer educators completed national certification requirements. The Office of AOD Education serves the peer education residence hall staff, and faculty and staff. The resource center houses books, pamphlets, posters, reports and videotapes.

Campus-wide advertising and media campaigns have resulted in thousands of student, staff, and community contacts. From a social activity point of view, the

office has conducted, co-sponsored, or participated in awareness and alternative social events, as well as educational and media activities. Though AOD is located on a campus for students who prefer a substance-free environment, additional center activities include Greek Risk Management, TIPS Training, Training for Residence Life Staff and Student Organizations, research, Approval of Alcohol Premise for On-Campus Events, formal classes for Judicial Policy Violators, referrals for students abusing alcohol or drugs, policy review and revision, and program evaluation.

The Core Survey is conducted every two years. An analysis of existing data, such as judicial violations, security responses hospital transports for alcohol poisoning and university withdrawals shows alcohol-related incidents have decreased in recent years.

Options: A Resource Center for Healthy Choices

State University of New York
at New Paltz

Comprehensive
Programs

Contacts:

State University of New York
at New Paltz

Enrollment: 7,897

Public; Four Year Institution

Raymond M. Schwarz, Ph.D.
Assistant Vice-President for Student Affairs

Robin S. Cohen, M.A.
Assistant Dean

Center for Student Development
Published in 1996 Sourcebook

Description:

A President's Commission on Substance Abuse was established in 1986. The commission represented groups from throughout the campus. As a result of the commission's findings, the campus alcohol education effort was dramatically expanded to become a comprehensive research and education center. Options, a coalition model which is research-based, applies social influence and environmental change models to promote low-risk choices within the context of wellness and public health. The five strategies used are:

- (1) Peer education
- (2) Social marketing techniques
- (3) Alcohol-free programming
- (4) Advocacy projects
- (5) Community service involvement

The mission of Options is three-fold: to create a campus where high-risk drinking does not occur, that is drug-free, and that promotes healthy lifestyle choices. The techniques designed to attain this mission include an ongoing assessment of individual behaviors, attitudes and perceptions; the use of a public information campaign to foster environmental change; and the incorporation of peer-based strategies. In addition, goals include the coordination

of substance-free social activities and community service opportunities, as well as a continuum of services for students, faculty and staff.

The key aspect of the success of Options has been coalition building, with 200 Student Action Team volunteers serving as liaisons to 115 clubs, organizations, teams, fraternities and sororities. The coalition includes students, staff, faculty and contacts in the surrounding community.

The approach used by Options emphasizes peer involvement in conceptualizing, developing, marketing and implementing its activities. The volunteers receive training and ongoing communication through regular meetings and a volunteer bulletin. Volunteer opportunities include being a member of the Social Marketing Team and the Student Action Team. The volunteers lead programs on a variety of wellness-related topics. They also staff trivia tables upon request by residence hall staff. The most unique and innovative peer education project has been "New Positions on Sex: Moving Toward Non-Coercive Intimacy," incorporating normative beliefs regarding student attitudes about alcohol and its relationship to sexual aggression.

Central to the approach is the incorporation of process and outcome evaluation techniques. These procedures are integral for ongoing program planning. Through use of the Core Survey, a rate of alcohol use lower than that of other institutions in the Northeast has been demonstrated. Between tests an increase has been found in acknowledgement of enforcement and improvement of students not driving under the influence of alcohol. Another approach

is the ongoing implementation of student focus groups and follow-up meetings after all events.

At the Options Center, an extensive resource library includes information on numerous topics that can be helpful for class presentations or research papers. Topics include alcohol, co-dependency, fetal alcohol syndrome, advertising, drinking and driving, self-help groups, sexual harassment and other health issues, as well as information about specific populations of interest such as college students, adolescents, women, and various ethnic and cultural groups.

The Options Center is linked to other administrative and service offices on the campus such as the Counseling Center, the Employee Assistance Program, the Health Center and the Dean for Student Life. In the implementing of campus events, Options works closely to co-sponsor events so that ownership remains with the constituency and participation is peer-promoted; this helps to implement a "win win" situation.

The emphasis is on creating a campus environment where individuals feel empowered to make low-risk decisions. Through the campus media and the variety of educational programs, students, staff and faculty are made aware that the majority of their peers are making healthy choices. This models the positive "can do" approach for individuals and organizations.

The coalition model used by Options is designed to demonstrate "doing more effectively – with less."

Prevention Education Program Center

San Jose State University

Contact:

San Jose State University
Enrollment: 26,500
Public, Four Year Institution

Harriet K. Pila
Director, Prevention Education Program Center

Published in 1997/98 Sourcebook

Description:

Campus-wide leadership for alcohol and drug abuse prevention, date/acquaintance rape, and sexual assault prevention is provided by the Prevention Education Program (PEP) Center, which was instituted following a U.S. Department of Education grant. The PEP Center participates in the establishment of alcohol policies and related policy issues; it also provides a sanctioned judicial program to educate students and prevent substance problems from recurring. The PEP Center works in conjunction with academic departments to encourage students in leadership roles through practicum and internship experiences. Faculty assistance in programming efforts is enlisted, and academic departments are provided with information that can be used in lectures during awareness and promotional weeks. The student educators present guest lectures in classrooms continuously throughout the semester. In addition, students design information for faculty to use in their courses. The staffing

includes a full-time director and administrative assistant, as well as guidance by the Alcohol and Other Drug Abuse Prevention Committee, which includes faculty members, administration, students and community members.

The PEP Center has three main functions. First, it is a resource for the campus community, providing current research, multi-media materials, and workshop presentation files. Second, it offers culturally sensitive referrals to students who require extra services in the areas of substance abuse and sexual assault. A third function, forming the structure of the program, is devoted to outreach efforts within the campus and the local community. Two student groups complement the PEP Center and conduct the campus-wide outreach efforts: PEP-SE (Prevention Education Program Student Educators) and the Choices Team (student leaders and student athletes).

Fundamental to the success of the PEP Center is the support from the campus and surrounding community. Multiple coalitions with individuals and organizations contribute to the achievement of the program's goals. The primary focus of the PEP Center is to mobilize campus resources for the prevention of substance abuse and sexual assault by providing students with

leadership opportunities in outreach, programming, public speaking, and coordinating substance abuse education. Ultimately, the PEP Center promotes a culturally sensitive environment conducive to responsible decision-making regarding alcohol use or non-use.

Awareness and information strategies focus on the prevention of substance abuse problems, as well as on the promotion of alcohol-free activities and cultural sensitivities that are incorporated in all awareness efforts and media campaigns. Activities include media campaigns, presentations, poster contests, exhibits, special event weeks, guest speakers, promotional programs, newspaper articles, campus-wide programs and specific target area presentations. Student educators plan most events and advertise their messages for the campus community.

Evaluation is continuous and includes annual research conducted to benefit the current knowledge base and future programming. Research demonstrates a decline in use of substances on campus, while alcohol-related problems have remained steady and referrals to the PEP Center have increased. The campus environment appears to be shifting to one in which alcohol-free activities are increasingly more acceptable.

Prevention Education Resource Center (PERC)

Sinclair Community College

Comprehensive Programs

Contact:

Sinclair Community College
Enrollment: 20,000
Public, Two Year Institution

Cynthia P. Brown-Chery, M.S.
Counselor/Coordinator of Prevention Education

Published in 1997/98 Sourcebook

Description:

The Prevention Education Resource Center (PERC) provides year-round services and programming related to alcohol, tobacco, and other drugs for the college's students, faculty and staff. PERC is coordinated by a professional counselor in the Department of Counseling, Student Development and Veterans Assistance. Additional staff includes an assistant coordinator, peer educators, and numerous volunteers.

PERC's activities are informed by the department's mission and goals, as well as the institution's core indicators of success. Within this framework, activities, outcomes, and measures of evaluation are linked to departmental and institutional standards. PERC's initiatives thus enhance student development, access to success, lifelong learning, community focus, stewardship, and a quality workplace.

The mission of the PERC is, first, to increase awareness of the effects of alcohol, tobacco, and drugs, and, second, to educate, show compassion for, and provide care

for students in need. PERC believes that prevention is a combination of efforts to ensure healthy, safe, and productive lives for students and the campus community. Primary prevention covers education, literature, workshops, and training; secondary prevention provides crisis intervention for counseling, detoxification, and treatment; tertiary prevention is aftercare, including support groups.

PERC is involved in numerous campus programs, including the Wellness Fair, Health Fair, Fall Festival, Winter Fest, Spring Fling, Crime and Safety Awareness Expo, and Welcome Week. It also sponsors a workshop on the problems related to alcohol abuse offered during Alcohol Awareness Month. PERC hosts open house events four times a year and is involved with new student orientation.

Advertising is conducted through computer information kiosks, flyers, the student newspaper, the President's Bulletin, the campus monthly calendar, electronic signboards, poster cases, TV and radio, and classroom promotion. A newsletter, PERC UP, is published three times a year. PERC also publishes the "Students Rights, Responsibilities, and Information" document annually. This document includes the Substance Abuse and Prevention Policy; the state's DUI laws; and other

state, local, and federal laws and resources. Marketing support comes from various campus offices.

PERC offers three different support groups weekly. In addition, 12-step meetings – including Narcotics Anonymous, Cocaine Anonymous, and Alcoholics Anonymous – are held offered weekly on campus. PERC also maintains links with community agencies, hospitals, and treatment centers.

Numerous factors contribute to the success of the PERC's efforts. Primary among these is its alignment with institutional goals, which ensures adequate funding. The use of peer educators who bring their own life experience to each outreach activity further enhances the program's success.

Written evaluation of PERC's efforts indicates satisfaction with the programming. In conjunction with the Campus Office of Institutional Planning and Research, PERC has conducted a student needs assessment to determine perceptions of substance use among students and the awareness of PERC's services. Evaluation also includes a weekly inventory, a literature rack tally, outreach record sheets, and monthly, quarterly, and annual activity reports. Outstanding service by PERC staff is acknowledged by departmental "Staff of the Week" and "Staff of the Month" awards and student advocate honors.

Project WE CAN

Western Washington University

Contact:

Western Washington University
Enrollment: 10,299
Public, Four Year Institution

Patricia Fabiano, M.A., M.S.
Associate Director
Counseling, Health, and Wellness Services
Published in 1996 Sourcebook

Description:

Project WE CAN is an alcohol abuse prevention program orchestrated by the university's Primary Prevention and Wellness Services. This program was developed in 1993 to address concerns that were identified in a campus-wide survey that reported high alcohol consumption behaviors. Project WE CAN is a campus-wide initiative to raise the awareness of the entire university community regarding the negative impact of alcohol abuse on the academic and social lives of students. The program is market segmented and includes primary prevention, secondary prevention and environmental change.

The primary prevention aspect of Project WE CAN, developed to support and empower students who have already made the choice not to consume alcohol or to consume at safe, legal and no-harm levels, contains four integral strategies. First, the Social Marketing Campaign is implemented by students to combat the "imaginary peer" regarding campus alcohol consumption norms. Second, wellness residence halls support and empower students who choose not to drink. The popularity of these residence halls has grown and

expanded from four floors (60 residents) to 10 floors (500 residents). Third, peer-based health opinion leaders (also known as lifestyle advisors) provide support to the benefits of low to no consumption. These individuals receive a detailed training program and a broad-based resource handbook. These peer health educators also participate in an extensive training program; a "critical mass" of 100 volunteers is developed to promote realistic campus norms and substance-free alternatives. The fourth primary prevention program is the Community-Health Service Learning program, which provides students with the opportunity to develop a lifelong commitment to healthy communities and person-to-person involvement.

The secondary prevention program works in conjunction with the residence halls, the judicial affairs office and the university police. Students who have experienced alcohol-related problems are referred for a risk reduction session with the Alcohol Abuse Prevention Specialist. Assessment instruments are used along with a "Stages of Change" risk reduction model. In a non-judgmental manner, the Stages of Change model brings students through five steps in assessing their drinking. These stages are pre-contemplation of change, contemplation of change, action, maintaining change and planning for relapse.

A significant part of the secondary prevention program is the involvement of "Partners in Health," faculty and staff members who provide assistance and referral. These individuals provide

information, resources and referrals to students and their peers who may be experiencing alcohol-related problems; they receive a 36-page information resource booklet to guide them as they assist students.

A third aspect of Project WE CAN is environmental change which goes beyond preventing abuse patterns and alcohol consumption by attempting to change environmental norms. One key strategy is a community-based "Hospitality Resource Alliance." Local bar, tavern and brewery owners, as well as wholesalers and retailers, are part of this alliance. It also includes law enforcement, regulatory officials, judicial officers, educators and public health personnel. Its goal is to maintain an open dialogue with the community regarding the shared responsibility for reducing alcohol abuse in establishments surrounding the campus and to encourage the responsible use of alcohol among students of legal age who patronize these local establishments.

Other environmental approaches include working closely with the university's Central Health and Safety Committee to prepare the biennial review of the Drug Free Schools and Communities Act. Staff from Project WE CAN chair the university's Alcohol Abuse and Drug Use Prevention sub-committee. Further collaboration occurs with the Office of Institutional Assessment and Testing to administer the biannual Survey of Campus Consumption and Consequences.

(continued)

The implementation of Project WE CAN includes collaboration between the campus and the community. The project is managed by a full-time professional and is supplemented by the lifestyle advisors, student government, residence advisors and students living in the residence halls. Campus offices actively involved are the Counseling Center, the Student Health Center, the Campus Judicial Officer, the Athletic Department and the Chief Student Affairs Officer. Other significant campus resources include the university President, who provides significant support for the program, and the Faculty Senate President, who also provides visible support. Collaboration is received from the Office of Institutional Assessment and Testing, the Central Health and Safety Committee, the Interpersonal Violence Prevention Working Group and the university police. Community relationships come from a local task force, a youth task force, the

public health department, public schools, the state liquor control board, local 12-step programs and the Addictive Behaviors Research Center of the University of Washington.

Evaluation of Project WE CAN is extensive. The Lifestyles Project Survey is conducted in conjunction with the Addictive Behavior Research Center at the University of Washington. The Core Survey provides additional data with national comparisons. The faculty and staff receive an Environmental Survey regarding their awareness of student consumption and consequence patterns. An assessment of alcohol consumption and consequence patterns in wellness residence halls was the subject of a master's thesis. The lifestyle advisors receive a Peer Educator Survey to measure the formative impact of being a health opinion leader on student development. In addition, through the

assistance of a graduate intern, vandalism rates are examined as a component of the project's impact evaluation. Further, quarterly impact evaluation measures are used to document the diverse collaborative efforts. Qualitative measures of success include stories written in local newspapers, support from the upper administration as well as other critical university offices, an increase in the number of individuals who want to become lifestyle advisors and feedback from students who experienced the Stages of Change session.

Overall, Project WE CAN represents a comprehensive prevention initiative maintaining a focus on raising the health awareness of the university community. It emphasizes individual, small group and environmental strategies through market segmentation and campus and community collaboration.

Respect for Others at the United States Military Academy

United States Military Academy

Contact:

United States Military Academy
Enrollment: 4,054
Public, Four Year Institution

Major Dave Jones

Special Assistant to the Commandant
for Respect for Others

Published in 1997/98 Sourcebook

Description:

The aim of programs addressing alcohol at the United States Military Academy (USMA) is to educate the student body (the Corps of Cadets) on responsible alcohol use.

A philosophical underpinning of the Academy is the Bedrock. Bedrock I, Honor, has been in existence since 1802. Bedrock II, adopted in 1992, emphasizes "Respect for Others." Use of drugs and alcohol is included in this "Respect for Others" initiative.

All cadets receive 15 hours of alcohol-focused education through numerous agencies. The peer education group ADDIC (Alcohol and Drug Dependency Intervention Council) is run by students, and its representatives receive an additional 33 hours of education. The ADDIC cadets assist with policy planning and implementation, and facilitate communication flow among faculty and staff and

cadets. Complementing the counseling center, which addresses general counseling issues, are an alcohol and drug counseling center and medical personnel. For disciplinary concerns, the Military Police make referrals, and the discipline office becomes involved. Faculty and staff members serve on the Respect for Others Education Team (ROET). The Alcohol and Drug Control Office Leader Development Branch (ADCO-LDB) provides preventive education and services to cadets.

The curriculum on alcohol issues includes information on the difference between "drinking" and "a drinking problem," intervention strategies when a peer or subordinate has a drinking problem, leadership responsibilities, the implications of condoning another's drinking problem, the deglamorization of alcohol, and peer education strategies.

Three complementary programs address drinking and driving behavior among cadets. The Pledge Program encourages all cadets to pledge to wear seat belts, not to drink and drive, and not to ride with anyone who does. The Designated Driver Program encourages those who socialize with alcohol to identify a driver who will

remain alcohol free. The Taxi Program encourages cadets to call a taxi if they need to, a USMA fund covers the fare.

A new addition to the alcohol program is the Chain-Teaching Program, in which cadets of senior status lecture and discuss alcohol-related issues. After the program, cadets sign a certificate stating that they understand and concur with the alcohol-related issues they have just discussed.

Posters entitled "Risky Business" are distributed to every cadet room, and each cadet receives a personal "Risky Business" card that includes important phone numbers. The "Risky Business" theme announces that "the decision to drink is . . . risky business. Leaders must assess risks and take appropriate action!"

Trends associated with alcohol-related offenses, maintained for the last five years, demonstrate a decrease in the number of alcohol-related offenses. Cadets see their leaders take alcohol seriously, and program leaders hope that the cadets will do so also. Through this process, the program's staff strives to instill the idea that consuming alcohol is an issue of responsibility and not a privilege.

Substance Abuse Committee

Eastern Kentucky University

Comprehensive Programs

Contact:

Eastern Kentucky University
Enrollment: 15,727
Public, Four Year Institution

Michalle S. Rice, M.S.
Chair, ECU Substance Abuse Committee
Published in 1997/98 Sourcebook

Description:

The Substance Abuse Committee (SAC), following its establishment as an ad hoc committee, was designated to continue as a permanent committee on campus. The mission of SAC includes recommending policies regarding substance abuse, encouraging programs which elevate the awareness of the campus community, and supporting effective intervention efforts. Members are faculty and staff from academic and administrative areas, and student representatives from student organizations and the student body.

SAC was created to review and change university alcohol policies, and as a result of its recommendations, the university is a substance-free institution that prohibits the consumption of or possession of alcohol on its grounds. It is also a violation of university policy to be drunk and disorderly on campus grounds or at university-sponsored activities. SAC continues to review these policies to reflect the needs of the university and its students.

In its comprehensive approach, SAC attempts to change student attitudes toward substance use. In partnership with the Department of Health Education, SAC assisted in establishing the On-Campus Talking About Alcohol (OCTAA) educational program, which is based on the lifestyle risk-reduction model. This eight-hour program is incorporated in a required health education course and is delivered to 2,000 students each year. Individuals trained to deliver the program include faculty, athletic staff, counseling center staff, residence life staff, and other student affairs staff.

Through surveys from 1990 to the present, SAC also addresses student attitudes and perceptions by challenging these with student-reported actual use and beliefs. This information is often disseminated through "freebies" (i.e., water bottles, pens, key chains), brochures, psycho-educational programs, and student orientations.

Awareness and information is disseminated through the Alcohol Awareness Week and the Health and Wellness Month, both student created and student driven. New student orientation is another vehicle for disseminating educational information and explaining the university's substance abuse policy. Alcohol-free activities include a weekly comedy series and a weekly

"DETOUR" dance. Additional alcohol-free activities, as well as psycho-education hall and campus programs, are offered on a regular basis. SAC often co-sponsors alcohol-free campus activities through monetary support and media marketing. From an enforcement perspective, first offense standard sanction is social probation, which includes opening a record on the student that follows the student for five years. If repeat offenses occur, social probation is revoked and the first offense is considered in conjunction with the second and following offenses. Possible sanctions include a substance abuse assessment by a mental health provider (i.e., the Counseling Center), eviction from university housing, and university suspension. The sanction process is currently under review by SAC to develop a more structured response to violations.

The key to the success of SAC and its comprehensive approach has been the involvement of diverse university departments committed to prevention issues. This unified approach continues to strengthen prevention efforts and change student attitudes and behaviors.

Teaching About Prevention of Substance Abuse

University of Georgia

Contact:

University of Georgia
Enrollment: 30,149
Public, Four Year Institution

Carole Middlebrooks, M.S.
Coordinator
University Health Center – Alcohol and
Other Drug Education
Published in 1997/98 Sourcebook

Description:

The purpose of the campus-wide program is to create an environment in which a change in attitudes, behaviors, and use of substances is possible. While efforts are geared toward specific sub-groups within the university community, the primary focus for the prevention programming is the overall student population. For many years programming efforts were directed toward trying to change the behaviors of abusive drinkers; current intervention efforts, however, emphasize reduction of high-risk norms and target both non-drinkers and moderate drinkers.

The desired outcomes for the Teaching About Prevention of Substance Abuse (TAPS) Program are a decline in the number of problems associated with substance use, decreased tolerance for the second-hand effects of high-risk drinking, decreased quantity and frequency of substance use among students, and a campus and community environment that supports low-risk drinking guidelines through policy, role modeling, and attitude

changes. Multiple strategies are employed to reach the university community.

A central aspect of TAPS' efforts is its social marketing campaign "Power Choices: Take Care of Yourself. Care About Each Other," which includes ads in the student newspaper, cards on campus buses, posters, flyers, and special articles in campus publications. Assisting the full-time coordinator is a Campus-Wide Network on Alcohol and Other Drugs, whose mission is to develop a coordinated and collaborative effort promoting education, intervention, and resources on the campus to foster a positive climate for learning.

Collaboration efforts by TAPS target specific sub-populations. Brochures have been prepared in conjunction with the athletic department and the campus police department.

General presentations are made to residence halls, student organizations, faculty, staff, and community groups. Training, conducted on policy issues, problem recognition, confrontation skills, intervention techniques, and referral skills, is offered for justices and defender advocates, residence assistants, graduate assistants, and advisors. The OCTAA (On Campus Talking About Alcohol) helps students and professionals understand the Life Style Risk Reduction Model for Alcohol/Drug Prevention and Intervention. This program is offered twice

each academic term, and attendees are interested students and staff, as well as students mandated through the University's judicial process and the Municipal Court and Pretrial Diversion Program.

Three student organizations complement TAPS' efforts. The ASAP (Advice on Substance Abuse Prevention) peer educators attend a three-credit course specifically designed to train peer educators on substance abuse prevention. Topics include the biological, psychological, social, and spiritual factors of substance abuse, as well as program planning and presentation skills. This course is available as a three-hour credit class and a one-hour follow-on class for students who present programs. BACCHUS conducts activities for Awareness Weeks and campaigns. The Commission on Risk Management, which includes representatives from fraternities and sororities, assesses Greek behaviors and develops action plans for addressing high-risk behaviors.

Results of the campus-wide program include abolishment of several events at which there had been traditionally heavy alcohol use, a no alcohol rule in the campus stadium, requirement that every fraternity/sorority pledge attend a sanctioned TAPS program before initiation, and the increased popularity of the peer education class.

Wellness Activities

Baldwin – Wallace College

Contact:

Baldwin – Wallace College
Enrollment: 4,789
Private, Four Year Institution

Jane Ehrman

Assistant to the Dean of Students
Published in 1997/98 Sourcebook

Description:

The goal of this comprehensive, environmental approach to preventing and reducing alcohol abuse is to educate students, faculty, and staff, as well as to change the climate of the college community. The message disseminated by this campus-wide program is: "Don't abuse yourself, others, or the community as a result of the choices you make about alcohol." The institution also tries to highlight and reward the non-users who represent approximately 40 percent of the campus. The program's efforts are enhanced by the active involvement of the college President.

The college's approach is two-pronged. First, it addresses heavy alcohol use, as well as negative outcomes resulting from the misuse of substances. Second, the issues are addressed in a variety of ways – including academic classes, activities, educational sanctions, and passive education. While all students and community members are addressed in the campus program, primary attention is given to first-year students, fraternity members, athletes, and those

who have violated the college's alcohol policy. All activities provided are organized, publicized, and designed by students in response to specific needs determined by the campus community.

Awareness strategies emphasize a media campaign funded and organized by the Student Senate. If an area bar pays for advertising space highlighting upcoming events, the Student Senate pays for adjacent ads that address healthy, independent choices regarding alcohol use. Awareness weeks include Alcohol Awareness Week during the fall and Sexual Health Awareness Week, which provides education about alcohol and its role in dating violence. The Safe Spring Break campaign includes the "Midnight Breakfast" at which faculty, administrators, and staff members serve a free breakfast to all students on the Sunday before finals of the winter term.

The Peer 2 Peer student organization promotes educational initiatives on campus. Other resources include "Mere Images," a social drama troupe that simulates a series of situations in which students may find themselves. Additional activities include May Day games and health promotion grants for educational events that address health and wellness issues. The funds for these events come from fines paid by students as partial sanctions for violation of alcohol policies.

Infusion courses include the Freshmen Experience in which the vast majority of first-year students are enrolled. Other curricular strategies include a Substance Abuse/Chemical Dependency Course and Faculty Role Modeling.

"Midnight Madness" is a Wednesday night program targeting fraternity men and athletes that provides alcohol-free activities. Another approach includes, a series of programs directed at male athletes on campus.

Environmental approaches include the "Difficulties With Alcohol" Program for those who violate the college's alcohol policy: a two-hour session for first offenders and a six-hour session for second offenders. The college has established two wellness halls where students sign agreements to not use alcohol, tobacco, or drugs while in the hall. Support services include assessment and screening by the Counseling Center for individuals concerned about addiction to alcohol.

Assessment evaluation includes use of the Core Survey; evaluating alcohol-related incidents; review of Health and Counseling Center data; security reports; and faculty, staff, and student feedback. Focus groups are conducted by the Senior Sociology Seminar class each year, and follow-up surveys are conducted for the "Difficulties With Alcohol" Program.

Wellness Center

Southern Illinois University –
Carbondale

Contact:

Southern Illinois University –
Carbondale

Enrollment: 23,162

Public, Four Year Institution

Barbara Grace Fijolek, M.S.

Coordinator

Wellness Center

Published 1996 Sourcebook

Description:

The Wellness Center coordinates a wide range of activities on drugs and alcohol and related health promotion programs. With a staff of six full-time professionals and six half-time graduate assistants, numerous programs and initiatives are offered.

Several awareness and information activities are highly regarded. A weekly column, "To Your Health," is printed in the student newspaper at no cost. The campus newspaper also has a policy to not accept advertisements that glamorize alcohol. The newspaper also offers a discount to alcohol advertisers that print a "low-risk" message in their ad (such as "Don't Drink and Drive"). Substance abuse awareness ads are printed in the newspaper's open filler space.

Social marketing campaigns include a "Don't Drink and Drive" media campaign for spring break, a Holiday Safety Pledge program and a Holiday Safety Challenge, with local bars competing to win points for safe-serving procedures. Another initiative is the "Positive Lifestyle Award," a \$100 cash award to a student who writes a

winning essay on his/her own positive lifestyle. The winning essay is printed in the campus newspaper.

Through a variety of campus and community efforts, a long-running traditional event (Springfest), which has had extensive alcohol abuse in the past, was replaced with a week-long series of music and entertainment. Another collaborative effort with local bars involved raising the bar entry age to 21. Students arrested for underage drinking are referred to the Wellness Center by the judge and the city attorney for educational intervention.

Support services include individual screenings and short-term counseling and referral for students who are sent to the Wellness Center by on-campus and off-campus systems for alcohol/drug services. Self-referrals constitute much of the population served. Athletes are another targeted group. The student Athlete Assistance program is a special program prepared for training coaches to make appropriate referrals of athletes.

Curriculum offerings are extensive. An introductory class is required for all new athletes and is offered by the Wellness Center. The Wellness Center trains the instructors of the general University Life skills course and assists faculty in incorporating alcohol information into courses. The Wellness Center staff offers speakers, workshops, and materials on numerous alcohol topics: drinking and driving, fetal alcohol syndrome, women and alcohol, alcohol and

sexual connections, drugs in the workplace, media influences on drinking, how to help someone with a drinking problem, hosting healthy parties, drinking decisions and the college student, and acute alcohol intoxication. A comprehensive training program for faculty and staff called RSVP (Retention of Students Via Prevention) is provided. All employees receive a special RSVP training booklet titled, "How to Deal with Students with Personal and Substance Abuse Issues."

Peer approaches include wellness fairs, displays, theater groups, comedy nights, juice bars, residence hall presentations, focus groups, BACCHUS chapter drop-in centers, dances and other activities. Offices of the Wellness Center include a main office and three outreach offices (one in the residence halls, one in the Recreation Center and one in the Student Center). Each of these areas distributes pamphlets, literature and promotional items. The campus has a policy requiring Greek organizations to complete a party approval form. Sponsoring units where alcohol may be present (even when not directly supplied by the sponsor) are responsible for clean-up, alcohol-free alternatives and security.

Evaluation and assessment include regular survey of the students. A faculty and staff environmental survey is also conducted. Results show recent drops in student alcohol consumption and a reduction in negative consequences from alcohol use and an increase in referrals for educational services.

Additional Comprehensive Programs

Canisius College

Kathryn E. Philliben, M.S.
Interim Dean of Students
Director of Residence Life
Published in 1996 Sourcebook

Description:

The comprehensive approach designed to address the problem of student alcohol abuse on campus is best characterized as being environmental and targeted. Five initiatives specific to the student population deal with many of the challenges associated with the college's location. Enforcement of state laws and college regulations include a double proofing-bracelet system for college based events where alcohol is distributed. The response to violations incorporates an educational philosophy, with sanctions linked as closely as possible to the offense. The PARTY Program (Promoting Awareness and Responsibility Through You) conducts a discussion with incoming students and parents. Training for those who serve alcohol is done through a workshop required for all campus sponsored events involving alcohol. OCTAA (On Campus Talking About Alcohol) is offered to interested students and campus leaders.

Central Connecticut State University

Karen Engwall, M.Ed.
Prevention Specialist
Published in 1996 Sourcebook

Description:

The campus efforts emphasize prevention initiatives. The "Boiling Pot" metaphor is used with the intention of creating many small outreach efforts supplementing the major ones, in order to reach a "Boiling Point" of common awareness on the effects of alcohol abuse. The campus uses Natural Helpers (a peer nominated group), Peer Educators who present short informational sessions, and a Student Assistance Plan with faculty and staff trained in listening and referral skills.

Cuyahoga Community College

Sharon L. Bell, M.P.A.
Program Coordinator
Published in 1996 Sourcebook

Description:

The Alcohol-Drug Awareness Team (ADAPT) Program is a pro-active, comprehensive primary and tertiary program for students and staff. The program's focus includes awareness, education, faculty and staff training, curriculum infusion, student intervention and referral, and healthy alternatives. Working with three distinct campuses and transient, urban and older students, the program goals include policy design and implementation, heightened awareness, healthy alternatives and institutionalization of the program. ADAPT's mission is to bring together individuals, groups, and organizations concerned with promoting healthy, responsible lifestyles while reducing the prevalence of substance abuse, both within the college and in the neighboring community.

Additional Comprehensive Programs

Mount Holyoke College

Karen Jacobus, M.Ed.
Coordinator of Health Education
Published in 1996 Sourcebook

Description:

The Alcohol and Drug Awareness project is designed to develop innovative strategies and programs to reduce high-risk behaviors associated with drug and alcohol use. The comprehensive approach includes policy development, program planning, prevention education and training, intervention and counseling. The project is a catalyst for increased community collaboration in understanding and addressing drug and alcohol concerns. As a whole the campus culture is addressed through a systematic education approach; students at risk for developing problems receive specialized services. The project's "five Cs" serve as its foundation: commitment, clarity, consistency, coordination and collaboration. Included in the project's implementation are an Alumnae Network, a Non-User Media Pilot Project which targets first-year students, training, peer education, and assessment and evaluation.

South Dakota School of Mines and Technology

Ruth Stoddard, M.S.
Assistant Director of Residence Life
Published in 1996 Sourcebook

Description:

This program emphasizes educational approaches to alcohol use, by encouraging positive choices and empowering the non-drinkers. Several programs with different sub-groups of students have been implemented over the past few years. Activities include alcohol awareness week, survey of the resident assistants, risk management training with fraternity and sorority members, a SADD chapter, policy changes, training, in-services for residence-hall staff and a wellness floor.

Temple University

Robert Schiraldi, Ed.D.
DARE Coordinator
Published in 1996 Sourcebook

Description:

The DARE program is a comprehensive service which offers drug and alcohol related counseling and referral for the four campuses. Staffed with a coordinator, assistant coordinator, graduate assistant, and peer counselors, programs are offered throughout the year in conjunction with other university offices. Ongoing support groups are offered, with referral to university and outside agencies as needed. A task force reviews ongoing evaluations and provides recommendations for the campus efforts. Additional specific activities include media campaigns, public information efforts, curriculum infusion, coordinated enforcement and special programming for high-risk groups.

The College of Saint Rose

John R. Ellis, M.Ed.
Director
Alcohol and Other Drug Prevention Services
Published in 1996 Sourcebook

Description:

This multi-faceted prevention program incorporates media advocacy, curriculum infusion, peer education, environmental change and extensive collaboration between students, faculty and the administration. The Campus Climate Council, which meets monthly, provides leadership regarding the overall campus environment. Programs, activities, and on-going assessments are provided. Activities are designed for all college constituencies, ranging from new student orientation, administrative meetings, student leadership development, meetings of the Board of Trustees and the Horray Players.

University of Louisville

Kathy Davis
Coordinator
Health and Alcohol Education
Published in 1996 Sourcebook

Description:

The comprehensive program involves many campus offices and academic departments. The services include numerous policies and guidelines within the overall umbrella policy for the university, such as the impaired student policy, professional code of conduct, faculty and staff policies, guidelines for student organizations, and athletic event policies. Educational programs provide information dissemination and training. Academic courses emphasize peer health education, a student athlete course and curriculum infusion. Services include numerous support groups and the use of assessment tools. Enforcement by the Department of Public Safety is thorough and followed-up by the Alcohol Peer Court. The campus offers a wellness residence hall and a lending library of resources.

University of Maryland College Park

Karla Shepherd, M.Ed.
Coordinator, Programs and Orientation
Published in 1996 Sourcebook

Description:

Under the guidance of the CARING Coalition, an umbrella organization of campus departments, students, and organizations, leadership is provided to strengthen alcohol prevention activities on campus. Activities include a social marketing campaign to correct students' misperceptions regarding their peers' drinking behavior and on-campus alcohol free activities are offered. The Substance Abuse Intervention Program is implemented for students charged with an alcohol violation of campus policy or state law. Other major initiatives at the university are the CHOICES Peer Educational Program, which presents programs to classes, residence halls and student organizations; the S.T.A.R.S. project focusing on student athletes; and a state-certified out-patient treatment and rehabilitation program.

Additional Comprehensive Programs

University of Medicine & Dentistry of New Jersey – Newark Campus

Ernesto A. Amaranto, M.D.
Director
Center for Student Mental Health Services
Published in 1996 Sourcebook

Description:

Project PEARL (Professional Education Addressing Responsible Lifestyles) is a comprehensive primary prevention program for drug and alcohol abuse. Its emphasis is on creating a structure that supports healthier lifestyles for students and staff. The pro-active prevention program complements the existing campus-wide secondary treatment and tertiary rehabilitation programs. Three areas of interest serve as the basis for Project PEARL. The pro-active prevention programs center on a wellness concept that emphasizes responsible and healthy lifestyles; these are student generated and aimed at a critical mass of the campus population. The education portion includes a strong curriculum addressing the problem of drug and alcohol abuse. Third, the university meets the requirements and spirit of federal regulations. Specific activities include the wellness program, the UnBar activities and the Student Assistance Campus Committee. Alcohol-free beverages and an increasing number of social activities are conducted as alternatives.

University of Missouri-Columbia

Kim Dude, M.Ed.
Assistant Director
Student Life/Wellness Resource Center and ADAPT
Published in 1996 Sourcebook

Description:

The ADAPT program includes a broad range of campus-based efforts. Peer educators receive extensive training to prepare them to present prevention programs. The campus effort is designed to involve students in the creation, planning and implementation of campus efforts as well as to increase the critical mass of students reached through these efforts. The alcohol awareness month, supported by an incentive system, includes peer theater, panel discussions, open houses, displays, information panels, information tables, and speakers. A weekly television show (Inside the 'Zou) and the "Don't Cancel That Class Service" are highly publicized and well received aspects of this campus effort. Although a number of different research projects are conducted each year, the peer educators most frequently use the "program evaluation questionnaire," which is administered after many of the programs and events.

University of Pennsylvania

Kate Ward-Gaus, M.S.Ed.
Health Educator
Published in 1996 Sourcebook

Description:

The alcohol abuse reduction efforts emphasize collaboration and coordination. Building on the results of a campus-wide task force, campus efforts include policy development, program design, and review of new data. The comprehensive approach is both constant and ever-evolving; the efforts are reviewed and qualitatively evaluated for effectiveness. With the goal of reducing alcohol abuse, the campus efforts incorporate initiatives by numerous campus offices; these include academic support services, alumni relations, athletics, counseling services, health education, fraternity and sorority affairs, health services, the dispute resolution center, public safety, the parents program, residential living, and the women's center.

Walla Walla Community College

Christina Connerly
Program Coordinator
Published in 1996 Sourcebook

Description:

The Student Wellness Education and Action Team (S.W.E.A.T.) promotes awareness, prevention, education and community service regarding drug and alcohol abuse. Using the results of the student interest survey and other evaluation processes, the campus efforts include policy review incorporating student, faculty and staff input, attention to the creation of a new campus environment, numerous campus-wide awareness activities (such as awareness weeks, student convocation, window displays, presentations for target populations, leadership training, and a new student information day). Other sponsored activities include open gym nights, the raw-hide saloon (for rodeo athletes), a tail-gate potluck party, a “stress-free” zone, curriculum infusion initiatives, and wellness conferences.

AWARENESS AND INFORMATION

Creating awareness and disseminating information are among the most popular approaches used by colleges and universities. Promoting increased understanding about alcohol and its effects, offering alternative activities, and discussing personal choices are the goals of awareness and information programs.

The versatility, creativity and energy of the awareness and information component make it one of the most widely used approaches and one that extensively overlaps with the other nine components of a comprehensive campus program. The creative approaches demonstrate well-designed methods for communicating accurate information to a variety of target populations. Interviews with those submitting the initiatives reveal that it is important to be creative, both in the message and in the design and location of advertising. These professionals emphasize the value of having fun and being daring in these information campaigns. Further, they note that initial funding, such as that which came from the U.S. Department of Education's FIPSE grant program, was helpful and proves that a lot can be done with limited resources.

Typical approaches within this area are:

- An alcohol awareness week – or a day or a month – offers an opportunity for a wide variety of events in a focused period of time. On many campuses the awareness events are linked with a wellness theme. On other campuses they may be part of the National Collegiate Alcohol Awareness Week. These events include Safe Spring Break campaigns, rape awareness weeks, holistic health weeks and related theme weeks and months.
- Alcohol-free parties include substance-free events, such as dances, that offer alternatives to alcohol consumption and mocktails, where non-alcoholic beverages are served to students.
- Social marketing programs directly involve campus media in breaking down myths and correcting beliefs regarding abusive drinking. The primary purpose is to change campus norms and perceptions of these norms. Monthly campaigns and student perception campaigns, as documented at numerous institutions, might include newspaper ads, posters, perception surveys and campus newspaper advertisements.

- Theater groups offer another strategy, and demonstrate energy and creativity through improvisational and scripted skits. The Dead Day/Grim Reaper program helps illustrate alcohol-related crashes.
- New student orientations set the campus tone regarding alcohol issues as early as possible. They include written information, programs during the summer, correspondence with students and parents, and carnival-type activities, as well as awareness programs for all new students at the beginning of the academic year. Other helpful approaches are freshman initiatives, seminars, orientation programs, and parent letters.
- Games or game shows promote public awareness about alcohol issues.
- Other initiatives include outreach to local schools, newsletters, distribution of materials and gimmicks (such as highlighter pens, key chains, rulers, trash bags and red ribbons), campus newspaper advertisements, posters, resource centers, informational publications, brochure racks and moveable brochure racks. Related initiatives include campus-wide media efforts, awareness weekends, and efforts targeting specific groups.

Awareness and information efforts also have a place in a comprehensive program. Linkages to issues such as violent behavior, acquaintance rape and impaired driving are integral to these initiatives. Student organizations, such as BACCHUS chapters, provide helpful leadership.

Professionals commented on the importance of involving students in the design, pre-testing and implementation of awareness campaigns. Ongoing communication and collaboration among departments are essential to the successful implementation of awareness and information efforts.

Finally, from a conceptual perspective, campus leaders note that blending alcohol abuse prevention messages with a positive lifestyle and holistic health approach results in the greatest acceptance of the information.

Alcohol Awareness Month

San Bernardino Valley College
Southern Maine Technical College
University of Missouri – Columbia

Contacts:

San Bernardino Valley College
Enrollment: 10,720
Public, Two Year Institution

Joan Harter, M.A.
Department of Human Services
Published in 1996 Sourcebook

Southern Maine Technical College
Enrollment: 2,532
Public, Two Year Institution

Mark Krogman, LCSW
Director
Counseling Department
Published in 1996 Sourcebook

University of Missouri – Columbia
Enrollment: 22,136
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director Student Life
Published in 1996 Sourcebook

Objectives:

- To increase student and staff awareness of alcohol issues
- To promote healthy living through a month-long series of activities and displays

Description:

At the University of Missouri – Columbia, the annual Alcohol Awareness Month expands the Alcohol Awareness Week offered in previous years. With the theme “State of Mind,” it begins with a kickoff rally and a proclamation-signing ceremony offered at the campus’ administration building. The proclamation is signed by the presidents of all the major student organizations, the chairpersons of the faculty council and staff council, the chancellor and the mayor. Activities during the month include a panel of students in recovery, a

“jail and bail” program, a happy hour with alcohol-free beverages, information tables, a mock DWI crash, a peer education display, a community forum, a peer theater presentation, a panel on “how to help a friend” and an alcohol-free coffee house. One of the major events is “Don’t just talk the talk . . . Walk the walk,” a 24-hour walk in which groups of students in teams walk continuously for 24-hours in a tag team approach.

To bolster attendance, an incentive point system is used, names and addresses are taken at most of the Alcohol Awareness Month’s events and points are given at each event, with some events receiving more points than others. At the end of the month, monetary awards are given to the residence hall floor and hall, and the Greek pledge class and Greek house, that accumulate the highest percentage of attendance throughout the month.

The underlying messages of reducing heavy drinking and following the concept of 0-1-2-3 are promoted during the month. Students are told to drink 0 amount of alcohol if they are going to drive, no more than one drink per hour, no more than two nights of drinking per week and no more than three drinks in any one sitting. Some public service announcements are played on the local television station to further advertise the month.

At San Bernardino Valley College, the Alcohol Awareness Month employs volunteers from human services, student government and other student organizations. “Free for the Weekend” provides coupons for free entertainment for the following weekend

to those students who sign the pledge to remain alcohol free. During this month, the sponsors’ goal is to provide support and alternatives for students who choose to be alcohol/drug free and also to provide intervention and referral services for students who are abusing alcohol or drugs. Representatives from numerous agencies and programs in the community distribute information and make presentations throughout the month. The Office of Public Relations arranges television interviews and newspaper articles. Additional assistance is provided by local entertainment facilities, who provide coupons for free services.

At Southern Maine Technical College, a “menu” of potential activities is distributed to all faculty members. The menu approach offers them a range of choices from passive to interactive, enabling faculty to tailor the activity to their own comfort level and perception of student interest and receptivity. Faculty members are invited to sponsor an alcohol awareness activity in one of their classes during the awareness month. Members of the campus-wide Substance Abuse Advisory Board, made up of faculty, staff and students, assist in marketing the effort to department chairs and developing programs for the classroom setting. Topics include a community member talking about the 12-step process, a focus group, a structured interactive game, a discussion of the campus’ survey results and a videotape on alcohol advertising. Approximately 25% of the college’s students are reached by this approach.

Alcohol Awareness Week

Dean College
Georgia Southern University
Mount Olive College

Rhodes College

Contacts:

Dean College
Enrollment: 915
Private, Two Year Institution

Jennifer Drake-Deese, M.A.
Coordinator
Counseling Services
Published in 1996 Sourcebook

Georgia Southern University
Enrollment: 14,138
Public, Four Year Institution

Edward Bayens, Ph.D.
Director
Judicial Programs
Published in 1996 Sourcebook

Mount Olive College
Enrollment: 870
Private, Four Year Institution

Karen Van Norman, M.Ed.
Dean
Student Development
Published in 1996 Sourcebook

Rhodes College
Enrollment: 1,489
Private, Four Year Institution

Ricci Hellman, Ed.D.
Administrative Director
Health Services
Published in 1996 Sourcebook

Objectives:

- To promote activities in conjunction with a campus-wide alcohol awareness week
- To heighten awareness of alcohol and related issues among students, faculty and staff

Description:

While many campuses sponsor a week of activities during National Collegiate Alcohol Awareness Week, some campuses have their own distinct awareness week with a

wide variety of programs held on campus for members of the college community. At Georgia Southern University, numerous activities and programs are available. The most popular and well attended ones are the Simulated DUI Crash, the Victim Impact Panel, the Alcohol Liability/Risk Management Seminar, the Wrecked Car Exhibit, the MADD Poster Board Exhibit, and the Breath Analyzer. At the Simulated DUI Crash, student peer educators and volunteers are involved in an alcohol-related crash. Recreation of field sobriety tests, a 911 call response by emergency agencies, and the jaws of life attract the attention of campus members. The Seminar on Alcohol Liability/Risk Management, sponsored by two fraternities, addresses the risks that student organizations incur when they sponsor programs where alcohol is permitted. The president of the university signs a proclamation designating the week as an alcohol awareness week on the campus and states that the university is committed to presenting programs throughout the academic year that discourage the misuse of alcohol amount students on campus.

At Dean College, FREAK Week (Finding Responsible and Entertaining Alternatives on Kampus) is designed to educate and entertain students. The week of activities includes a mocktail booth, a crashed car, a simulated car crash with the Convincer, a discussion on heavy drinking, information tables, a pledge, socials and the "Wall of Reality."

Rhodes College sponsors two distinct awareness weeks: "Alcohol and Culture," and "Absolute Awareness." The former week emphasizes the impact of alcohol on the community and individual responsibility. The week includes a "Free Spirit Tent," discussions on alcohol and cultural diversity and on women and alcohol, and promotion of the "Safe Rides" program. "Absolute Awareness" focuses on how alcohol affects personal and collective lives. Activities include a bulletin board display, the movie "Under the Influence," an information booth of resources, a "Sobriety Checkpoint" demonstration, "Alcohol IQ Tests" with confidential self-assessments, "progressive drinking games" featuring students going through residence halls quizzing other students on facts related to alcohol, and a bi-weekly electronic newsletter.

At Mount Olive College, a week-long series of programs, events and promotions is designed to raise awareness about alcohol abuse and its consequences. Event planners encourage alternatives to alcohol use for the relief of stress and to have fun. Examples of programs include staged drunk-driving arrests and a subsequent trial which uses local police and attorneys. Other activities include a free day at the local health spa to relieve stress, mocktails served at a comedy show and stress relief kits placed in all student and faculty mailboxes. Each day features a different theme to address specific aspects of the topics.

Awareness and
Information

Alcohol-Free Activities

East Carolina University
Pasco Hernando
Community College

Southern Illinois University
at Edwardsville

Contacts:

East Carolina University
Enrollment: 17,657
Public, Four Year Institution

Donna J. Walsh, Ph.D.
Director
Health Promotion and Wellbeing

Stephen Gray, M.S.
Associate Director
Mendenhall Student Center
Published in 1996 Sourcebook

Pasco Hernando
Community College
Enrollment: 6,636
Public, Two Year Institution

Bob Bade, M.A.
Coordinator

Shirla Andes, M.A.
Assistant Coordinator
Student Activities
Published in 1996 Sourcebook

Southern Illinois University
at Edwardsville
Enrollment: 10,938
Public, Four Year Institution

Phil Parrish, M.Ed.
Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote awareness of the viability of alcohol-free activities
- To engage students in their own prevention efforts
- To provide students with information about alcohol and drugs

Description:

A wide variety of activities can be offered to demonstrate the value of alcohol-free events. These may be instituted to address a problem (East Carolina University) or promote community involvement (Pasco Hernando Community College).

Midnight Madness is offered at East Carolina University to counteract the downtown Halloween night activities; this Halloween party has attracted an increasing number of ECU students and guests each year. Transformed by decorations, the campus center houses various alcohol-free events for students. Games and costumes are widespread, and prizes are given for pumpkin-carving contests. A dance, karaoke and shows with performing artists are offered on the same evening and fortune tellers and wizards are also on site. Food is served, and the building's bowling and billiards are available.

At Southern Illinois University at Edwardsville, Tons of Fun is offered as an annual late night function where more than 30 student organizations sponsor

activities in a carnival-like atmosphere. Events such as eating contests, bingo, frozen turkey bowling, wacky relays, twister and karaoke are sponsored by student organizations. At midnight, free pizza and soda are served, and a late night dance concludes the event.

Tons of Fun was designed to counteract the student belief that they cannot have fun without alcohol. It engages students in their own prevention efforts by having them volunteer to provide activities, work concessions or participate in games. Held on a Friday night, it helps bring students from their "designated party night" into an alcohol-free environment. A committee of students, faculty and staff meets to coordinate activity ideas. Many of the administrative details are arranged by the Alcohol and Drug Awareness Program staff and student volunteers are selected to staff the event.

The Students Against Drunk Driving (SADD) Chapter at Pasco Hernando Community College organizes an Easter Egg Hunt since many students have children. The overall aim of the project is to provide a long-term alcohol awareness program in the community. During this hunt, the children search for eggs and win prizes, while parents receive information on how to talk to their children about drugs and alcohol. The event is offered over a two and one-half hour period, with different age groups scheduled for different times.

Alternatives to Drinking

Georgia Southern University

Contact:

Georgia Southern University
Enrollment: 14,157
Public, Four Year Institution

Sara B. Oswalt, M.P.H.
Health Educator

Published in 1997/98 Sourcebook

Objectives:

- To expand Alcohol Awareness Week programming to include alternatives to drinking
- To counteract the belief that consuming alcohol is part of the college student tradition
- To provide information about alcohol-free activities on campus and in the community

Description:

Alcohol awareness programming is provided during the Alcohol Awareness Week and emphasizes safety issues such as drinking and driving, sexual assault, and unplanned sexual activity. Although responsible alcohol use is an important component for students who consume alcohol, this concept often implies that such use is permissible for underage drinkers and that support for non-drinkers is not present. To counteract the belief that consuming alcohol is always part of

campus activities, the Awareness Week has been expanded to emphasize alternatives to drinking, and is titled, "It's Super Being Sober." While the week is targeted to all students, the focus is on those under the legal drinking age.

There are four specific components to the program: an information fair, a volleyball tournament, a guide to alcohol-free activities, and an alcohol-free party competition.

The information fair promotes student organizations whose activities do not include alcohol. They provide options for students who want to get involved in alcohol-free activities. The information about these organizations complements facts about the risks of alcohol consumption. The "Spike The Ball, Not Your Drink" volleyball tournament provides an opportunity for students to get exercise and enjoy an alcohol-free activity. "The Best of the 'Boro" is a resource guide to community activities that are not centered around alcohol. The alcohol-free party competition provides an opportunity for groups of students to organize an alcohol-free theme party. Points are awarded for decorations, food, and beverages, and cash prizes are awarded for those with top scores.

Organization for the week of activities comes from a committee of staff, students, and faculty members. Individuals from various parts of the campus are responsible for specific activities. For example, representatives from Campus Recreation and Intramurals coordinate the volleyball tournament, while peer educators assist with judging the alcohol-free party competition. The committee's marketing strategies include mass distribution of flyers, public service announcements on the campus radio station, an article in the student newspaper, the electronic bulletin board, and a letter to faculty about upcoming events.

The traditional Alcohol Awareness Week events are well received, as are the new activities which focus on alternatives to drinking. In one recent week, 200 students took part in traditional activities such as the breath analyzer demonstration, and 300 students attended the Student Organization Management Seminar. Over 500 students entered the alcohol-free party competition, and 15 teams played in the volleyball tournament.

Awareness and
Information

BACCHUS Chapter

Ashland University
Ferrum College
Georgia Institute of Technology

Indian River Community College

Contacts:

Ashland University
Enrollment: 5,823
Private, Four Year Institution

Jennifer Mosher
Health Educator
Published in 1996 Sourcebook

Ferrum College
Enrollment: 1,124
Private, Four Year Institution

Patricia W. Crawley-Gray, RN
Director
Health Services
Published in 1996 Sourcebook

Georgia Institute of Technology
Enrollment: 12,900
Public, Four Year Institution

Michelle Burne, M.P.H.
Director
Wellness Center
Published in 1996 Sourcebook

Indian River Community College
Enrollment: 21,134
Public, Two Year Institution

Patricia Corey, RN
Coordinator
Health and Wellness
Published in 1996 Sourcebook

Objectives:

- To promote the responsible use of alcohol by those of legal age
- To provide positive and healthy events for the campus community

Description:

A national organization, BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) emphasizes numerous campus-wide alcohol awareness events and is a popular approach to implementing campus activities. At Ashland University, sponsored programs include a Lifesavers Pledge, a Spin and Win Game (alcohol- and drug-related questions), a Tree of Life Campaign (students pledge not to drink and drive during the holidays), a presentation on the legal consequences of underage drinking and on host responsibility by an attorney, an explanation of drunk-driving laws by a highway patrolman, Dead Day, a mocktail bar, a movie night at a local theater, a Red Ribbon campaign, wrist bands to use at social events where alcohol is served, and awareness week and spring break week campaigns.

At Ferrum College, BACCHUS is sponsored by the College Health Center and contributes to every major event and theme week at the college. In conjunction with other campus organizations (e.g., the student government, MADD, the residence hall association, faculty, student activities, etc.), the BACCHUS chapter works to provide quality programs. Activities include an alcohol orientation for new students, a

wellness fair, a Red Ribbon campaign, soberfest, driving reflex simulator, mock DUI arrest, coffee houses, mock car crash, radio shows, luminaries, safe break kits, raffles and the Vince and Larry crash test dummies.

Get A Buzz On Life (GABOL) is a student group that provides alternative activities for Georgia Institute of Technology students. This BACCHUS chapter sponsors major events such as the Safe Holiday and Spring Break pledge campaigns that encourage students to pledge to not drink and drive. Parties are hosted in conjunction with the residence hall association and awareness events for sexual assault and other alcohol-related problems are offered. Alcohol IQ games for National Collegiate Alcohol Awareness Week, including mocktails, are a major activity. Collaboration is extensive between GABOL and the wellness center, the student government and the residence hall association.

At Indian River Community College, the BACCHUS club works in conjunction with the Campus Coalition Government. They sponsor events in cooperation with National Collegiate Alcohol Awareness Week and for holiday and spring breaks, and they often include local agencies such as the police department. The club averages six events each year and attends a state-wide peer education conference. The group provides Bactails (alcohol-free cocktails) at most of their events. Posters, pamphlets and promotional materials are used to communicate the group's messages.

Bathroom Stall Flyers

Caldwell College
College of Eastern Utah

Contacts:

Caldwell College
Enrollment: 1,705
Private, Four Year Institution

Sandy Rock, M.A.
Director
Substance Awareness Counseling
Published in 1997/98 Sourcebook

College of Eastern Utah
Enrollment: 3,000
Public, Two Year Institution

Terry Holbrook
Director
Student Health & Wellness Center
Published in 1997/98 Sourcebook

Objectives:

- To get substance abuse information widely disseminated to students
- To assist in the process of changing campus norms about substance use
- To provide information in a non-threatening and entertaining way

Description:

Information on alcohol and related issues is distributed widely across campus by placing flyers in bathroom stalls. Because of the strategic placement, these flyers receive attention from virtually everyone on campus.

At the College of Eastern Utah, a 9"x 12" plexiglass holder is installed in each stall and above each urinal in every bathroom on campus. This series, known as the "Buzz Clip," is changed every Monday morning. Caldwell College has resident assistants put up "Stall Stories" in the residences on a weekly basis; student employees place them in other campus restrooms.

On both campuses, attention is given to providing a variety of information. Information on alcohol issues, adapted from national publications such as the BACCHUS Beat, as well as general health and wellness information is included in the

flyers. At the College of Eastern Utah, wellness themes are chosen from nationally recognized theme months, weeks, and days. At Caldwell College, the flyers contain information on alcohol, as well as study tips and health issues.

At the College of Eastern Utah, topics suggested by students are often incorporated into the flyers in an effort to make the contents relevant, and artwork is created by students or staff members. A graphic arts student creates the weekly series in an advertising format, and additional coverage is achieved by having an ad series that addresses issues similar to those covered in the Buzz Clip run in the school newspaper.

Evaluation results from the College of Eastern Utah show that more students are receiving information, and the perception of alcohol and drug use is changing in a positive direction.

Awareness and
Information

Bile Them Cabbage Down

Bethel College

Contact:

Bethel College
Enrollment: 2,150
Private, Four Year Institution

Chad Hoyt
Resident Director
Published in 1997/98 Sourcebook

Objectives:

- To promote open dialogue about drinking and its effects
- To encourage students to honestly evaluate their alcohol consumption

Description:

The Residence Life staff created a Web site containing information related to alcohol consumption. This site offers perspectives from prominent staff and faculty leaders and provides links to other sites that address facts about alcohol and personal assessment of alcohol use.

The target audience is campus students who drink regularly. The planners of this Web site hope to promote honest dialogue about drinking and its effects, and the

ramifications that are unique to the college's community. A primary focus of this effort is on the interactive discussion groups linked to the page.

Not only is the program designed to provide information about alcohol, it also provides an honest evaluation of drinking as a personal lifestyle choice.

The style and language of the Web sites are intended to be relevant to students, thereby inviting dialogue between students engaged in heavier alcohol use. The page offers links to numerous alcohol-related resources (such as Alcoholics Anonymous). It also includes a brief health test assessment tool from the University of Iowa. To advertise the Web site a graphic designer from the college's Public Relations Department created door hangers that display the Web page's title and Web address. These door hangers are placed on residence hall doors.

Four questions serve as the primary link of the Web site: How has alcohol affected

your life? How do you think drinking and a Christian lifestyle go together? Is drinking while a student at Bethel an issue of personal integrity? Does one student's drinking affect the rest of the Bethel community?

Students are encouraged to respond to any of these questions; and the responses are posted to a news group that is confined to the college community. In addition, users of the college Web site are able to see others' responses to the questions. Users of the system are made aware that their responses may not be anonymous because of the computer-dependent nature of posted "from" addresses.

Additional sections of the Web site are "Listen Up" (statements about what others on campus have decided about alcohol) and "Take a Hike" (fact sheets, as well as links to other Web sites). The Web site can be reached at http://www.bethel.edu/Student_Development/Alcohol_Awareness.htm.

Campaigns by the Month

Nebraska Wesleyan University
Tidewater Community College

Contacts:

Nebraska Wesleyan University
Enrollment: 1,610
Private, Four Year Institution

Jody Donovan, M.Ed.
Director of Student Life
Assistant Vice President for Student Affairs
Published in 1996 Sourcebook

Tidewater Community College
Enrollment: 17,660
Public, Two Year Institution

Jan Taylor
Student Activities Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote alcohol-free social and recreational events as a proactive alternative to the use of drugs or alcohol
- To provide ongoing information on alcohol, drugs and wellness initiatives
- To emphasize and implement wellness activities as a proactive alternative to the use of drugs or alcohol

Description:

Several approaches are used to enhance the educational experience with alternatives to negative societal influences. At Tidewater Community College, a holistic approach emphasizes theme-based activities throughout the academic year. These include: "None for the Road"; "Natural Highs"; "Naturally Spirited"; "Highlighting Your Life"; "Kisses are Sweeter than Wine"; "AIDS Awareness and Safer Sex"; and "Enabling". The "None for the Road" campaign, for example, has fact-based articles distributed to the entire student body, theme-based stickers placed on all commercial pizza boxes delivered during the first two weeks of the semester, and a "links of life" chain with colored paper rings signed by students who pledge not to drink and drive. During the "Naturally Spirited" campaign, a "Whine and Cheese Social" is offered with non-alcoholic grape juice and cheese crackers, and area night-clubs are encouraged to provide free soft drinks to designated drivers at New Year's Eve parties.

At the beginning of each semester, bookmarks with different alcohol and drug awareness or crisis contacts are placed in each book sold at the bookstore. Other

activities include an October Fest Fair, a Carnival Game, distribution of highlighter pens with the theme and message, fact sheets, lectures, flyers, and brochures.

Through the CHOICES program at Nebraska Wesleyan University, students receive an alcohol-related educational message in their campus mailboxes each month. Seasonally, they receive a promotional item: a key chain in the shape of a key ("the key to making good choices"); a cup with the logo "bubbling over with good choices" at winter break; a mini beach towel to "stay dry" during spring break; and a bumper sticker – a reminder of summer choices related to drinking and driving.

On a monthly basis, a CHOICES booth is set up at a varsity sporting event and staffed by student assistant mentors. Public awareness bulletin boards, located in high traffic areas on campus, contain facts, figures and memorable messages about alcohol use and alternative choices. In addition, student organizations sponsor a carnival and tail gate party during the first home football game: a "Jail and Bail Booth," a bar for mocktails, and numerous carnival booths for fun and awareness are set up near the stadium.

Awareness and
Information

Campus-wide Media Effort

The College of Saint Rose

Contact:

The College of Saint Rose
Enrollment: 3,879
Private, Four Year Institution
John R. Ellis, M.Ed.
Director
Prevention Services
Published in 1996 Sourcebook

Objectives:

- To expose college constituencies to issues surrounding the use and abuse of alcohol and drugs
- To prepare media campaigns to coincide with holidays and events

Description:

The College of Saint Rose implements a coordinated and comprehensive program utilizing media advocacy, curriculum infusion, peer education and environmental change. One major initiative is to expose the numerous constituencies on the campus, from the Board of Trustees to the students, to the physical, mental and social implications of the use and abuse of alcohol and drugs. This is done through a

massive multi-media blitz, using posters, handouts, brochures, newspaper articles and ads, balloons, videotapes, computer software programs and audiotaped public service announcements. These educational items are targeted and distributed to all campus constituencies.

Various groups on the campus incorporate the drug and alcohol prevention information into their routine activities. For example, the campus ministry includes prevention information in its regular bulletin and minority student services provides information in its programs. The academic computing office places computer mousepads with drug and alcohol prevention information imprinted on them in all computer labs on campus. Seven different messages, such as "This problem can infect or affect others" and "Too much of either one will cause serious problems" appear on the mousepad following the overall thematic statement "Getting Drunk is Like a Computer Virus."

The career services office includes prevention information in its regularly presented workshops and seminars and the alumni magazine features several articles on the college's prevention efforts. Often, these media campaigns are designed to take advantage of holidays and events such as orientation, Thanksgiving, Christmas, the Super Bowl, St. Patrick's Day and spring break. Materials include a card that encourages the wearing of a green ribbon on St. Patrick's Day to support low-risk drinking choices; a card on Valentine's Day to "Keep it Sober Sweetheart," a bookmark entitled "Study Hard and Party Smart" (a program on the four stages of drinking), and a social marketing series that contains facts on college student drinking.

One result of this dissemination of prevention information is the fact that the percentage of students who are aware that there is a Drug and Alcohol Prevention program on the campus increased from 23% to 58% in a three-year period.

Conference on Drinking and Driving

University of Illinois at Springfield

Contact:

University of Illinois at Springfield
Enrollment: 4,702
Public, Four Year Institution

Judy Shipp, Ph.D.
Clinical Counselor
Published in 1997/98 Sourcebook

Objectives:

- To increase awareness about alcohol impairment and the consequences of drinking and driving
- To identify healthy alternatives to alcohol consumption and to promote responsible alcohol consumption

Description:

A conference on drinking and driving is offered on campus, targeting the university community of students, staff and faculty. To increase student interest and attendance, the event is held in conjunction with the campus' Springfest activities. Springfest teams whose members attend and participate in the conference are awarded bonus points for the team competition.

The day-long event begins with an ice breaker which helps participants address misperceptions about peer alcohol use. Speakers address various aspects of drinking and driving: legal aspects and consequences, closed-head injuries, DUI,

education and counseling, ramifications of incarceration, marketing influences on drinking behavior, healthy alternatives toward drinking, and partying responsibly. In addition, the campus police perform skits to demonstrate what happens when an individual is stopped for drinking and driving, taken to jail, and to court. To promote additional interest, the skits include a well-known university staff member featured as the "DUI offender."

The conference includes a free luncheon and ends with a mocktail reception, during which students sample and learn how to make Equally Attractive Non-Alcoholic Beverages (EANABs). The mocktail reception is an experiential learning activity that incorporates information presented during the conference and demonstrates principles of responsible behavior. Whenever participants order a drink, they receive a star to place on their name tag. Half-way through the reception, the campus police distribute colored pieces of paper corresponding to the number of stars on the name tags. Participants are asked to go to specific locations in the room in accordance with the color they are given. Participants then create a scenario describing potential consequences of having had the number of drinks they consumed (had the drinks

contained alcohol). The scenarios are read aloud with the consequences becoming more severe as the number of drinks consumed increases. Participants are asked to use a Blood Alcohol Content Estimator to read their potential blood alcohol content based on the number of stars on their name tag.

The theme of the conference is "All I Want To Do Is Have Some Fun," which represents a common attitude among college students. The focus of many of the conference sessions is on how to have fun safely. The titles of the conference sessions are based on popular music; for example, the DUI enactment skits are titled "Gimme 3 Steps," "I Can't Drive 55," and "The Heat is On." A music trivia contest is held with a prize awarded to the participant who correctly identifies the most musical performers whose songs are listed on the conference program.

The evaluation design includes the use of a pre-test and post-test instrument. Questions include knowledge of the law, consequences of alcohol use, perceptions of drunk driving, consequences of drinking and driving, how to drink responsibly, and marketing strategies used by the alcohol industry.

Awareness and Information

Dance Program

Oberlin College
University of Northern Colorado

Contacts:

Oberlin College
Enrollment: 2,741
Private, Four Year Institution

Barbara Mehwald, M.A.
Assistant Dean
Residential Life
Published in 1996 Sourcebook

University of Northern Colorado
Enrollment: 10,426
Public, Four Year Institution

Ann Quinn-Zobeck, M.A.
Coordinator
Drug Prevention/Education Program
Published in 1996 Sourcebook

Objectives:

- To implement alcohol-free activities
- To promote a belief among students that they can have fun without the use of alcohol or drugs

Description:

The Free Your Mind Dance Program is an alcohol-free, weekly event at the University of Northern Colorado, and is scheduled in direct competition with off-campus parties. Organized by the BACCHUS Club in the student-run Center for Alcohol Resources and Education for Students (CARES), the dances feature music by a professional disk jockey, crazy contests, prizes, and no-cost non-alcoholic drinks. The campus pub,

where the dances are held, agrees to not serve alcohol one night a week and lets the volunteers run the event. The dances are co-sponsored by campus organizations, including honor societies, residence halls, campus police and fraternities and sororities. Volunteers pick a theme and design advertisements.

At Oberlin College, an alcohol-free ballroom dance is sponsored by one residential community, with the goal of making a campus-wide statement and impact. Students volunteer to develop themes, secure funding, prepare decorations, organize setup and takedown, and handle publicity.

Dead Days/Grim Reaper Program

Ohio Dominican College
University of West Florida

Contacts:

Ohio Dominican College
Enrollment: 1,713
Private, Four Year Institution

Christina Curtiss, M.Ed.
Director

Jennifer Brown
Director, Residence Life
Published in 1996 Sourcebook

University of West Florida
Enrollment: 7,818
Public, Four Year Institution

Gregory E. Dziadon, Ed.S.
Assistant Director, Student Affairs
Published in 1996 Sourcebook

Objectives:

- To help students experience the reality of the statistics of alcohol-related crashes
- To heighten awareness about alcohol-impaired driving

Description:

The Dead Days Program at the University of West Florida incorporates the "Grim Reaper" who appears on campus randomly touching community members; each touch represents a life lost from an alcohol-related crash. The "victims" are marked by placing on each person a black ribbon or some other distinguishing feature. The 48-hour project is co-sponsored by a local fraternity chapter and coincides with homecoming

week, thus sending a serious message during the week of fun activities. The final appearance takes place on stage at a professional comedian's performance; all "dead people" in attendance stand while the significance of the program is explained.

At Ohio Dominican College, the Grim Reaper appears during the Health Awareness Fair. Two individuals dress up as the "Grim Reaper"; wearing black robes and carrying scythes, they walk silently around campus "killing" students. If a student is "killed," he/she goes to a central meeting place and dresses in the "ghost" attire. Students are notified ahead of time and are asked to get permission from their professors to wear the costume in class.

Drink Think – Alcohol Conference

Wake Forest University

Contact:

Wake Forest University
Enrollment: 5,892
Private, Four Year Institution
Natascha Romeo, M.Ed.
Health Educator
Published in 1997/98 Sourcebook

Objectives:

- To strengthen campus-wide awareness of problems related to alcohol
- To develop community resolve to deal with alcohol-related issues
- To create tangible programming ideas to deal with symptoms and root causes of students' heavy drinking
- To enhance existing formal and informal communication and support networks for students

Description:

After studying results of campus-wide drug and alcohol surveys, staff members were concerned about addressing the heavy consumption of alcohol on campus. Student leaders decided to create an event where members of the campus community could talk openly about the alcohol problem on the campus. The University's

president provided leadership to implement a campus event where small working groups would concentrate on three areas: tell personal stories regarding alcohol, identify root causes of alcohol abuse among students, and create solutions.

To obtain student support for the conference, fraternity and sorority student leaders were approached to support the "Drink Think" conference. The fraternity and sorority organizations agreed to become conference co-sponsors and developed the theme of "Drink Think." Invitations to attend the conference were issued to students who were not in a fraternity and sorority by randomly selecting names from the university telephone directory.

The "Drink Think" campus-wide alcohol conference was attended by approximately 140 students, faculty, staff and guests. Representatives from most of the Atlantic Coast Conference institutions were also present. Two national speakers made large-group presentations; and small-group sessions, facilitated by trained students and professionals, were also offered.

During the small-group sessions, students told their own stories related to alcohol. In addition, participants defined the problem of alcohol abuse on campus and created causal maps for finding the root of the problem; these maps were later shared in a large-group session. Following the conference, the small groups met again to create solutions and make recommendations. Resolutions made by the task forces address a variety of topics, including the importance of the freshman year as a critical intervention period, the gap between perception and reality, the lack of organized activities late at night, the responsibility for campus social life, the potential for substance-free housing, the importance of teaching social skills, gender differences, and the need to develop a more caring campus community.

Attendees at the conference rated the event very highly; students were clear about what they had learned and said that this knowledge had had an impact on their behavior. The participants suggested that in future such events should last for a longer period of time.

Awareness and
Information

Drug and Alcohol Awareness Program

CHI Institute RETS Campus

Contact:

CHI Institute RETS Campus
Enrollment: 450
Private, Two Year Institution

Jim Lincke
Director
Career Development
Published in 1997/98 Sourcebook

Objectives:

- To inform students, faculty, and staff of the effects of drug and alcohol abuse on their career path
- To educate the campus community about policy enforcement and available resources

Description:

Leadership is provided by the Career Development Department for this program that is designed to demonstrate how involvement with substances can affect a student's career path. Because the campus goal is to prepare every student for employment in his/her chosen career field, and because many employers emphasize that their employees must be substance-free, campus leaders stress the potential consequences of drug/alcohol misuse.

To help get students and staff more involved, a monthly program is in effect. In September, the school's newsletter runs a "Write to the Editor" campaign, encouraging students, staff, and faculty to submit

an article on alcohol issues. October is Collegiate Alcohol Awareness Month, and December emphasizes MADD'S "Tie One On for Safety Month." Also included during the year is a "video viewing month," when each faculty member is asked to show at least one alcohol/drug awareness video to his/her class. Another month is a "Drug and Alcohol Bulletin Board Month." Other months emphasize the "I'm free for the weekend" campaign and nonalcoholic drink month.

Since the program has no funding, information is gleaned from campus and community sources. Staff and faculty donate books, articles, and features, and many community organizations offer articles and materials.

Drug and Alcohol Weekend

King's College

Contact:

King's College
Enrollment: 2,271
Private, Four Year Institution

Rev. Joseph A. Sidera, Ph.D.
Director of Counseling
Published in 1996 Sourcebook

Objectives:

- To provide an opportunity to learn more about oneself and one's use and abuse of drugs and alcohol
- To promote healthier alternative activities

Description:

To help students address drug and alcohol issues from a prevention perspective, the Drug and Alcohol Weekend (D/AWN) acts as a "wake-up call" before major problems occur. Away from the campus drinking milieu, D/AWN gives students the opportunity and direction to ask themselves about their abuse from a family, personal and environmental perspective. Through discussion, games and other activities, students reflect on why they are getting into trouble. Activities offered during the weekend include preparation of a personal coat of arms, completion of a personal substance abuse assessment, films

(e.g., "Finding Out," "The Champ" and "Do Right"), a focus talk by a recovering alcoholic, family reflections, meditation letters and private feedback from the Team.

This weekend is run by members from two College Counseling Centers (King's College and Misericordia College) and is offered two or three times a year depending on the need. Many students are referred by the Dean of Students with behavior change, leading to retention in college, as the desired outcome. Most of the students who participate in the weekend finish college, serving as a testimony to the helpfulness of this approach.

Facing The Wall

University of St. Thomas

Contact:

University of St. Thomas
Enrollment: 2,298
Private, Four Year Institution
Deborah Baker, Ph.D.
Director
Counseling and Testing Service
Published in 1996 Sourcebook

Objectives:

- To raise awareness that alcohol affects the lives of many people
- To promote participation in a ongoing communication activity

Description:

As part of the National Collegiate Alcohol Awareness Week, a project called "The Wall: What Has Alcohol Meant in Your Life? Add Your Brick to the Wall" takes place in the student center. A large piece of butcher paper with the program caption at the top is secured to a prominent wall next to the campus cafeteria. On a table in front of this, students have access to 4"x 8" "bricks" (red construction paper) and crayons. They are asked to write ways that alcohol has played a part in their life and tape their brick to the wall. In addition to the bricks, the table contains alcohol-related educational pamphlets and flyers, and a description of the services of the counseling services office. Practicum students monitor the table to ensure that materials remain well stocked.

The project is viewed as a success since many bricks appear on the wall and many students stop to read the wall regardless of whether or not they placed their own brick on the wall. The bricks that appear primarily describe the negative effects of alcohol; however, there are some that describe the good feelings or perceived luck that alcohol use has produced for them. Since no bricks are censored, students respond to the messages they disagree with by writing another brick. Campus planners are considering another use of the wall as "Lessons I Have Learned From Previous Spring Break Adventures" as an awareness approach during the week prior to spring break.

Awareness and Information

Focused Awareness Week Events

Hillsborough Community College
Lycoming College
Rochester Community College

Contacts:

Hillsborough Community College
Enrollment: 20,642
Public, Two Year Institution

Claire Jordan
Student Activities Advisor
Published in 1996 Sourcebook

Lycoming College
Enrollment: 1,524
Private, Four Year Institution

Mark J. Britten, M.Ed.
Director
Counseling Services
Published in 1996 Sourcebook

Rochester Community College
Enrollment: 3,940
Public, Two Year Institution

Melissa Bondy
Director
ADAPT (Alcohol and
Drug Abuse Prevention Team)
Published in 1996 Sourcebook

Objectives:

- To use the campus alcohol awareness week to highlight the linkage between alcohol and certain consequences, such as date rape and violence
- To provide information about ways of preventing problems associated with alcohol
- To assist students identify and use campus and community resources that respond to substance abuse and related issues

Description:

In an effort to illustrate the significant role that alcohol plays in date rape, and physical and sexual violence, focused awareness weeks are offered. Lycoming College addresses the linkage between alcohol abuse and physical violence. The "Clothesline Project" has students print messages on colored T-shirts, which are hung on a clothesline for others to view. The different colored T-shirts represent different categories of sexual and physical violence. The value of the Clothesline project is its dramatic visual appeal and the direct involvement of students in decorating shirts to express their experiences with and opinions about violence. The Clothesline is displayed in a different location on campus each day for five consecutive days, thereby helping ensure that all students, faculty and staff have an opportunity to view the messages.

At Hillsborough Community College, a presentation links abusive alcohol use and unhealthy sexual practices. The slogan "You've Got To Wrap The Mast" builds upon the analogy that "before you set sail, you've got to wrap the mast." Incorporated in the event are icebreakers, trivia games, participation events and an AIDS

questionnaire. Central to promoting the event are campus peer educators.

Rochester Community College's Rape Awareness Week consists of a series of events that focus on the theme, "Let's Make a World Without Rape." Students are encouraged to explore their own personal behaviors, with an emphasis that violence is a responsibility of everyone. The program illustrates the connection between substance use and violence, observing that alcohol and drugs contribute to, yet do not cause violence. Numerous campus and faculty members are encouraged to be involved, including extra-credit points and response papers. The community-wide "Take Back the Night" march and rally marked the kickoff of the college's activities. Activities scheduled during the week include an information booth, Dating Game (a skit about perceptions of date rape, communication and the effects of alcohol on the decision-making process), My Life (the story of a college student rape victim/survivor, which illustrates the connection between substance abuse and rape), a mock trial, a sexual health day, a movie ("The Accused"), a discussion of definitions of sexual assault and rape, and a closing ceremony celebrating the commitment to ending violence.

Freshman Initiatives

University of Oregon
University of Wisconsin
at Parkside

Contacts:

University of Oregon
Enrollment: 16,681
Public, Four Year Institution

Linda Devine, M.P.A.
Assistant Director
Student Life Retention Programs
Published in 1996 Sourcebook

University of Wisconsin at Parkside
Enrollment: 5,027
Public, Four Year Institution

Marcy Cayo, M.S.
Program Manager
Published in 1996 Sourcebook

Objectives:

- To inform new students about a variety of issues including alcohol use and wellness

- To address the misperceptions of freshmen regarding heavy drinking

Description:

Detailed and focused campaigns are offered to freshmen beyond the orientation period. At the University of Wisconsin at Parkside, the "University Seminar" is required for all students and incorporates alcohol issues, such as drinking and driving, alcohol consumption levels, stages of use, heavy drinking and consequences of alcohol misuse. Designed to assist students to deal with the difficult decisions and peer pressure that they often face, it helps students recognize that the norm of heavy drinking is neither normal nor healthy.

The Focus on Freshmen project at the University of Oregon addresses freshmen misperceptions of the prevalence of heavy drinking. The Reality Check Information Campaign, conveys information in a low-key manner and advertises events that serve alternatives to heavy-drinking occasions (myth/reality advertisements, orientation tidbits, alternative activities, and the IntroDUCKtion presentation that discusses alcohol use and consequences). The "Drinking is Glamorous?" advertising campaign challenges the perception that drinking is glamorous and highlights the consequences of drinking for alcohol users and their friends.

Awareness and
Information

Funnel of Obsession

East Carolina University

Contacts:

East Carolina University
Enrollment: 17,445
Public, Four Year Institution

Donna J. Walsh, Ph.D.
Director of Health Promotion

Carolyn "Waz" Miller, M.S.
Associate Director for Residence Life
Published in 1997/98 Sourcebook

Objectives:

- To increase awareness of how alcohol misuse affects individual lives
- To promote positive alcohol-free activities.

Description:

A multi-disciplinary team developed this experiential seven stage funnel program to increase awareness about alcohol issues. Each stage lasts about 20 minutes. Beginning with "The Wall," students read and add to statements about how alcohol misuse has affected their lives. Next, groups of 10-15 view a video that incorporates clips from movies that are related to alcohol abuse, sexual assault, and other negative effects of substance abuse. The third group experience is a "party" where student life staff members role play a 21st birthday party. Situations relate to alcohol and relationship violence, date rape, and

alcohol-related death. Next, a brief court scene is shown where a student is found guilty of killing someone while driving under the influence of alcohol. The fifth room highlights facts and figures related to alcohol use, alcohol advertising, and local incidents, and presents positive social and entertainment alternatives offered by the campus community. The next setting is a group processing of the experience with a counseling professional. The final experience offers mocktails and provides pamphlets and brochures on campus resources and alcohol information.

The favorable feedback showed a strong emotional and intellectual experience.

Games

Mississippi State University
Park College
Rutgers University

Contacts:

Mississippi State University
Enrollment: 14,152
Public, Four Year Institution

Laura Walling, M.Ed.
Director
Recreational Sports
Published in 1996 Sourcebook

Park College
Enrollment: 8,494
Private, Four Year Institution

S.L. Sartain, M.S. Ed., Ed.S.
Dean of Students
Published in 1996 Sourcebook

Rutgers University
Enrollment: 33,416
Public, Four Year Institution

Richard L. Powell, M.P.A.
Coordinator
Alcohol and Other Drug Education Program
for Training (ADEPT)
Published in 1996 Sourcebook

Objectives:

- To increase student knowledge about alcohol facts
- To heighten awareness of alcohol issues and consequences related to their alcohol use
- To assist students in exploring choices involving alcohol use encountered in typical social settings

Description:

A game format promotes information and insight about alcohol and its consequences in a creative and interactive manner. This is a stand alone event that may also may be incorporated into other activities.

For example, Park College implements a game show format in its orientation program; Mississippi State University schedules six "Bully Choices Quizshows" at home basketball games; and Rutgers University's game "Imagine That!" can be used in many settings.

An interactive game show format is used during Park College's new student orientation. This program consists of a panel of staff and community experts who pose questions to opposing teams of new students. The students respond and are given additional information following each question. Questions have to do with substance abuse, the campus drug and alcohol policy, relationships, and campus and community resources. This format was adapted from a program developed by Texas A&M University.

The Bully Choices Quizshows occur during halftime of selected home basketball games. During the semester, alcohol facts are printed in the student newspaper and are aired on the campus radio station. For example, "45% of MSU students say they prefer NOT to have alcohol available at parties" and "33% of MSU students reported driving while impaired by alcohol and/or drugs during the previous year"! During the basketball games, three students are selected from the crowd at random and escorted to the floor where the MC asks a question from the recently published facts. The first student to press the buzzer and

correctly answer the question is awarded a \$100 cash prize. During timeouts at the game, the announcer gives other alcohol-related messages to remind students of this event.

The game "Imagine That!" simulates several nights out during which alcohol is involved in various social settings. Individuals faced with choices regarding their relationships with others and their knowledge of the possible consequences of alcohol-related decisions learn about themselves and their friends and the choices that they both make. Participants discover that no two circumstances are the same for all individuals. The game does not advocate what is good or bad, or right or wrong; rather, it examines the consequences that can occur when individuals make personal choices. The first version of this game was created as a joint venture between a communication class and the Department of Health Education. This simulation game is designed to personalize the information in order to heighten participants' awareness regarding their behaviors. "Imagine That!" builds on the understanding that more than information about alcohol use is needed to affect behavior.

Holistic Health Extravaganza

Dundalk Community College

Contacts:

Dundalk Community College
Enrollment: 3,444
Public, Two Year Institution

David Agger, L.C.S.W.C.
Assistant Professor

Kathy Szymanski, M.A.
Director
Substance Abuse Prevention and Assistance

Published in 1996 Sourcebook

Objectives:

- To make health promotion and wellness explicit in activities and messages
- To institutionalize the college's substance abuse prevention effort

Description:

A collaborative group of staff, faculty and students, in an effort to institutionalize the campus prevention effort, and to highlight the themes of health promotion and wellness, offered a "Holistic Health Extravaganza." This is a day-long event offered annually with information, samples and live demonstrations. The event is held during the week of the spring/vernal equinox, which signals nature's renewal in the Northern Hemisphere and a time of new beginnings and fresh growth. It offers the members of the community the opportunity to explore alternative choices promoting their own health and wellness

(the college states that it does not endorse or accept responsibility for the practices presented in the events). The goal of this interactive health fair is to create a proactive learning environment and to provide new, diverse and alternative information and resources that promote the health of members of the college community.

Activities include acupuncture, aromatherapy, astrology, chiropractic therapy, dance therapy, homeopathy, massage therapy, reflexology, wellness and yoga. Faculty members are encouraged to infuse a wellness module in their courses, as an extra credit activity or as a written or oral assignment.

Awareness and Information

Informational Publications

Austin Peay State University
Kansas State University

Contacts:

Austin Peay State University
Enrollment: 7,440
Public, Four Year Institution

Diane Berty
Director, LifeChoices
Published in 1996 Sourcebook

Kansas State University
Enrollment: 20,664
Public, Four Year Institution

Bill Arck, M.S.
Director, Education Service
Published in 1996 Sourcebook

Objectives:

- To communicate information on alcohol and drugs

- To promote students who choose not to use alcohol and drugs as the predominant student constituency
- To increase faculty and staff sensitivity to and awareness of drug and alcohol issues

Description:

A newsletter, "Higher Education," is produced three times a year for distribution to Kansas State University students, faculty and staff to ensure that basic alcohol and drug information is communicated. The office staff compiles the latest facts, statistics and resources pertaining to that topic, with pertinent information from professors, research offices or departments on campus.

Some faculty members use the newsletter information in their classrooms and/or for departmental publications or flyers. Students regularly inquire about information seen in the newsletter.

Austin Peay State University uses several approaches to communicate student drug and alcohol use data and information. This includes small ads in the campus paper such as "Take the time to care for yourself and your friends...celebrate a Safe Spring Break." Another ad states, "Remember the 3Rs: Respect for self; Respect for others; Responsibility for all your actions. Have a Safe Break!"

Living With a Buzz

Millersville University

Contact:

Millersville University
Enrollment: 7,510
Public, Four Year Institution

Sara Lindsley, M.S.
Director
Wellness and Community Service
Published in 1997/98 Sourcebook

Objectives:

- To create awareness about alcohol and related issues, including physical and emotional perspectives
- To discuss issues, attitudes, and social pressures that contribute to students' choices about substances
- To identify dynamics associated with being a group member or an individual

Description:

Developed by students in the Peer Health Education Program, this program is designed to be used with any member of the student population. The strategy, which has five distinct parts, begins with an explanation of the purpose of the program, which is to discuss issues concerning attitudes, and social pressures. The ground rules for the 60-minute program are also explained. These include the right to pass, the value of all questions, the non-allowance of put-downs, the use of

correct terminology, and the importance of keeping the discussion confidential.

The second part is an ice breaker entitled "Human Continuum" with signs reading "agree" or "disagree" placed at opposite ends of a wall. Different statements written on index cards are passed out to the students. One at a time, each student reads the statement and then stands along the continuum to reflect the degree of his/her agreement with the statement. Discussion is facilitated by questions, such as "Why did you choose that position?"

The third part of the activity is the "social pressure" exercise, in which two volunteers have a "chugging race." An already opened bottle of soda is poured into two glasses; the winner is the first one to finish the drink, with the overall winner winning the best out of three races. The winner then challenges another member of the group to the race; this can continue for four rounds. Throughout the process no one is told what they are drinking and no explanation is given before the exercise is over.

Discussion following this exercise focuses on whether the contestants are aware of what they are drinking and whether they ask what it is. The discussion makes the

point that sometimes alcohol is added to soft drinks without people knowing it. Discussion focuses on issues of trusting others and being inquisitive in party situations. Pressures the contestants feel from the group cheering, personal pride in winning the race, and the reasons why contestants continue to participate are discussed.

The fourth aspect of the program emphasizes social pressures on a more personal level. Each participant writes down a situation concerning drugs or alcohol in which he/she felt social pressures to do something. Each is asked to record what he/she did and why he/she chose that action. The written responses are collected, mixed up, and redistributed. Each person reads the situation aloud and gives his/her opinion as to why the person did the thing he/she did, and the social pressures that were applied, suggests another way of dealing with the pressure, and offers an alternative behavior. The purpose of the exercise is to look at social pressure, why it occurs, and alternative ways of dealing with those pressures.

An evaluation documents the value of this program. Students overall rate the program high and find it both fun and informative.

Lollanbooza

College of Saint Benedict
University of Illinois at Chicago

Contacts:

College of Saint Benedict
Enrollment: 1,897
Private, Four Year Institution

Lu Ann Reif, R.N., M.P.H.
Health Educator
Published in 1997/98 Sourcebook

University of Illinois at Chicago
Enrollment: 25,559
Public, Four Year Institution

Julie Koenigsberger
Director of the Wellness Center
Published in 1997/98 Sourcebook

Objectives:

- To promote healthy lifestyle choices among students
- To promote awareness of healthy alternatives to drinking
- To raise the awareness of students about the use of drugs and alcohol

Description:

The Lollanbooza Program is a college-wide program that attempts to modify a campus culture that promotes alcohol. The event offers a variety of fun alcohol-free activities held over several days. Its name, Lollanbooza, is based on the annual alternative concert tour, Lollapalooza.

At the University of Illinois at Chicago, week-long programming is offered and marketed to students campus-wide. The positive educational and fun events include

a question/answer booth stationed next to a crashed car, and the Take-a-Shot Program where students compete against players from the university's basketball team. Also offered is the Alternacarnival which provides music, entertainment, prizes, and activities such as a Velcro Obstacle Course, a human sling shot bungee race, an aerobic exercise demonstration, and a giant twister game. Educational programs, with discussions led by trained peer educators, include "The Reality of Date Rape" and "How to Cure a Hangover and Other True Brew Facts."

At the College of St. Benedict, the program is designed to expose first-year students to social life without alcohol before they become introduced to campus events with heavy alcohol consumption. The Lollanbooza events are held over several days during the early part of the fall academic term. Activities include presentations to faculty and staff, discussions with first-year students, a professional juggling team, a country-western event, karaoke, a professional cultural event, a sand volleyball tournament, a barbecue, a scavenger hunt, and a walk/run/roll.

Planning for each of these Lollanbooza events is conducted by committees comprising staff, faculty, and students. At the College of St. Benedict, primary leadership comes from the health advocate.

At the University of Illinois at Chicago, student committee members are recruited from the summer orientation program.

To market the event, the University of Illinois at Chicago uses banners in the student unions, newspaper ads, leaflet flyers, e-mail reminders, electronic sign messages, and vocal promotion. The university also has a logo that displays a cartoon character throughout its advertising. In addition, temporary tattoos displaying the cartoon mascot character are handed out at events and promotional booths. Marketing at the College of St. Benedict includes flyers, table tents, newspaper promotions, closed-circuit television ads, and posters.

The evaluation of the events is very positive. Administrative support is high at the College of St. Benedict where a change in campus activities resulted from Lollanbooza, which replaced a disturbing annual fall event. The program at the University of Illinois at Chicago has high attendance with active student interest in the event. Over the past several years, increases have been observed in attendance at programs and participation by student organizations.

Awareness and
Information

Mocktails

Baltimore City Community College
Villanova University

Contacts:

Baltimore City Community College
Enrollment: 6,806
Public, Two Year Institution

Scharmaine Robinson, RN
Coordinator
Health Services
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.S.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Objectives:

- To enhance students' awareness of having fun without the use of alcohol

- To increase student awareness and understanding of alcohol and related issues

Description:

Providing alcohol-free beverages is a part of many campus programs, and is also a stand-alone activity. The Health and Wellness Center of Baltimore City Community College provides mocktails during events/weeks that focus on alcohol awareness: National Alcohol Awareness Month, National Collegiate Alcohol Awareness Week, and the weeks prior to school closing for winter and spring breaks. Mocktails are offered for four hours a

day during each of these occasions so that they are available to both day and evening students. Located near the campus Health and Wellness Center, the mocktail table is staffed by student workers, who also provide information on alcohol-related topics.

Villanova University offers mocktails at events co-sponsored by the Campus Activities Team during Merry Christmas Villanova Week. With the theme of "Toast The Holidays Safely," the Center provides free mocktails and snacks during a two-day Christmas Bazaar which is heavily attended by students, faculty and staff. Free coasters and key chains are also distributed, as is information about drinking and driving.

Natural Highs

Carroll Community College

Contact:

Carroll Community College
Enrollment: 2,501
Public, Two Year Institution

Sherry Glass, M.S.
Director
Published in 1997/98 Sourcebook

Objectives:

- To reward students for their creativity, ingenuity, and success in organizing a college-wide activity
- To broaden membership in alcohol-awareness activities
- To provide students with information about how to have fun safely

Description:

In a college course entitled Achieving Academic Success, students are given several options for an outside project. One option is to work on planning for the Alcohol and Drug Awareness Week. Students who chose this option decided upon the "Natural Highs" theme and devised activities to remind their classmates how to reach this natural state. The students purchased approximately \$80 worth of games they remembered playing as children: Lego, Silly Putty, Scrabble, Candy Land, Checkers, and others. Seventy-five pumpkins were also donated for a pumpkin-decorating contest. Further, the students arranged for information tables

and solicited support from the local hospital, a mental health center, Mothers Against Drunk Driving, and the college Wellness Center. Vince and Larry, the "crash dummies," also made an appearance.

The activity was held in the center of the campus and had excellent visibility. Health and physical education instructors were invited to bring their classes to the program. At the event, the game tables were always busy. Faculty members challenged students to play some of the games. The students received positive reinforcement from their peers, and the instructors were pleased with their completed project. Faculty members continue to offer this as a permanent option for future classes.

Natural Highs Day

Dickinson College

Contact:

Dickinson College
Enrollment: 1,840
Private, Four Year Institution

Mary Spellman

Director

Published in 1997/98 Sourcebook

Objectives:

- To increase name recognition of the campus' BACCHUS chapter
- To promote responsible decision making regarding the use of substances in social life

Description:

The Natural Highs Day event sponsored by the BACCHUS chapter targets the entire campus community. While the main participants are students, many faculty and staff bring their families to show support and participate. The purpose of the day is to promote positive lifestyle choices and provide information regarding the wealth of fun and exciting substance free options. The co-sponsorship of the Springfest committee and the Greek Councils has increased participation and awareness in the student body.

Natural Highs Day is a free, carnival event with human challenge games as well as traditional carnival activities. It is held on one of the main residential quads, an area through which most students walk on their way to the academic buildings, the union, the cafeteria, and the sports complex. Advertising consists of posters, table tents, t-shirts, campus radio spots, and newspaper ads. Food and alcohol-free beverages are provided. There is no formal "educational session" during the event but information and flyers and educational displays are provided.

Awareness and Information

New Drug Awareness Seminars

Casper College

Contact:

Casper College
Enrollment: 3,767
Public, Two Year Institution

Don Benson, D. Psy.

Director of Counseling

Published in 1997/98 Sourcebook

Objectives:

- To provide information about how people's lives are affected by alcohol and drugs
- To help students make informed choices about their own substance use
- To provide resources for identifying an alcohol/drug problem and referral resources to deal with these problems

Description:

The Drug Awareness Seminars are a series of presentations on various problems associated with alcohol and drugs in society. Recognizing that alcohol and drugs have an impact on the lives of many people, experts and helping professionals from numerous specialties contribute to the seminars. Topics include resilience of survivors of alcoholic families; women and addiction; addictions and war veterans; strategies for building resiliency in children; Alcoholics Anonymous; and drugs, alcohol and pregnancy.

An annual spring event offered throughout the day and evening for three consecutive days, these 90-minute presentations

provide in-depth information on a wide variety of topics. Attendees are students, faculty, and staff of the college. The event is also open to the surrounding community at no cost. Faculty members encourage students to attend by providing class credit for papers on selected topics. Further, continuing education credits are offered by the state to teachers and mental health professionals.

Seminars are promoted through press releases and articles in the newspapers. Public service announcements and interviews are carried on local radio and television. The seminars are well received, according to evaluations, the number of attendees, and the number of professionals volunteering their time.

New Opportunities for Role Models

Wesleyan University

Contact:

Wesleyan University
Enrollment: 2,905
Private, Four Year Institution

Lynn DeRobertis
Program Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To correct misperceptions about student drinking behaviors
- To acquaint students with role models, staff, location of campus services and alcohol-free social activities
- To present the campus health education program as a positive proactive program

Description:

The NORM (New Opportunities for Role Models) targets first-year students to make them aware of the difference between what they perceive the university's social life to be and what it actually is. During orientation week, first-year students arrive and settle into their living areas. The audience is divided into teams based on living areas.

The program is a game called Wes Squares, which is an adaptation of the Hollywood Squares game. The theater department prepares a three-tier stand to accommodate the "nine squares" on stage. These "squares" are upperclass students chosen as positive role models. Positive statistics from the campus drug/alcohol survey are used

as the basis for questions about drugs and alcohol on campus. Also included are questions about the location of offices, student services, and related resources. Prizes for correct answers are donated by local merchants and include gift certificates, t-shirts, writing pads, and round trip airline tickets. The winning team receives a pizza party with donated pizzas.

This popular event has students striving to get the right answer, more because of the spirit of competition than because of the prizes. Returning students want to become one of the "Wes Squares," as it is an honor to serve in this role. In addition, campus departments ask to have questions about their offices included in the program.

Newspaper Advertisements

University of Florida

Contact:

University of Florida
Enrollment: 38,277
Public, Four Year Institution

Liz Broughton, Ed.D.
Assistant Professor
Published in 1996 Sourcebook

Objectives:

- To raise awareness of alcohol issues in an entertaining and creative way
- To increase student/peer discussion about alcohol issues

Description:

The "Mark and Val Saga" is a series of ads that depict characters and situations that are surreal, much like daily "soap operas";

this awareness approach reaches nearly every student for the entire semester. Humor is central to this process as it promotes interest in following the story and provides ice breakers for ongoing discussions. The ads are placed in the "Connections" section, which is similar to "personals" of the student newspaper at a cost of approximately \$300 per semester. To elicit interest, ads are more frequent and more eccentric at the beginning of the semester and are usually run on Tuesday, Wednesday and Thursday each week. The planners scheduled a "Meet Mark and Val" program in which the two student assistants who developed the project sit at a table in a

student high traffic area to answer questions regarding alcohol, relationships and the purpose of the ads.

A pair of comments in the series begins with Val saying: "Mark, thank you for a liberating experience, I felt like a child again running through the grass at the nudist colony. Where were you after Wednesday's Luau? Val." The response from Mark was: "Val, Wednesday? It's Wednesday already?! The last thing I remember is break dancing at the Luau and I woke up this morning in Daytona. Luckily, I had my roller blades and was able to make it back for class. Mark."

Notre Dame Social Life

University of Notre Dame

Contact:

University of Notre Dame
Enrollment: 11,123
Private, Four Year Institution

Gina Kigar, M.A.
Coordinator, Office of Alcohol and
Drug Education
Published in 1996 Sourcebook

Objectives:

- To provide factual real life learning experiences of student and alcohol use
- To increase the number of students reached through alcohol abuse prevention messages

Description:

Trying to find a prevention tool to fit the uniqueness of the campus and its student body, the Office of Alcohol and Drug Education determined a videotape was the best tool. The videotape, which was produced by an on campus video production company, features students, staff and alumni.

An advisory committee of students and staff wrote the skit, designed the layout and assisted in the recruitment of students to be featured in this product. A realistic approach is used with attention to an accurate and

complete portrayal of university life, pressures, friends, fitting in and alcohol use/abuse.

Although the video is designed for freshmen, it is used in residence halls with all students to begin small group discussions on alcohol use. Led by peer educators trained in group facilitation and knowledgeable in alcohol facts, these discussions emphasize self-responsibility and healthy decision making.

Awareness and
Information

Orientation Programs

Eastern Michigan University
Hastings College
University of Portland

Contacts:

Eastern Michigan University
Enrollment: 23,777
Public, Four Year Institution

Mary Jo Desprez, M.A.
Coordinator, Health Education
Published in 1996 Sourcebook

Hastings College
Enrollment: 1,882
Private, Four Year Institution

Judy Sandeen, RN
Director, Campus Health Services
Published in 1996 Sourcebook

University of Portland
Enrollment: 2,600
Private, Four Year Institution

Bill Zuelke, M.S.
Counselor, Alcohol and Drug Prevention
Published in 1996 Sourcebook

Objectives:

- To make each new student aware of the norms for alcohol use on the campus
- To promote student responsibility for behavior and resulting consequences

Description:

Eastern Michigan University offers "First Year: Decisions for Life," an interactive two-hour program deals with issues and situations students face during their first semester. These include drug/alcohol use, sexual activity, communication, and acquaintance rape. Staff and peer educators present information and facilitate audience participation to emphasize students' responsibilities.

Hastings College offers "Olympics of the Mind, Body and Soul," geared toward dispelling the myth of the "imaginary peer" who abuses alcohol and is generally irresponsible. The week of social and educational activities includes a carnival-type day and celebrates the joys of chemical-free fun. The Olympics counteracts the image of college as a time to "push risk-taking to the limits."

"Alcohol 101: Drinking at U.P." is part of the University of Portland's effort of providing accurate information alcohol use, non-use, values, history and goals. The two-hour evening session presents a videotape, a dramatic sociogram of student alcohol use, and group discussions about alcohol use and alternative behavior.

Parent Letter

Augsburg College

Contacts:

Augsburg College
Enrollment: 2,958
Private, Four Year Institution

Casey McGuire
Health Educator

Lisa Broek, M.A.
Health Education Coordinator
Published in 1996 Sourcebook

Objectives:

- To address alcohol use norms prior to new students' arrival at college
- To promote discussions on alcohol use between parents and their son/daughter

Description:

The Center for Counseling and Health Promotion staff believes that it is important to address the issue of alcohol use prior to the arrival of first-year students at the college. The staff also wants parents and students to know that the campus has a prevention program and hopes that the letter will promote a dialogue about healthy choices between parents and incoming students.

The development of the letter is a collaborative approach among several campus offices. The Admissions staff provides parents' names and addresses and prints each letter and the Center for Counseling and Health Promotion pays for the postage.

The letter is sent to parents of incoming students who report that they live with their parents. The letter discusses the comprehensive health promotion program and encourages parents to discuss alcohol use and safety issues with their son or daughter. It also encourages parents to examine alcohol use in the context of healthy choices.

The letter sent, under the signature of the health education coordinator, to a parent with a daughter adds: "Please join us as partners in addressing your daughter's choices during her college career. The decisions she makes as early as her first year can expand or limit future opportunities."

Perception Survey

Marshall University

Contact:

Marshall University
Enrollment: 12,659
Public, Four Year Institution

Carla Lapelle, M.A.
Coordinator
Student Health Education Programs
Published in 1996 Sourcebook

Objectives:

- To determine students' perceptions of drinking behavior and compare them with actual drinking behavior
- To educate students about discrepancies between what they believe occurs and what actually occurs

Description:

The Perception Survey is a weekly telephone survey, conducted for six weeks each semester, to determine students' perceptions of others' drinking behavior. The Office of Student Health Education Programs polls students about their Thursday night alcohol use and what they think most students do. Students selected for the polling are taken from a list of students' phone numbers, without student names, from the University Computer Center. One hundred students are contacted weekly for six weeks. Four questions are asked during the survey: "What percent of students do you believe went out to drink last Thursday night?" "What percent

of students do you think got drunk last Thursday night?" "Did you drink last Thursday night?" and "Did you get drunk last Thursday night?"

The results are printed in the student newspaper to allow students the opportunity to note discrepancies between what they believe is normal behavior and what normal behavior actually is. The hope is that students will change their own behaviors to fit the actual normal behavior on the campus.

Feedback from students suggests that there is an awareness of the discrepancies noted in the printed results.

Pledge Program

Muhlenberg College
Stanly Community College
University of Portland

Contacts:

Muhlenberg College
Enrollment: 1,714
Private, Four Year Institution

Corrine E. Lamack
Counselor
Counseling and Development
Published in 1996 Sourcebook

Stanly Community College
Enrollment: 1,645
Public, Two Year Institution

Karen Yerby
Director
Orientation and Student Services Support
Published in 1996 Sourcebook

University of Portland
Enrollment: 2,600
Private, Four Year Institution

Bill Zuelke, M.S.
Coordinator, Prevention Specialist
Published in 1996 Sourcebook

Objectives:

- To support responsible users and non-users of alcohol
- To generate conversation about alcohol use on campus
- To increase awareness among students about alcohol abuse

Description:

Implementation of a voluntary pledge campaign is offered as a stand alone activity or as part of an awareness week. At the University of Portland, the "Pledge" emphasizes teaching about responsible use of alcohol and attempts to increase awareness of actual campus norms. Muhlenberg College incorporates a Pledge Program as part of its "Choice Week," and Stanly Community College conducts this before the winter break.

At Muhlenberg College, students, faculty and staff pledge to remain alcohol free for a weekend and demonstrate their support by purchasing a pledge button for two dollars and signing a banner, which reads, "I Made The Choice! Can You?" At the University of Portland, all faculty, staff and students are invited to participate in the Pledge through a mailing, and those who accept receive a pledge pin as a thank-you gift. Both institutions list the names of those who make pledges in the campus newspaper.

The University of Portland's pledge is taken by individuals who agree to be responsible in their use of alcohol, acknowledge non-use as one responsible choice and agree to remain alcohol free if they are operating a motor vehicle, or are pregnant or taking medication. Further, the person signing the pledge acknowledges societal norms as their guideline for responsible alcohol use

and agrees not to participate in activities often perceived to be associated with college drinking (drinking games, speed or competitive drinking, drinking solely to get drunk and "pre-function" drinking).

Muhlenberg College sponsors competition among members of different athletic teams to see which team can sign up the most pledges with a prize awarded to the winning team. In Muhlenberg's program, approximately 10% of the students agreed to remain alcohol free for the weekend. At the University of Portland, hundreds of individuals signed the pledge and it was considered one of the top four stories of the academic year by the student newspaper.

Party Smart incorporates several segments into its implementation. Students, faculty and staff sign pledges from a pledge tree; these pledges are shaped like Christmas ornaments, which are then hung on the Christmas tree in the cafeteria. A drunk-driving scene is portrayed on the road leading to the college: wrecked cars, a hearse, tombstones, and banners warning about drinking and driving are visible to passersby. Members of the police department conduct sessions on drinking and driving, and alcohol-free beverages, recipes and other information are provided. In addition, faculty members incorporate these messages into their courses.

Posters

The Ohio State University
University of San Francisco

Contacts:

The Ohio State University
Enrollment: 49,542
Public, Four Year Institution

Jacque Daley-Perrin, M.Ed.
Director
Student Wellness Center
Published in 1996 Sourcebook

University of San Francisco
Enrollment: 8,407
Private, Four Year Institution

Linda A. Pratt
Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Objectives:

- To reach a large, diverse student population through realistic media
- To provide visual representations of the effects of alcohol abuse
- To change the accepted norms of behavior by supporting positive behaviors

Description:

Beginning with the creation of a name and logo, the University of San Francisco uses a social marketing approach project to achieve the above-stated goals. The "Progressive Party" publishes a quarter-page ad each week in the student newspaper. This project includes of four different marketing campaigns entitled: the "Mr. Jones," campaign, the "Student

Role Model," campaign, the "This is College, Be Yourself," and "USF Core Statistics."

In the Mr. Jones campaign, one of the headings cites Mr. Jones as being "glad he has more than just 'drinking heavily' to list under 'extra-curricular activities' as he types up his resume." Another heading says, "After looking back on a year of mindless drinking and needless hangovers, Mr. Jones looks to the new year to discover a more progressive college social scene, one with less drinking." The Student Role Model campaign publishes names and photographs of and background information on individuals on the campus, area of their academic emphasis, and whether or not they consume alcohol. Incorporated in the ads are statistics from the campus. In an ad on one individual who drinks occasionally, it states that she is "part of the 50% of USF students who practice such low-risk drinking behavior"; this ad concludes by stating that "It's an easy art to master."

For the "This is College, Be Yourself" campaign, one poster says, "The only way you're going to make friends when you get to college is to go to parties every night and drink as much as you can. GIVE ME A BREAK! This is college, be yourself." The USF Core Statistics campaign uses artwork to

broadcast statistics from the Core Survey administered on the campus.

At The Ohio State University, posters are created to reach as many students as possible. The posters are visually exciting with student-focused messages, and with immediate applications to their lives. These posters use real images to make important points about alcohol abuse in a way that does not further negative stereotypes and misperceptions.

The organizers of this project are the student wellness center and other campus groups. Subgroups within the university are targeted and input is solicited from groups and organizations. These weekly posters feature negative effects of alcohol, alcohol and unsafe sex, and alcohol and misconduct. One has a picture of two students with their heads over toilets and the caption reads, "Is that what you mean by hanging out with your friends"? Another has an individual taking care of someone else who has passed out. Posters are delivered throughout the campus each week and distribution is as widespread as possible, with placement in residence halls, classroom buildings, businesses, and community organizations.

Safe Driving Campaigns

Aims Community College
Bryant College
Castleton State College

Chowan College

Contacts:

Aims Community College
Enrollment: 6,970
Public, Two Year Institution

Ron Fay, M.A.
Director
Student Life
Published in 1996 Sourcebook

Bryant College
Enrollment: 3,748
Private, Four Year Institution

Doris Helmich, M.Ed.
Health Educator
Published in 1996 Sourcebook

Castleton State College
Enrollment: 2,028
Public, Four Year Institution

Julia Burke
Director
Office of AOD Education
Published in 1996 Sourcebook

Chowan College
Enrollment: 816
Private, Four Year Institution

Linda Tripp
Director
Counseling and Career Development
Published in 1996 Sourcebook

Objectives:

- To increase awareness about the hazards of drinking and driving
- To motivate students to prevent problematic negative consequences of drinking during Spring Break and other times of the year

Description:

Safe Driving Campaigns prepare students for the academic recess when they often drive long distances. Bryant College sponsors four days of events before the break. Included are informational tables, with resources about speed limits and DUI laws in each state traversed en route to Florida, blood alcohol concentration (BAC) charts and a contract promising to drive sober. Speakers, mocktails, door prizes and a mock car crash are also part of the campaign.

The mock car crash incorporates the "jaws of life," and is timed to occur while a fire drill is in progress so that all students in class witness the event. Police and fire personnel respond as they would for an actual car crash and observers are handed BAC charts as they return to class.

Aims Community College sponsors a week-long event in the winter term to address the hazards of drinking and driving, alcohol's involvement with domestic violence, family and friends and the legal consequences of drinking. The effort begins with a reenactment of a drunk-driving collision, in which law enforcement personnel, ambulances, paramedics, the Airlife helicopter, the fire department and rescue personnel participate. Among the other

25 volunteers for this effort are survivors of alcohol-related crashes and representatives from the district attorney's office, a regional insurance agency and recovery centers.

At Chowan College, the residence hall council of a freshman hall volunteered to assist in setting up a mock car crash. The local fire chief's assistance was solicited, and he contacted the police department and rescue squad and obtained two junked cars. The residence hall council set up the time, date and place, and scheduled the "accident" to occur around dinnertime to attract the students' attention as they walked from the cafeteria. Several volunteers dressed in black and painted their faces white to represent crash victims. They wore fake blood and placed themselves in the cars and on the pavement beside the cars.

Castleton State College offers a "Lights On For Life Day" which encourages all motorists to drive with their vehicle headlights on during the day, as a memorial for the victims of impaired driving and a reminder of the dangers of drunk and drugged driving. Using materials from the National Highway Traffic Safety Administration, the campus organization SHADE (Safe Healthy Adult Decision Educators) sponsors this event to remind campus members about the importance of respecting standards regarding impaired driving and also that law enforcement is watchful of this type of behavior. Campus and community officials collaborate to prepare joint proclamations to take a stand against impaired driving.

Awareness and
Information

Social Marketing Campaign

Virginia Polytechnic Institute
and State University

Contact:

Virginia Polytechnic Institute
and State University

Enrollment: 25,492

Public, Four Year Institution

Carolyn Penn, M.Ed.

Director

Office of Health Education

Student Health Services

Published in 1997/98 Sourcebook

Objectives:

- To involve students, faculty and staff in a "caring" orientation
- To promote healthy alcohol decision making by students
- To reduce the risks of negative consequences from alcohol misuse

Description:

The alcohol awareness effort is promoted through the campus' Social Marketing Campaign. The theme of this campaign – "Catch the Wave . . . of Friends Helping Friends" – serves as the basis for disseminating prevention messages through advertisements, newsletters, posters, and other marketing material. Each aspect of the campaign is a component of the overall campus alcohol education and prevention effort. Target audiences include residence hall students, staff, and faculty. The Social Marketing Campaign was selected as a new approach to campus alcohol education and prevention because traditional programs were poorly attended and viewed negatively by students.

Created by staff members of the Office of Health Education of University Student Health Services, the campaign underwent design, development, pretesting, and revision. Other campus departments, such as the Dean of Students Office, Residential

and Dining Programs, University Counseling Center, and the Women's Center, were helpful in providing data and ideas for implementing various components of the campaign. This team approach of brainstorming and planning helped departments on campus to network and coordinate.

The initial portion of the six-part campaign is a pamphlet distributed to all faculty. "Students in Crisis – Guide for Faculty Response" provides suggestions about how to include alcohol education in courses and tips to help prevent alcohol misuse and abuse.

Second, incoming freshmen students receive an orientation booklet from the Dean of Students Office. This booklet contains a one-page advertisement which encourages students to "Catch the Wave . . . of VA Tech Students Who Choose Not to Drink." This advertisement supports and encourages abstinence from drinking among first-year students, which is consistent with the state law on underage drinking.

Third, all residence hall students receive an alcohol emergencies door hanger. This explains how to recognize and respond to alcohol emergencies and instructs students what to do in such cases. Students are encouraged to intervene when friends are at risk to reduce serious negative consequences. A door hanger contest encourages students to post this resource on their door for a chance of winning a \$25 gift certificate from a local department store. Several times each semester, staff members and peer educators identify doors that have the door hanger posted. The room occupants are then entered into a drawing for prizes

with one gift certificate awarded to each roommate.

The "Catch the Wave . . . of Friends Helping Friends" contest – the campaign's fourth component – encourages students to pledge with a friend to help one another prevent and avoid troublesome situations. Students submit a pledge entry form and complete a questionnaire. Students who fulfill the contest requirements are placed in a drawing for portable CD players.

A three-part banner series, displayed during the Alcohol Awareness Week, is the fifth aspect of this campaign. To question students' assumptions about heavy drinking, a new banner is displayed outside the student union each week for three weeks. The banners read, in order: "What would you say to a friend who downed six cans of green beans in one night?" "What would you say to a friend who downed six cans of tuna fish in one night?" "Why would you let a friend down six cans of beer in one night?"

A two-part poster series incorporates data from recent national studies. The first poster addresses the issue of alcohol and grades and utilizes results from the Core study. It challenges students to think about how their grades are affected by the amount of alcohol they consume. The second poster thanks students who have ever had to "babysit" a drunk friend and challenges students to consider how their drinking behaviors impact on their friends.

"Drinking at Virginia Tech," a colorful pamphlet designed with life protecting information, is the final component. The pamphlet describes stages of drinking, a drinking-on-campus assessment, and prevention tips.

Spring Party Challenge

The University of Maryland
in College Park

Contact:

The University of Maryland
in College Park
Enrollment: 31,500
Public, Four Year Institution

Jody Gan, M.P.H.
Coordinator
Alcohol and Other Drug Prevention
Programs
Published in 1997/98 Sourcebook

Objectives:

- To promote alcohol-free events for students
- To increase students' skills in planning parties
- To demonstrate to students that they can have a good time without alcohol

Description:

Each year the University Health Center sponsors the "Spring Party Challenge" for the best alcohol-free party held on campus or off campus. The contest is open to any group of registered students – including campus organizations, resident hall floors,

fraternities and sororities, clubs, sports teams, or groups of friends. Each group identifies a "party planner" who registers the party and attends a required party-planning workshop. The party-planning workshop is run by peer educators who explain the rules of the competition. The workshop content also includes tips for having a successful party and information about problems associated with alcohol use on campus.

Marketing for the event includes sending flyers to all campus resident assistants and resident directors, all students who live in substance-free housing, and representatives of each of the 300 student organizations. Advertisements are also placed in the campus newspaper.

An information packet is made available at the party-planning workshop. It contains an entry form, party ideas, a party-planning checklist, sources of obtaining decorations and party favors,

locations of on-campus and off-campus party facilities, sources of food, recipes for non-alcoholic drinks, and related information. Items on the party-planning checklist are a calendar, facility/location, budget, staffing/safety, food/beverage, entertainment/setting, marketing/promotion, transportation, and clean-up/aftermath.

Parties are evaluated based on standardized scoring criteria, which include attendance, theme, entertainment and activities, refreshments, and guests' level of enjoyment. The party with the highest score wins a cash prize of \$300. Honorable mentions of \$100 are also awarded. All groups who register are sent a letter commending their participation.

This activity is well received on campus, with many student groups indicating their continued support for the contest. The evaluations of the party-planning workshop are quite positive.

Awareness and
Information

Student Perception Campaigns

California State University,
Long Beach
University of Iowa

Contacts:

California State University,
Long Beach
Enrollment: 27,304
Public, Four Year Institution

Shifra Teitelbaum, M.A.
Director
CSULB Student Health Center
Published in 1996 Sourcebook

University of Iowa
Enrollment: 27,671
Public, Four Year Institution

Pat Ketcham, Ed.M.
Coordinator

Celine Hartwig
Coordinator
Residence Hall Education/Cultural
Programming

Cathy Barnett, M.S.
Health Educator
Published in 1996 Sourcebook

Objectives:

- To provide accurate information and correct misperceptions about student alcohol and drug use
- To decrease students' tolerance of disruptive behavior by heavy drinkers

Description:

In an effort to supplement the campus prevention efforts, California State University, Long Beach, has implemented the Accuracy Campaign which addresses student misperceptions and provides the good news

about students and their choices. It is based on research that suggests that students make many of their choices based on what they perceive as valued by other students, and on what is popular and what is not popular. Through a range of creative venues, the Accuracy Campaign challenges students' assumptions, initiates provocative discussions in a non-judgmental and non-threatening way, and highlights for the campus community the large number of students making healthy choices.

The Accuracy Campaign is an ongoing program; each semester new student interns are recruited to generate and implement new and creative strategies. Centered around diverse events, the campaign incorporates contests in classes and new student orientation, at information tables, and with the campus radio station. In addition, faculty members are enlisted to participate. They are provided with a script for the campaign and are asked to take a few minutes in their classes to have students guess the statistics and to provide a candy reward for those who provide correct answers. Sample statistics include: "71% of CSULB students have never driven under the influence of alcohol" and "52% of students only drink alcohol once a month or less."

The University of Iowa has a media campaign designed to challenge and correct student misperceptions of their peers' alcohol use. Every two weeks a new series of media strategies is implemented, including ads in the campus newspaper, bulletin board packets, print materials, electronic messages at athletic events, table tents and posters. Other campus programming on drugs and alcohol is monitored carefully to ensure that messages that are contrary to the project (i.e., messages that "everyone is doing it") are not unwittingly sent.

This project involves a carefully controlled research component with the selection of certain residence halls as the target populations and the remaining serving as the control group. A pre-test is implemented in the fall to identify attitudes, behaviors and perceptions regarding student alcohol use and a post-test is completed at the end of the academic year. Data derived from the survey help to determine the ways in which a media campaign aimed at correcting students' misperceptions regarding their peers' alcohol use is more effective in the prevention of alcohol abuse than traditional programming efforts. Focus groups and staff reports suggest that the media campaign has been seen by most students and that they feel it is on target and appropriate.

Student to Student Guide

Boston College

Contact:

Boston College
Enrollment: 14,695
Private, Four Year Institution

Kimberly Timpf, M.Ed.
Assistant Dean
Alcohol and Drug Education
Published in 1997/98 Sourcebook

Objectives:

- To provide information about alcohol-free activities in the community surrounding the campus
- To address questions students have regarding campus policies and procedures

Description:

Students in the Alcohol and Drug Issues Council of the Undergraduate Government of the College developed a publication entitled "Student to Student: A Guide to Good Times at Boston College." The purpose of the council is to create alternatives to alcohol-focused socializing, challenge existing perceived norms of drinking by student leaders, and provide resources for students on university policies and procedures regarding alcohol abuse. The council's resource publication, designed to assist

new students, was created in response to requests by students and to information gathered from the survey of incoming students, which indicated that a large number of students were non-drinkers and that many did not focus their socializing around alcohol.

To prepare the booklet, five members of the council researched information by category. Information on an activity provides a description, location, telephone number, hours of operation, directions by public transportation, and approximate price range where applicable. Major topic areas in the booklet are: Desserts and Coffee Houses, Other Fun Places to Eat, Movies and Dinner, Music and Dancing, Comedy/Theater, Ongoing Performances, Day Trips, Museums, On-Campus Activities, Outdoor Adventures, Sports, Shopping/Malls, Points of Interest, Performance Centers, and Historical Landmarks/Sightseeing.

In addition, council members responded to questions frequently asked by students regarding the campus alcohol policy.

Council members determined the answers by interviewing members of the university community, including university police, judicial affairs officers, and university housing officials. Once the information was compiled, the students and an advisor to the council met with marketing personnel to design the booklet. Funding for production of the booklet was provided by the student government.

Copies of the booklet are distributed to every freshman within the first three weeks of classes. The council members go from room to room in each freshman residence hall and personally explain the philosophy and purpose of the council and the reasons for publication of the resource.

Response to the publication has been very positive. Students have become familiar with the council's activities, resulting in applications for positions on the council. Popularity of the programs and events sponsored by the council has also increased.

Awareness and Information

Weekly Advertisements

College of William and Mary
University of Arizona

Contacts:

College of William and Mary
Enrollment: 7,547
Public, Four Year Institution

Mary K. Crozier, Ed.S.
Substance Abuse Educator
Published in 1996 Sourcebook

University of Arizona
Enrollment: 35,306
Public, Four Year Institution

Koreen Johannessen, M.S.W.
Director
Health Promotion and Prevention Services
Published in 1996 Sourcebook

Objectives:

- To address common student misperceptions
- To support healthy student norms through an intensive media campaign
- To promote accurate information on student drinking
- To encourage students to reduce risks surrounding the use of alcohol, and to address other health issues

Description:

The campus Health Promotion and Prevention Services of the University of Arizona uses a variety of approaches to address campus drug and alcohol use. Risk reduction and harm minimization is emphasized through a focus on three domains: individual, peer group and community. One of the main strategies

to address these domains is an extensive media campaign.

Common student misperceptions and healthy student norms are presented via two display ads each week in the student newspaper, newspaper inserts, newsletters, flyers distributed to student groups and posters in the residence halls during awareness weeks. Information gathered from the annual Core Survey and a Health Enhancement Survey about students' perceptions regarding their peers' use of alcohol guides the media campaigns and the content of presentations. In addition, several focus groups are conducted each month to assess the effectiveness of the media campaign.

The ad series "Myth/Reality: The Difference is Reality" depicts photographic artwork with statements of fact (for example, "65% of U of A students have five or fewer drinks when they party," "U of A students are healthy" and "At a BAC of .05 most people feel relaxed, light-headed and happy. The more and faster you drink, the less you feel the pleasant, stimulating effects and will more rapidly experience the depressant effects").

"Alcohol and the Campus," a newspaper insert, presents charts on alcohol use and academic performance, a 12-item quiz, an Alcohol IQ, a continuum of use, two Blood

Alcohol Concentration charts (one for men, one for women), community resources, campus and state laws involving alcohol, and an item on the power to make personal choices.

At the College of William and Mary, weekly flyers are distributed to increase campus awareness and to address many of the myths that surround alcohol issues. The "What do you think now?" series of flyers incorporates quotes from students. A flyer entitled "So you think you can't refuse a drink?" carries responses such as, "I say, `no I don't drink beer 'cause it doesn't agree with me'" or "I say, `sorry, I'm not really interested.'" "So you think getting drunk is cool?" has responses such as, "When my friend's boyfriend becomes drunk he always gets real violent" or "A friend of mine drank too much on his birthday and started passing out in the deli. He made it to the bathroom, threw-up, and basically doesn't remember his birthday." Other poster titles are, "So you think alcohol makes you happy?" "So you think drinking alcohol has no consequences?" "So you think you can't help your friends who drink too much?" "So you think people learn from their past experiences?" "So you think alcohol will help you meet people?" and "So you think partying won't hurt your grades?"

Additional Awareness and Information Programs

Alcohol and Drug Awareness Committee

Great Basin College
Enrollment: 3,000
Public, Two Year Institution

Bernadette Longo, R.N.
Chairperson, Nursing Instructor, Student Development Specialist
Published in 1997/98 Sourcebook

Objectives:

- To help individuals make more educated choices
- To create awareness about and provide information on various aspects of substance use, misuse, and abuse

Description:

The focus on campus is on awareness as the starting point in influencing the culture of the campus. Understanding substance abuse and promoting a healthy climate are stressed, as is information on support systems and treatment. Activities include an awareness week, support groups, displays, presentations, library resources, and red ribbons. The unique partnership with the college rodeo club is designed to promote health and drug free rodeos.

All-U-Day Tailgate Party

Penn State Worthington
Scranton Campus
Enrollment: 1,325
Public, Four Year Institution

Mary H. Brown, R.N.C.
College Health Nurse
Published in 1997/98 Sourcebook

Objectives:

- To encourage awareness of responsible driving to and from a football game
- To sponsor an alcohol-free tailgate party prior to a football game

Description:

The All-U-Day Tailgate Party targets the entire campus community of students, staff, and faculty. Its aim is to encourage participants to enjoy themselves without drinking. Activities include serving pizza, hoagies, and soda from the tailgate of a truck. Various games are offered with prizes given to the winners; for example, throwing a hula-hoop around the "Nittany Lion," Alcohol Trivia Contest, and guessing the total of the numbers on the jerseys of the Nittany Lion football team.

Students define goals, design the games and shop for prizes for the winners. This annual event, sponsored by the Health Club and Student Union Board, receives positive feedback.

Halloween Mini-Drama Project

Mountain Empire
Community College
Enrollment: 2,834
Public, Two Year Institution

Janet Lester, M.A.
Associate Professor/Counselor
Published in 1997/98 Sourcebook

Objectives:

- To provide an opportunity for collaboration between college and community leaders
- To communicate to youth the potentially tragic results of drug and alcohol abuse

Description:

Rather than displaying the usual ghosts and goblins during Halloween week, the haunted house, held in the local National Guard Armory and co-sponsored by college and Community, features free mini-drama entitled "Terror on 13th Street" that illustrates the tragic consequences that can result when young people experiment with substances. As the "grim reaper" leads groups through the 10 scenes, the story of the tragic death of a teenager unfolds.

Scenes included are street scenes, a court room, a jail with criminals, family confrontation, mixture of alcohol and pills, an emergency room, a morgue, a funeral scene, an alley, and a graveyard. Students are asked to sign substance-free contracts.

Community involvement is essential to the success of this project. Campus personnel, students, civic clubs, the school system, community leaders and volunteers all collaborate on and support this annual substance abuse prevention project.

Additional Awareness and Information Programs

Health Tips

McHenry County College
Enrollment: 4,933
Public, Two Year Institution

Linda Brogan, R.N.
Health Promotions Specialist
Published in 1997/98 Sourcebook

Objective:

- To provide health tips to students in creative ways

Description:

Using the Health Observances Calendar as a guide, a DOS program provides health tips for computers. Whenever these computers are turned on, a health tip automatically appears. These brief tips give information, highlight campus programs, and address specific health issues unique to the campus. The message on the main-frame is changed every week and is installed on approximately 80% of the student-use computers. As the computers are updated constantly, information can be changed readily. The messages are brief and include a contact name for additional information. One example is "April is National Awareness Month. In Illinois last year there were 1,566 fatal automobile accidents, 681 of these fatalities were alcohol related. Operating on a grant from the State of Illinois, the McHenry County Sheriff's Department has dedicated over 140 hours per month to extra DUI patrols."

Promise Tree

Indian River Community College
Enrollment: 22,068
Public, Two Year Institution

Patricia Corey, R.N.
Health and Wellness Coordinator
Published in 1997/98 Sourcebook

Objective:

- To promote responsible choices regarding alcohol

Description:

Sponsored by BACCHUS and incorporated within the campus BACTOBERFEST, this activity involves the construction of a "Promise Tree." Students and employees sign their name to a "leaf" representing their promise to make responsible choices regarding alcohol. Approximately 250 "promises" from a diverse campus population are attached to the "Promise Tree." Created in the fall, the tree is transformed into a winter scene prior to the winter holiday break. The transformation from fall to winter represents each individual's commitment to keep his or her promise throughout the season.

RADAR

Rosemont College
Enrollment: 758
Private, Four Year Institution

Virginia LaRossa, Ph.D.
Director of Counseling
Published in 1997/98 Sourcebook

Objective:

- To provide opportunities for students to discuss drug and alcohol issues

Description:

This program is held weekly in the freshman residence hall and is attended mostly by first-year students. Students gather to watch the popular television show "Friends"; RADAR (Rosemont Alcohol and Drug Awareness Resources) peers remain after the show and provide information about alcohol and drugs. They also discuss any drug and alcohol issues touched on by the television program. Refreshments are served during the event.

Safe Break Kits

Saint Mary College
 Enrollment:592
 Private, Four Year Institution
 Nancy Longhibler, M.Ed.
 Counselor
Published in 1997/98 Sourcebook

Objective:

- To promote personal responsibility for one's own choices

Description:

For the campus' Safe Spring Break Week, BACCHUS members distribute "Safe Break Kits" provided by health services, etc. The kits include a pamphlet on first aid, bandaids, antiseptic wipes, aspirin, and ibuprofen. BACCHUS adds a card describing alcohol poisoning and how it should be handled.

Series of Campaigns

University of Redlands
 Enrollment:3,723
 Private, Four Year Institution
 Doug Everhart, M.A.
 Director
 Leadership and Recreation
Published in 1997/98 Sourcebook

Objective:

- To focus attention on specific issues such as alcohol

Description:

The campus PRIDE (Promoting Responsible and Informed Decisions through Education) Substance Abuse Prevention Program believes that a series of programs over a period of time works more effectively than a program that is offered only once. During the academic year, PRIDE is directly responsible for seven awareness week or month campaigns, when attention is focused on a specific issue or topic. During these periods, various educational and social programs, speakers, contests, and informational and promotional items are offered. Examples of these focused weeks are Alcohol Awareness Week, Red Ribbon Week, Drunk and Drug Driving (3D) Prevention Month, Alcohol Awareness Month, and Safe Spring Break.

Student Club Poster Contest

Walters State Community College
 Enrollment:5,824
 Public, Two Year Institution
 Millicent Prince, R.N.
 College Nurse
Published in 1997/98 Sourcebook

Objectives:

- To reach more students by adding an academic facet to the campus program
- To help students make intelligent decisions about alcohol and drugs

Description:

The Student Club Poster Contest, as part of the overall campus effort, involves many students. Memos are sent to all clubs and advisors inviting them to participate in the contest. The poster messages must support the goals and objectives of alcohol/drug awareness and prevention. After the posters have been judged, they are displayed throughout the campus, with first, second, and third place winners identified. Each club that participates receives \$25. The first place winner receives \$100, and the second and third place winners receive \$75 and \$50, respectively.

Additional Awareness and Information Programs

Summer Previews

Northern Arizona University
Enrollment:20,131
Public, Four Year Institution

Virgil Pedro, M.S.W.
Counselor
Published in 1997/98 Sourcebook

Objective:

- To provide new students and their parents with information on alcohol, drugs and related issues

Description:

During the summer orientation program, one evening of vignettes is offered for students and their parents. The Summer Previews counselors act out a series of vignettes on alcohol abuse, date rape, drinking and driving, eating disorders, and related issues. Students are divided into small groups where they discuss their reaction to the vignettes. Counseling and Testing Center staff help facilitate the discussion and assist students who might experience a serious reaction to the vignettes.

Super Bowl SunDRY

Hillsborough Community College
Enrollment:782
Public, Two Year Institution

Claire Jordan
Student Activities Advisor
Published in 1997/98 Sourcebook

Objectives:

- To influence students' decisions regarding drinking and driving
- To incorporate a peer-to-peer approach
- To promote responsible choices regarding alcohol use

Description:

Since the majority of students are of legal drinking age and are primarily commuters, strategies offered to address alcohol abuse build on existing social events. The Peer Education Programming Committee of the Student Government Association works with interested students to develop a theme and assign responsibilities designed to combine elements of interest to students and bring information to them in a non-threatening manner.

The Super Bowl SunDRY Program targets students who are on campus on the Friday before Super Bowl Sunday and offers alcohol-free beverages and food, and distributes materials on responsible choices. Some of the materials include brochures from national alcohol brewers on designated driver programs and consumption choices.

To advertise the program, flyers and posters are distributed around campus, information is distributed to faculty members, and notices are placed in the campus newsletter.

ENVIRONMENTAL AND TARGETED APPROACHES

The goal of environmental and targeted efforts is to change the behavioral and attitudinal norms of a college/university by focusing either on the campus as a whole or on specific groups. The campus can be divided into appropriate and manageable segments to facilitate working with specific audiences with unique needs. Messages and strategies are then shaped to each group's particular needs. Typical groups for targeted efforts include athletes, first-year students, fraternity and sorority members, judicial offenders and students in recovery. These approaches may include protocols, screening and selection efforts, and passive or active strategies. Sessions may be mandatory, encouraged, or voluntary. A broad definition of diversity on the campus is encouraged by campus leaders.

To provide more accurate information about student behavior and attitudes and campus services, environmental and targeted efforts use survey data, media strategies, campaigns, video tapes, newsletters, theater, public information campaigns, skills demonstration activities, and other programming. Another major element of this component are messages that demonstrate the wide diversity of students' needs on a campus. Specialty topics include peer education and sexual assault.

Some institutions provide activities on campus and in the surrounding community. These occur during weeknights and weekends, and may promote healthy choices as well as provide students with alternatives to frequenting neighborhood bars. Collaborative efforts among groups on campus and in the community help model the shared responsibility desired. Community involvement is encouraged

(e.g., housing students work in areas around a campus). Bartender training is another option. Wellness floors or substance-free residence halls and other residential approaches may form part of the housing facilities for students. Passive programming techniques may also be included. Professionals state that active student involvement and accountability are very helpful to the success of the initiative.

Social norms marketing is used within this approach, as it helps address misperceptions held by targeted audiences. These approaches help promote information about behaviors of concern as well as specific desired behaviors.

Another environmental/targeted approach is to form a presidential commission or council to provide vision and leadership for, and oversight and review of, the campus effort. Related efforts are found with campus-community collaboration, or campus involvement in community initiatives. These task forces can be short-lived, periodic or long-term.

Professionals have noted that the implementation of environmental and targeted efforts must be based on a need. They emphasize the importance of knowing the campus culture and the specific audience to be addressed and they further believe that feedback, which provides evaluations and insights about what works, must be provided. For these approaches to be successful, not only are administrative support and campus collaboration essential, but also a positive perspective on the part of all those involved in the implementation of the process is extremely important.

Alcohol-Free Housing

Saint Michael's College
Washington University

Contacts:

Saint Michael's College
Enrollment: 2,628
Private, Four Year Institution

Michael Samara, M.Ed.
Vice President

Megan Powers, M.S.
Coordinator
Alcohol Education and Programs
Published in 1996 Sourcebook

Washington University
Enrollment: 11,655
Private, Four Year Institution

Daniel R. Herbst, M.S.
Director
Health Awareness Program
Published in 1996 Sourcebook

Objectives:

- To provide an alcohol-free residence environment
- To provide support for those who do not wish to have alcohol present in their living environments

Description:

An alcohol-free residence hall is an environmental strategy that is available on some campuses. Substance-free housing was offered as a specialty housing option at Washington University several years ago. Prepared by the Center for Chemical Abuse Prevention Education (CAPE) and Residential Life, this option is offered to all residential students who wish to live in university housing where alcohol, tobacco products and other non-prescription drugs are prohibited. Developed in response to

students' requests, this type of residence hall reflects a growing concern for personal health and wellness.

At St. Michael's College, GREAT (Growing Recognition of the Effects of Alcohol on Thinking) Housing was established in response to recommendations from the campus' alcohol task force. This housing option is undertaken with the hopes of empowering the population of students who choose not to use and/or abuse alcohol. Based on a principle of peer support it is designed to offset and combat peer pressure. Campus officials hope that, with nurture and organization, these students will "find their voice on campus" and in turn work with other offices, departments and students to begin and maintain the process of changing the campus culture surrounding alcohol abuse.

Students living in GREAT Housing collaborate with many offices and departments on campus. Through the Admissions Office, they provide tours of this living environment to prospective students. Better marketing strategies have been utilized in promoting GREAT Housing (e.g., a pamphlet and a view book in the Admissions office). Through student activities, the weekly publication, "Let's Go Out," which lists on-campus and local weekend activities, is distributed and a "Van To Nowhere" program provides students with transportation to events. During the Spring and Fall Orientations, students from GREAT

Housing are members of a panel to relay their experiences of living in an alcohol-free environment. In addition, these students have created a means by which to build and maintain connections among members living in different alcohol-free areas of campus as well as with other departments on campus. Under the Office of Alcohol Education and Programs, they have created an Alcohol Advisory Committee (comprised of representatives from each area) whose primary responsibilities include sponsoring alcohol drug free activities on weekend nights and developing stronger connections with other departments on campus. In addition, they have created a Mentor/Mentee program to facilitate the development of community among new and returning students to GREAT Housing. Finally, they have all agreed to sign and live by a Community Living Agreement; thus members share responsibility for holding each other accountable for inappropriate behaviors.

Results from this process demonstrate interest; students are involved in ongoing discussions about how to further improve both the alcohol-free housing as well as the environment on the campus. At Washington University, requests for spaces in substance-free housing has increased five-fold in a three year time span.

Alternative Activities

Charles County Community College
Syracuse University
University of Missouri – Columbia

Contacts:

Charles County Community College
Enrollment: 5,925
Public, Two Year Institution

Linda Smith, M.Ed.
Project Manager
SMART Center
Published in 1996 Sourcebook

Syracuse University
Enrollment: 18,973
Private, Four Year Institution

Michael Elmore, M.A., M.Ed.
Director
Student Activities
Published in 1996 Sourcebook

University of Missouri – Columbia
Enrollment: 22,136
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director of Student Life
Published in 1996 Sourcebook

Objectives:

- To offer alcohol-free activities for students
- To increase student awareness of and access to a variety of alcohol-free events

Description:

The availability of alcohol-free programs on the campus, and student awareness of their availability, is a central environmental strategy offered in a variety of formats.

At Charles Community College, a fashion show depicting healthy lifestyle alternatives is offered. Part of the National Collegiate Health and Wellness Week (NCHWW) activities and the Safe Break Campaign, this event promotes ways of staying healthy and safe during the Spring Break and throughout the year. The fashion

show depicts sports activities that individuals could become involved in during the Spring Break or at any time of the year. In the script of the show, messages address underage drinking, drinking and driving, helmet safety and other safety issues to remind students to choose healthy lifestyles. This campaign effort is planned by the Southern Maryland Alcohol/Drug Resource (SMART) Center. Students from BACCHUS, Peer Educators, and staff members from the SMART and Wellness Centers participate as models. Student volunteers demonstrate bicycle racing and roller skating. Local merchants loan necessary clothing and equipment to display active wear such as skiing, bicycling, roller blading, basketball, aerobics, weight lifting, jogging and motor cross racing. The script incorporates the model's personal plans, dreams and goals.

The Arts Adventure Program at Syracuse University is designed to influence the student culture by encouraging students to experience the local offerings of theater, music and visual arts. The program is designed to increase student awareness of and access to artistic and intellectual expression in the out-of-classroom setting. The program charges first-year and transfer students a \$25 per semester fee and establishes an Arts Adventure account, which provides them with easy access to an array of more than 150 events in the surrounding community. An agreement reached with most arts presenters in the region has them provide tickets at half price for all

Arts Adventure participants. In addition, a van paid for by the program fees transports participants to off-campus locations free of charge.

At the University of Missouri - Columbia, the Alcohol Awareness Month includes several alcohol-free events. The "Non-Alcoholic Happy Hour" is typically the most popular event of the year. Alcohol-free drinks, pizzas, juices, submarines, cheese trays and other foods are donated by local vendors. In an effort to make the "Happy Hour" more educational, notice boards are prepared, with a variety of messages such as the correlation between alcohol abuse and academic problems. Also, special napkins are printed with the "zero-one-two-three" message. An alcohol-free coffee houses offered at which free coffee mugs printed with the message "CHEERS to the Designated Driver" are distributed.

For all of the activities offered during Alcohol Awareness Month at the University of Missouri - Columbia, an incentive system is established to increase the critical mass of students involved. Names and addresses are taken at each of the events (except the Happy Hour) and points are given at each event with some events receiving more points than others. At the end of the month, monetary awards are given to the residence hall floor and the residence hall, as well as the fraternity/sorority pledge class and fraternity/sorority house, that accumulate the highest percentage of members in attendance throughout the month.

Environmental and Targeted Approaches

CALVIN & HOBBS

Bucknell University

Contact:

Bucknell University
Enrollment: 3,698
Private, Four Year Institution

Robert Thomas, M.A.
Coordinator
Alcohol and Other Drug Programs
Published in 1996 Sourcebook

Objectives:

- To provide members and the rest of the university community with desirable opportunities relative to current campus norms
- To sponsor numerous on and off campus alcohol-free activities

Description:

The name CALVIN & HOBBS stands for Creating A Lively Valuable Ingenious New Habit Of Being (at) Bucknell (and) Enjoying Sobriety. As the organization's constitution states, this student group "was set up with the goal of providing its members and the rest of the Bucknell community with active

and desirable choices to the current 'norms' of the Bucknell social community." The effort was conceived, planned, and implemented by students with the assistance of the coordinator of Alcohol and Other Drug Programs, the Office of the Dean of Students, and a faculty member. The members express to their fellow classmates that they no longer use drugs or alcohol to enjoy themselves.

This student group has become officially recognized by the university, sponsors numerous activities on and off the campus, such as bowling, ice skating, hiking, bands and movies. Some of these events are scheduled to begin in the evening after university sponsored activities have ended.

Involvement in CALVIN & HOBBS gives members opportunities to improve confidence, self-esteem and leadership abilities. The group is promoted as a social option and is open to anyone who wants to have fun. Advertising for membership builds

upon individual motivation and the desire to be a role model. It attempts to attract a person who "wants to be accepted on weekends by others for who you are not what you drink."

Membership in the group expanded dramatically during the first year, with interest expressed or participation by over 400 students. While 60% of the members are first-year students, the group encompasses all classes as well as fraternity/sorority members. The group recently moved into a former fraternity house, which provides attractive social space for group functions.

The group has been recognized for innovative programming by Trend (Turning Recreational Excitement in New Directions), a division of the National Council on Alcoholism and Drug Dependence, for innovative programming.

Drinking and Driving Initiatives

Duke University

Contacts:

Duke University
Enrollment: 11,511
Private, Four Year Institution

Jeanine Atkinson, M.S.
Substance Abuse Specialist

John Dailey, M.P.A.
Community Police Officer
Published in 1997/98 Sourcebook

Objectives:

- To raise awareness of the dangers of alcohol abuse and alcohol's correlation with many campus problems
- To educate students concerning state alcohol laws including driving while impaired
- To improve student-police relations

Description:

Working collaboratively, the Duke University Police and the University Substance Abuse Specialist offer an alcohol laws/alcohol impairment demonstration to students. The presentation contributes to the awareness and educational elements of a comprehensive alcohol program involving policy, enforcement, environmental factors, and intervention.

The presentation consists of an interactive lecture and an alcohol impairment demonstration. Information concerning alcohol related incidents involving Duke students is illustrated through past police reports and newspaper articles.

State alcohol laws are demonstrated. For example, a student in the audience under 21 years of age is given a beer to hold. The alcohol possession law is thus demonstrated and explained, as are the penalties for offenders. Other alcohol laws are similarly demonstrated. The examples generally provoke questions which clarify students' understanding of alcohol laws.

The popular part of the program is the demonstration of alcohol impairment by two students. Prior to the program, these over 21 volunteers have several 12 ounce beers while supervised by a campus police officer or the substance abuse specialist. The goal is to show impairment, not being drunk. The volunteers are briefed about the rules and goals of the demonstration and sign waivers beforehand. Generally, the students are able to stand and talk to the officer in front of the group: when they attempt the divided attention roadside sobriety tests they perform poorly.

Their Blood Alcohol Concentration (BAC) is then measured with an Alco-Sensor. The volunteers' failure on the sobriety tests gets the audience's attention and drives home the point that people can appear to be "fine" to drive but are actually impaired. Even those who do well on the roadside tests usually have a BAC between .08 and .10, meeting the legal requirement for impairment in the state.

The presentation also discusses the difference in alcohol effects for males and females, the potential for alcohol related injury and sexual assault, the consequences of arrest or citations, and the availability of campus resources for further information or help. Handouts include the costs of a conviction for driving while impaired (including lawyer fees and insurance fee increases), a BAC chart specific to gender, and a flowchart describing the recommended medical intervention for several alcohol related emergencies.

Evaluation shows that students demonstrate increased understanding of the effects of alcohol, increased awareness of state alcohol laws, and improved perceptions of campus police.

Environmental and Targeted Approaches

Fraternity/Sorority Initiatives

Indiana State University
University of Colorado at Boulder

Contacts:

Indiana State University
Enrollment: 11,641
Public, Four Year Institution

Julie Miller, M.S.
Assistant Director
Student Health Promotion
Published in 1996 Sourcebook

University of Colorado at Boulder
Enrollment: 24,548
Public, Four Year Institution

Amber Tetlow, M.A.
Greek Liaison
Published in 1996 Sourcebook

Objectives:

- To address the social environment in fraternities and sororities
- To promote healthy settings for fraternity and sorority members
- To educate fraternity/sorority members about health issues that have an impact on the quality of their life

Description:

Because of the involvement of fraternity and sorority members in alcohol-related incidents, campus officials often implement targeted approaches for members of these organizations. Indiana State University incorporates the Greek Peer Advocate Program and the University of Colorado at Boulder utilizes a TEAM Campus Weekend. Each of these efforts is designed to change the culture of the fraternities and sororities.

The aim of the Greek Peer Advocate Program is to provide more systematic prevention and health information for fraternities and sororities. A peer education

model was selected to affect the norms within the fraternity/sorority system. The Greek Peer Advocate Program trains students to serve as health resources for their respective fraternity and sorority chapter. Greek Peer Advocates (GPAs) complete a series of "Greek Shops" on core health issues, such as alcohol and drugs, stress management, fitness and healthy relationships. Following training, GPAs attend bi-weekly meetings, complete one-on-one sessions with a staff member, and provide one health education program each month for their chapter. They also participate in campus-wide health education events, such as health fairs and awareness campaigns.

The University of Colorado at Boulder's TEAM Campus Weekend focuses on leadership in the fraternity and sorority environment. Several speakers address issues including responsible behavior and changing culture as well as alcohol-free social functions. Based on previous negative publicity, student leaders decided to take action to reverse the trends with alcohol-related incidents, and the corresponding negative publicity. They wanted to raise awareness within the fraternity/sorority community, educate peers on responsible behavior and the consequences of not employing it, and facilitate changes in behavior by enforcing stricter policies. Further, they wanted to offer alcohol-free alternatives to activities that have involved excessive alcohol consumption in the past.

The TEAM Campus Weekend is sponsored by GAMMA (Greeks Advocating Mature Management of Alcohol). Further support is provided by the campus Greek Liaison Office, the alumni advisors, and student leaders. Implementation of the Greek Peer Advocate Program is conducted collaboratively by students from Greek Affairs and Student Health Promotion. Graduate field work students, graduate assistants and undergraduate interns are also incorporated from an academic program and undergraduate interns from the Social Department assist in the program.

The number of participating chapters increases with each successive training series of the Greek Peer Advocate Program. Currently, two-thirds of the campus chapters have named a GPA with some chapters naming several GPAs. Evaluation includes a needs assessment, a pre/post survey to measure mastery of training topics, and a pre/post test using the Wellness Inventory administered to randomly selected chapter members. At the University of Colorado, the number of alcohol-related problems associated with Greek events has dropped. Fraternity and sorority members are reported to be more involved in guiding their own actions and in identifying responsible ways to develop and implement institutional policies through participation in campus committees.

Friday Midnight Movies

State University of
New York College at Brockport

Contact:

State University of
New York College at Brockport
Enrollment: 9,047
Public, Four Year Institution
Susan C. Hawkes, M.S.
Director
Student Activities and the College Union
Published in 1997/98 Sourcebook

Objectives:

- To provide appealing alcohol-free activities for students, primarily freshmen
- To provide transportation to alcohol-free activities to minimize problems of access to the events

Description:

To compete with parties where alcohol is served, to minimize underage drinking and the use of fake IDs, and to minimize effects on residents and property, the Student Government sponsors Friday Midnight Movies at the local town movie theater. These provide an appealing activity for students, primarily freshmen. On a bi-weekly basis, the entire theater, complete with popular films on three screens, is rented for the students. By showing their college ID at the Student Government box office, students get a ticket for the movie of their choice.

The Student Government's operating budget absorbs the cost of staffing and

operating the box office, tickets, promotion, publicity, advertisements, and other incidental expenses. Advertisements are published weekly in the student newspaper, and information is promoted through the Student Government's Web site and the campus' cable TV. Four student volunteers collect tickets and monitor the sellout crowds.

Realizing that some of the films end after the town's "no parking" ordinance goes into effect at 2 a.m., the Student Government negotiated with the Chief of Police and the Mayor to ensure that students attending the movie do not get parking tickets. In addition, the Student Government established a late night shuttle bus for the Friday movies.

Healthy Lifestyles Program

North Adams State College

Contact:

North Adams State College
Enrollment: 1,729
Public, Four Year Institution
Kevin T. Clark
First Year Experience Coordinator
Published in 1997/98 Sourcebook

Objective:

- To promote alcohol-free activities for first-year students on traditional "party nights"

Description:

The Healthy Lifestyles Program begins by mailing all first-year residential students a Healthy Lifestyle Choice form to determine their interest in being housed on a Healthy Lifestyles residence hall floor. A follow-up call is placed to students who select this option to determine the nature of their commitment. At the beginning of the semester, information meetings are held with students who live on the Healthy Lifestyles residence hall floors to create activities for traditional "party nights."

These students plan and participate in a series of activities, including bowling, movies, games, skating, skiing, mall trips, and attending various on-campus events. Students who do not live on the Healthy Lifestyles floors, upperclass students from other residence areas, and those who typically choose to engage in "party behavior" are welcome to attend.

One outgrowth of this initiative is the development of a coffeehouse series which takes place on Saturday nights.

Learning Community Experience

University of Wisconsin – Madison

Contact:

University of Wisconsin – Madison
Enrollment: 40,305
Public, Four Year Institution

Aaron Brower, Ph.D.
Professor

Published in 1996 Sourcebook

Objectives:

- To create an environment that promotes healthy choices and behaviors
- To motivate academic learning
- To help students create a first-year experience that integrates their academic and social life

Description:

The program staff of the Bradley Learning Community (BLC), a freshman residence hall, developed a structured community in which residents feel well connected and integrated into the various components of student life. The Bradley Learning Community has three main features that are not shared programmatically by students living in other university housing arrangements. These are the integration of academic and social activities, involvement of faculty in students' lives outside of the

classroom, and a focus on community development within the residence hall.

Students have frequent and varied contact with faculty teaching in the program. Ten "Faculty Fellows" teach sections of popular courses in the residence hall, lead discussions with groups of students, help supervise the student's community service and interest cluster involvement, and serve as advisors and mentors to students in their academic and social decisions.

Some students participate in structured community service activities within the community surrounding the campus. The settings for these community service experiences are closely matched to the interests and strengths of each individual student.

Students also participate in "Reflective Journal Groups" which thematically integrate their social and academic activities during the year. These journal groups include discussions and reflections on broad topics, such as environmental concerns, the arts or technology. Student activities throughout the year are related to their journal groups.

During the first phase of this project, patterns of student culture and behavior at critical points throughout the academic year are documented. Results gathered are used to refine the focus and implement the ongoing longitudinal study of how healthy and thoughtful student choices and behaviors are best shaped by structured living/learning communities. Comparisons are made between the BLC students and others living in university residence halls to document the living/learning experience and its impact on the residents. A matched comparison group is identified on issues such as goals, expectations and aspirations. Individual academic and social behavior is also documented with noted changes on items such as grade point average and learning skills, academic progress, integration into the university community, drinking behavior, drunk-driving citations, alcohol-related health problems and/or injuries, and other health issues.

Living/Learning Contract

Yakima Valley Community College

Contact:

Yakima Valley Community College
Enrollment: 6,051
Public, Two Year Institution

Wendy Wallace
Coordinator
Student Resident Center
Published in 1996 Sourcebook

Objectives:

- To provide a healthy residence hall setting
- To involve students in the process of implementing standards for their own living environment

Description:

The Student Resident Center provides an on campus, multi-cultural, living and learning experience for students. The Center has adopted a living/learning contract that addresses, among other things, the issue of alcohol. The contract is a part of the living agreement between the college and the student resident.

At the beginning of the academic year, all student residents attend an orientation session. One of the activities of this session is to review the policies in the student handbook. As documented in the handbook, the college believes that students "should have the opportunity to set expectations for one another in their own community." At the same time it is acknowledged that established guidelines should reflect local, state and federal laws, as well as policies and procedures of the college. Included in the policies is the alcohol policy, which prohibits the possession, consumption, or furnishing of alcoholic beverages in the Student Resident Center and its adjoining grounds. At the end of the session, students sign a living/learning contract, acknowledging that they have been informed of the college's policies and procedures.

When a policy violation occurs, a clear procedure is enacted and a judicial review committee is convened. This committee, comprised of other residents, resident advisors and staff of the college, reviews the incident and makes a recommendation regarding appropriate disciplinary action.

College officials cite that, after instituting the living/learning contract, the annual damage to the residence hall was reduced to 20% of its prior amount. Further, reports of rape and other violent crimes decreased dramatically. As a result, the Student Resident Center has been recognized as a safer place to live, which has an increase in the number of residents and thus an increase in revenue.

Environmental and Targeted Approaches

Media Campaign

Bridgewater State College

Contact:

Bridgewater State College
Enrollment: 8,393
Public, Four Year Institution

Ann Doyle
Outreach Coordinator
Alcohol/Drug Education
Published in 1997/98 Sourcebook

Objectives:

- To change students' attitudes towards and patterns of use of alcohol and drugs
- To train peer educators to lead students through an alcohol/drug education program

Description:

McADOC (Media Campaign Addressing Drugs on Campus) is a peer-based alcohol and drug education and prevention program. Students selected to serve as McADOC peer educators become a member of either the production team or the promotion team after they receive training. The student peer educators conduct a media campaign and offer a range of programs on campus.

The promotion team offers educational programs, campus-wide events, and social marketing campaigns designed to change students' attitudes about drugs and alcohol and their use of these substances. The team creates ten 30-second video public service announcements (PSAs) each year; these PSAs are shown on campus and on the local cable station.

The production team is responsible for the production of the video public service announcements which requires the use of campus media services. The peers borrow video equipment to shoot the PSAs and then edit the public service announcements in the studio.

The promotion team conducts an ongoing awareness and educational campaign. Marketing is conducted through newspaper advertisements, flyers, information tables, and promotional items. McADOC peers also offer alcohol-free events on campus, including encouraging community members to perform during the "Open Microphone Night."

Midnight Madness

Baldwin – Wallace College

Contact:

Baldwin – Wallace College
Enrollment: 4,789
Private, Four Year Institution

Janie Ehrman, M.Ed.
Director
Health Center
Published in 1997/98 Sourcebook

Objective:

- To provide alcohol-free activities for students on a weekly basis

Description:

Midnight Madness was developed and implemented by students who represent Greek Life, Athletics, and other student organizations to provide an alternative to the traditional Wednesday bar night on campus. The College Recreation Center and the college Health Center sponsor activities that are offered from 11:00 P.M. to 1:00 A.M. each Wednesday. These activities include volleyball, floor hockey, indoor soccer, basketball, water sports, card games, board games, country line dancing, and self-defense. In addition, special activities such as "Velcro Olympics," "Sumo Wrestling," and "Bouncy Boxing" are offered. Free food, t-shirts, music, and prizes are provided each week.

Program assistance is provided by a graduate student from Student Life and the Director of the Campus Health Center. Funding is provided by a grant from the State Department of Alcohol and Drug Addiction Services. In addition, local businesses provide free food, t-shirts, water bottles, game tickets, gift certificates, and other in-kind services.

The program appears to be popular, with an average attendance of 2,200 students each week. Students appreciate the wide variety of activities, particularly the free food, and say they would have been partying at bars if the activities had not existed.

Natural High Club

Southwest Missouri State University

Contact:

Southwest Missouri State University
Enrollment: 16,349
Public, Four Year Institution

Terri Oehm, M.A.
Coordinator
Wellness Education
Published in 1997/98 Sourcebook

Objectives:

- To encourage students to make a conscious commitment to healthier living by participating in outdoor recreational activities
- To use positive peer pressure to influence students to choose alcohol-free social activities

Description:

Starting as a collaborative effort between professional staff in the Taylor Health and Wellness Center and the Recreation and Intramural Sports Office, the university's Natural High Club is a peer-led program. Students are the primary decision makers regarding club activities and goals. Natural High activities include social and educational meetings, co-sponsorship of outdoor adventure trips, community service, and participation in various campus events. Freshmen are the primary targets. Upperclass students serve as role models for freshmen, changing the perception that all college activities involve alcohol.

Marketing initiatives include collaborative

efforts with the campus news services department. Press releases are issued to the local media, flyers are distributed on campus, announcements are placed in the campus newspaper, and meetings are held in the residence halls and on campus. The Spring Break Giveaway is another strategy. This white-water rafting trip for two is the prize in a drawing. In order to enter, students must document that they attended the campus Health and Wellness Fair and visited a minimum of six exhibits or screenings.

Success of the Natural High Club is attributed to the strong support provided by the upper-level administration, the community, as well as the planning designed to meet the needs of students on campus.

Newspaper Media Campaign

State University of
New York College at Cortland

Contact:

State University of
New York College at Cortland
Enrollment: 6,588
Public, Four Year Institution

Catherine Layton, M.S.W.
Coordinator
Substance Education/Prevention
Published in 1997/98 Sourcebook

Objectives:

- To encourage students to critically examine their own heavy alcohol use behaviors
- To present humorous, eye-catching ads that will appeal to all groups on campus

Description:

"The Adventures of Dick" media campaign is an alcohol/drug awareness program that consists of a series of display ads published in the student newspaper. Targeted to all students, especially the drug and alcohol

users, the ad series depicts the antics of a fictitious college student, named Dick, and his heavy use of drugs and alcohol. This humorous, yet poignant, story of Dick's experiences with drinking and drug use provides a means through which college students can examine their own behaviors in a non-threatening manner. A female character, Dickette, is a recent addition to the series.

Each of the ads features multiple cartoon figures together with prevention messages. For example, one shows Dick forgetting his evening class and another ad shows him looking "un-cool" as the result of negative consequences associated with substance use.

The ads are created in cooperation with a student editor, who is responsible for graphics, layout, and publishing of the

campus newspaper. Ideas for "The Adventures of Dick" are generated through informal discussions in classes, with individual students, and with student groups. The humorous nature of both the Dick cartoon character and the text of the ads contributes to the broad appeal of this campaign. Because the circumstances in which Dick finds himself are not uncommon to college students, all students, whether users or non-users, can relate to him.

Anecdotal evaluation findings range from student-initiated discussions about Dick in classes and residence halls to students cutting out the ads and posting them in their rooms and apartments. Students look for the new ad each week.

Norms Correction Efforts

Washington State University

Contacts:

Washington State University
Enrollment: 19,571
Public, Four Year Institution

Jeanne Far, M.A., M.Ed.
Research Director

John Miller
Program Coordinator
Alcohol and Substance Abuse Prevention
Program
Published in 1997/98 Sourcebook

Objectives:

- To correct misperceptions about campus alcohol norms held by the campus' highest-risk group
- To document the program's effectiveness in correcting student misperceptions about alcohol practices and beliefs

Description:

Building on efforts to address misperceptions held by high-risk groups about campus alcohol norms, the norm correction program targets the Greek system and freshmen residence halls. Earlier programming documents that, when students' too-liberal misperceptions about beliefs and behaviors are changed, the amount of alcohol the students consume is reduced. The campus-wide program begins with responses to a questionnaire mailed to a random sample of students. Information regarding both estimated and actual beliefs and behaviors of students throughout the campus is summarized.

Subsequently, the same questionnaire is distributed to members who live in a fraternity or sorority house. During the scheduled in-house program, members are presented with their own house's findings, which are compared to those for the entire Greek system and the campus as a whole.

The discussion that follows this presentation is lively and engaging.

Responses to attitude questions, such as "drinking is never a good thing to do," to "a frequent 'drunk' is okay if that's what the individual wants to do," are also tallied. Participants indicate whether they think other students drink more or less than they do, and compare their estimates about other students with what these students report. Specific topics include alcohol consumption at a party, consequences of drinking, frequency of consuming alcohol, and overall quantity of alcohol consumed. The presentation discusses how often students are encouraged to drink more than they would like to, how often someone else's drinking interferes with what they want to do, and related questions.

While formal findings are not yet available, a general decrease in heavy drinking on the campus is noted.

Environmental and Targeted Approaches

Office of Alcohol and Other Drug Prevention Services

The College of Saint Rose

Contact:

The College of Saint Rose
Enrollment: 3,879
Private, Four Year Institution

John R. Ellis, M.Ed.
Director
Alcohol and Other Drug Prevention Services
Published in 1996 Sourcebook

Objectives:

- To implement a coordinated, comprehensive drug and alcohol prevention program
- To incorporate multiple strategies to affect the overall campus climate

Description:

A major component of this campus-wide program is the implementation of the Campus Climate Council (CCC). A group which meets monthly to assess the overall climate of the campus, CCC recommends and/or offers appropriate programs and activities that foster a happy, safe and educational environment for all campus constituencies. Consisting of student, faculty, administration and staff representatives, the group focuses on drug and alcohol prevention initiatives. When the CCC was formed, it was charged with three tasks: (1) to assess the attitudes and issues regarding alcohol and drug use and abuse on campus; (2) to study the impact of the attitudes and behaviors on the campus and the surrounding community; and (3) to recommend modifications and/or changes in policies, sanctions and programming in the area of alcohol and drug prevention. Outcomes anticipated by the college were a campus community that was more aware of the dangers of alcohol and drug use and

abuse, a drop in the consumption of alcohol by the student population, and a decrease in academic and judicial problems related to drug and alcohol use.

The CCC further attempts to integrate, coordinate and expand prevention programming for the college by working with various offices and groups that provide programming. Co-sponsoring or offering additional complementary programs is another strategy. Many of these programs are presented in residence halls or at special events. Programs have been provided at New Student Orientation, administrative meetings, Student Leadership Development retreats, and meetings of the Board of Trustees.

The prevention program's major goal is to expose all college constituencies to the physical, mental and social implications of the use and abuse of alcohol and drugs. One strategy is a massive multi-media campaign offered throughout the academic year, utilizing posters, handouts, brochures, newspaper articles, advertisements, balloons, videotapes, computer software programs and audiotaped public service announcements. Often the media campaign is designed to take advantage of regular holidays and events such as Thanksgiving, St. Patrick's Day, Spring Break and the Super Bowl. Examples of campaign materials are a card labeled "Wear a green ribbon on St. Patrick's day to support low-risk drinking choices" (10 specific strategies are also on the card) and the "Study hard and party smart" evaluation card which provides facts about alcohol consumption

(the card can be reformatted and used as a bookmark).

During National Collegiate Alcohol Awareness Week, the campus bookstore offers 20% off the purchase price of glassware for a specified period of time. The advertisement states "Just because it's a beer mug doesn't mean that you have to drink beer out of it!" The flyer suggests that the glassware could be put to good use as pencil holders, candy cups, paperclip holders, flower vases and non-alcoholic beverage glasses. A flyer called "The 10 Commandments of Low-Risk Drinking" includes items such as "Thou shalt not drink alcoholic beverages, if thou art under age 21"; "Thou may switch to alcohol-free beverages to prevent inebriation" and "Thou shalt not drink and drive nor drive and drink."

An additional environmental approach uses computer mousepads, which state that "Getting Drunk is like a Computer Virus" and adds lines such as "Your system might crash and cause serious damage," "You may lose something important such as a project or a relationship" and "Your system might suddenly and unexpectedly purge itself."

The Core Survey is used to document success. Reductions in the number of alcohol-related violations and vandalism are also measures of the program's effectiveness. In addition, increasing numbers of requests for alcohol-free social activities have been made. Further, faculty members are requesting more prevention information and programming in their classrooms.

Orientation Sessions

Concordia University
Dean College
Longwood College

Contacts:

Concordia University
Enrollment: 976
Private, Four Year Institution

Joy Alexander
Director
Student Services
Published in 1997/98 Sourcebook

Dean College
Enrollment: 650
Private, Two Year Institution

Jennifer A. Drake-Deese, M.A.
Coordinator
Counseling Services
Published in 1997/98 Sourcebook

Longwood College
Enrollment: 3,404
Public, Four Year Institution

Valerie Jordan, M.Ed.
Director
New Student Programs
Published in 1997/98 Sourcebook

Objectives:

- To provide new students with information about the negative consequences associated with alcohol abuse
- To promote heightened awareness concerning appropriate behaviors on campus
- To help students become more adept at predicting and intervening in potentially problematic situations

Description:

New student activities emphasize specific prevention messages and are particularly helpful in disseminating information about specific behaviors of concern on campus.

At Longwood College, theater majors and orientation leaders act out an evening of drinking at a party. Designed to show the direct correlation between the quantity and frequency of drinking and negative consequences, these skits give students the opportunity to discuss alternative actions for significant points in the story. Following the input from the students, the actors perform the skit again, incorporating better choices about alcohol throughout the skit.

At Dean College, the date rape segment is taken from the movie "Higher Learning" and pieced together to form a powerful vignette on the excessive use of alcohol

and date rape. Since the reality of the college scene is something the students can relate to, students are actively engaged in the session. Available for discussion at the session are professionals from Counseling Services, Public Safety, and Residence Life Coordinators. The involvement of these individuals from different locations on campus helps to heighten students' awareness. Focused questions (such as, "What exactly is considered rape?") and an emphasis on transitions, decision making, rape prevention, and the law help to make the program a success.

A mock rape trial is presented during orientation week at Concordia University. Entitled "The Line: When a Date Becomes a Crime," this realistic presentation encourages discussion of the individual characters in the story and emphasizes new perspectives on the word "no." Jury members are chosen randomly from the audience. During the time that the "jury is in deliberation," a question and answer session for students is led by a certified rape counselor and a local police officer. A local superior court judge officiates at the trial and lawyers represent the plaintiff and the defendant.

Environmental and Targeted Approaches

Orientation Videotape

Colorado State University

Contact:

Colorado State University
Enrollment: 21,914
Public, Four Year Institution

Jim Weber, M.S.W.
Director
Center for Drug and Alcohol Education
Published in 1997/98 Sourcebook

Objectives:

- To correct students' misinformation about alcohol use on campus
- To reduce alcohol use and the negative consequences of alcohol misuse by first-year students

Description:

"To Drink or Not to Drink" is a 10-minute videotape designed for first-year students. Produced through the collaboration of the Center for Drug and Alcohol Education, Residence Life, the Preview Orientation Program, Campus TV, and the Technical Journalism Department, the video features the 30 percent of on-campus students who choose not to drink alcohol. Students are asked on film to explain why they choose not to use alcohol and to comment on the challenges that have arisen due to their

decision, what they do instead of drinking alcohol, and ways that they have been rewarded for not using alcohol. Some of the footage shows students speaking in their peer groups, which accept and support them.

The diversity of the university's community is acknowledged by featuring a representative sample of students. In addition, student diversity is highlighted in the many reasons cited for not drinking alcohol.

Passive Programming Techniques

University of Alaska Anchorage

Contact:

University of Alaska Anchorage
Enrollment: 17,808
Public, Four Year Institution

Bruce Schultz, M.A.
Assistant Dean of Students
Published in 1996 Sourcebook

Objectives:

- To target a broad range of students in various campus environments
- To provide students with information, tools, skills, and resources to make educated choices

Description:

Based on outcome assessments from prior campus efforts addressing alcohol education, the campus leadership determined that passive programming efforts would be more effective in getting messages across to a largely commuter campus population. Thus, the Campus Alcohol Team emphasizes passive programming techniques during their year-long activity. The team approach targets a broad range of students in various campus environments. All programs and

events are linked to the goal of providing students with honest and accurate information, tools, skills and resources, so that they are able to make educated choices regarding the use of alcohol.

In the "90 Proof Tales" initiative, university police officers are invited into the residence halls to tell tales involving the sometimes deadly mixture of students and alcohol. High student turnout for these events is based in part on addressing real life alcohol situations on campus in the relaxed atmosphere of the residence hall.

The "80 Proof Passion" or "Sex Under the Influence?" uses professional staff members from the Counseling Center to discuss, in a conversation group format, the impact that alcohol has on one's decision-making abilities. The local television station has filmed the session for news broadcasts.

Students dressed as Vince and Larry, the crash dummies, travel the campus from end to end revealing the consequences of drinking and driving to students.

Students report being able to connect with the visual reminders regarding drinking and driving. In addition, several faculty members request that Vince and Larry bring their message to their classes.

Other approaches during National Collegiate Alcohol Awareness Week include resource displays (decorated tables match the week's theme), videotapes (played continually for students to watch during class breaks), and mocktails (served in a bar-like atmosphere in a high traffic area of the campus center). A program entitled "Thinking About Having Sex?" involves an interactive presentation highlighting the role of alcohol in sexual decision-making. Another workshop ("Alcohol-Making Choices!") discusses how alcohol may affect one's ability to make responsible choices. Scenarios such as driving under the influence, unsafe sex, and the university's judicial consequences are part of the workshop.

Environmental and Targeted Approaches

P.E.P. Choices

Northern Kentucky University

Contact:

Northern Kentucky University
Enrollment: 11,637
Public, Four Year Institution

Melissa Eversole, M.Ed.
Student Wellness Coordinator
Published in 1997/98 Sourcebook

Objective:

- To create, through peer leadership, a campus environment that values responsible and low-risk choices concerning alcohol use

Description:

The Peers Educating Peers (P.E.P.) Choices Program is designed to educate students about alcohol and to motivate them to make informed choices concerning alcohol use. During the fall semester, the P.E.P. Choices Program targets incoming freshmen by presenting alcohol problem prevention education classes. In addition, the peer educators work with students in the community's middle and high schools. Peer educators receive a small stipend

and academic credit through the Service Learning Program.

This program bridges the gap between area high schools and the campus. Virtually all students commute, and most live in the surrounding communities and have attended the area's high schools. The hope is that attention to the high school students will ultimately promote prevention for the university when these students matriculate to the campus.

Pledge Workshop

University of Pennsylvania

Contacts:

University of Pennsylvania
Enrollment: 22,148
Private, Four Year Institution

Kurt Conklin, M.A.
Health Educator

Kate Ward-Gaus, M.S. Ed.
Health Educator
Published in 1997/98 Sourcebook

Objectives:

- To help newly accepted Greek pledges to understand the risks associated with alcohol abuse
- To reduce incidents of alcohol-related sexual violence and assault

Description:

The "Alcohol Abuse and Sexual Violence" workshop was designed for newly accepted pledges to the Inter-Fraternity Council, Panhellenic Council, and Bicultural Inter-Greek Council. Three coed teams of peer educators are trained, with each team member specializing in either alcohol abuse issues or sexual violence and sexual assault. The workshop is presented to 700 students each year, and fraternity and sorority pledges are assigned to a group and attend a session hosted in a chapter house.

The workshops' content includes "party expectations (hopes and realities)," values clarification, real-life scenarios, and discussions

on how to create a healthy campus. They are facilitated by D.A.R.T. (Drug and Alcohol Resource Team) and S.T.A.A.R. (Students Together Against Acquaintance Rape) – two peer education programs.

Evaluation of the workshop indicates that the majority of students believe the workshops have increased their understanding of the topic. One of the most encouraging areas of impact is with the leadership of the Greek system: an increased level of involvement and accountability appears to have resulted in the leaders having a greater awareness of the importance of their roles and in their willingness to serve as role models of responsible behaviors and choices.

Presentations on Alcohol Advertising

San Francisco State University

Contact:

San Francisco State University
Enrollment: 28,000
Public, Four Year Institution
Michael Ritter, M.S.
Coordinator
Prevention Education, Counseling &
Psychological Services
Published in 1997/98 Sourcebook

Objectives:

- To assist students in developing critical-thinking skills
- To help students understand strategies used in advertising alcohol products

Description:

The peer education organization C.E.A.S.E. (Creating Empowerment through Alcohol and Substance Abuse Education), designs slide shows for students presentations.

A slide presentation with accompanying script, "African Americans and Latinos as Targets of the Alcohol Advertising Industry," was developed by C.E.A.S.E. and presented in Critical Thinking classes. This slide show has become part of the curriculum and is presented in other courses in Counseling, Ethnic Studies, and Human Sexuality.

Another slide presentation prepared by the C.E.A.S.E. peer educators is "Exploitation of Women by the Alcohol Advertising Industry." Ads presented here include

those with messages about women and men, power and relationships, sexuality, domestic violence, and risky sexual behavior that may occur while under the influence of alcohol.

The slide presentations are frequently shown in residence halls and at campus awareness events, and they are often presented in cooperation with other student groups and peer programs.

In the classroom and residence hall discussions that follow the presentations, students are encouraged to identify promotional strategies. The non-threatening and non-preaching style promotes enjoyment.

Presentations For Athletes

Buffalo State College

Contact:

Buffalo State College
Enrollment: 11,350
Public, Four Year Institution
Alice Sullivan, M.S., R.N.
Published in 1997/98 Sourcebook

Objectives:

- To provide accurate research-based information to student athletes
- To reduce risks associated with the abuse of drugs and alcohol
- To promote low-risk choices among athletes

Description:

The mandatory Alcohol and Drug Education Program for Student Athletes encompasses two 60-minute sessions; each session is offered twice to reduce scheduling conflicts for the athletes. Students must complete the program before their sport begins or in the early part of the season. The presentations are also videotaped and shown to athletes who are unable to attend because of illness, work, or academic responsibilities. Topics include risks associated with

abuse of alcohol and drugs, issues related to abuse and addiction, and risk reduction information. A combination of lecture, visual aids, and questions and answers, stimulates the group input. Handouts, which are kept to a minimum, focus on risk reduction, community resources, and assisting others. To promote a comfortable learning environment, coaches are not allowed at the presentations.

Environmental and Targeted Approaches

Project SAVE the TIGERS

Clemson University

Contact:

Clemson University
Enrollment: 16,318
Public, Four Year Institution

Parvin Lewis, M.A.
Director of Health Education
Published in 1997/98 Sourcebook

Objectives:

- To change the campus culture regarding substance use
- To empower non-using or occasional using by providing resources and social alternatives
- To enhance existing peer programs that supplement the overall mission

Description:

While prior initiatives focused on the problem of alcohol and drug use and abuse, Project SAVE the TIGERS (Student Alcohol [drugs] and Violence Education the Tigers Initiate to Gain Empowerment Regarding Substances) emphasizes those who choose not to use or abuse alcohol, do not condone illegal drug use, and do not tolerate nor participate in violent acts. The ultimate goal is to develop a collaborative staff effort to further institutionalize these education and prevention initiatives.

Overall, the design is a thoughtful array of culture and life-style reinforcing alternative programs with alcohol-free events, retreats for identified student populations, and expanding electives of courses, programs, and educational efforts.

Central to the effort are the peer health educators, who assist with peer training in health-related concerns. To expand this role, an entertainment/student alcohol-free program committee helps develop and implement activities that focus on arts and talents, self-assertiveness workshops, drama and theatrical activity, and physical improvement. In addition, there is a network of student groups that believe in healthy lifestyles, including Blue Key (an honorary fraternity), Clemson Cares (a women's service group), and Students for Social Concerns (promoting awareness of social problems).

By establishing mainstream social opportunities and activities under the theme of "Naturally High," major campus alcohol-free social events are offered to compete directly with events that promote alcohol use. Activities include midnight olympics, outdoor movies, and concerts at the

amphitheater, and co-sponsoring the "Campus Sweep Community Service Activity." Other sponsored activities include a network of alcohol-free tailgaters for football games and convening student leaders to apprise them of campus substance use data.

The educational program is enhanced by expanding the University's On-Campus Talking About Alcohol (OCTAA) Course to a pilot group of first-year students. Course curriculum includes infusion of the educational program into courses such as freshman English Composition. In addition, a newsletter that contains information about alcohol-free events and activities is offered.

Evaluation includes comparisons with benchmark data of use and abuse provided by the Core Survey. In addition, each program is evaluated by attendees. Finally, focus groups gather on an annual basis to discuss students' thoughts, reflections, and expectations. These focus groups complement the "Continuous Improvement Initiative Employed Elsewhere in Student Affairs."

Protocol for Students Abusing Alcohol

Saint Michael's College

Contacts:

Saint Michael's College
Enrollment: 2,665
Private, Four Year Institution
Michael Samara, M.Ed.
Vice President of Student Affairs
Megan Powers, M.S.
Coordinator
Alcohol Education and Programs
Published in 1997/98 Sourcebook

Objectives:

- To provide standardized procedures for students who abuse alcohol
- To keep the campus free from conditions that increase the risk of harm from alcohol

Description:

For students who choose to use/abuse alcohol, an extensive protocol is followed. This process allows students to take responsibility for inappropriate behaviors that accompany drunkenness. Further, a sincere effort is made to work with students so that they make more appropriate decisions.

Initially a decision is made by Student Life and Campus Security staff members regarding whether or not the intoxicated student should be transported to a protective care facility off-campus, i.e. ACT I (Alcohol Crisis Team). A comprehensive follow-up process includes meetings with one or several departments on campus based on individual needs. These include Health Services, Campus Ministry, Student Life,

New Student Programs, Sophomore Development, International Studies, and the Mobilization of Volunteer Efforts. These offices provide opportunities for positive connections and mentor relationships. Likewise, a framework exists within which the student may accept responsibility, as well as explore the reasons, for his/her use of substances.

Students are also referred to the Office of Alcohol Education and Programs and participate in an assessment interview. The required alcohol education class incorporates information about substances, policies, resources, and personal values and attitudes.

Environmental and Targeted Approaches

Safe and Responsible Bartender Training

Wheeling Jesuit University

Contact:

Wheeling Jesuit University
Enrollment: 1,482
Private, Four Year Institution

Daniel Caron, M.S.
Director
Wellness and Drug Education
Published in 1996 Sourcebook

Objectives:

- To address underage drinking and problem drinking
- To reduce alcohol-related problems and their relationship to student grades, mental health and campus life

Description:

Safe and Responsible Bartender Training program addresses unsafe, underage drinking issues from both a "patron safety" and "business responsibility" perspective. This program was initiated to address the negative effects of heavy alcohol consumption by both underage and of-age students that was being felt on campus

when students returned from bars. Typical policing efforts by law enforcement officials are limited because bars are recognized and treated as "private clubs." Student patrons consumed large quantities of alcohol, with resulting problems affecting many areas of college life such as student grades, physical and mental health, and campus community relations.

A campus-based committee brainstormed solutions to this problem and a meeting with the local neighborhood association followed to determine appropriate strategies. Local officials cited problems from students including vandalism and excessive noise in their neighborhoods. The strategy chosen was a state-sponsored bartender training program, which the state's Alcohol Beverage Control Commission agreed to provide. The Safe and Responsible Bartender Training features a mental health professional, an enforcement officer from the state Alcohol Beverage Control Commission and the County Prosecutor.

Letters of invitation to attend the training program were initially sent to each of the nine area bars. Since this did not generate enthusiastic support from the bar owner/managers, letters of invitation were again distributed to each bar, with copies of the invitation sent to the invited guest speakers, including the enforcement officer from the commission. This "convincing" letter of invitation resulted in a 100% response rate. Additional participants included college students, concerned neighborhood association members and the media.

Following the training program, it appeared that the "silence was broken" concerning the issues of underage drinking and patron intoxication. Community support to address these issues was generated. Specifically, one troublesome establishment was cited for various violations after this program, and was eventually closed.

Screening For Alcohol Abuse

Stephens College

Contact:

Stephens College
Enrollment: 889
Private, Four Year Institution
Cherie DuPuis, M.S.N.
Director
Student Health Services
Published in 1997/98 Sourcebook

Objective:

- To help students make healthy lifestyle choices

Description:

Because resources for addressing alcohol abuse have been reduced, current efforts focus on promoting individual students' success. In the Student Health Service, students are screened for alcohol problems during physical exams as part of the professional workup for sexually transmitted diseases, unplanned pregnancy, stress symptomatology, and after accidents.

A health survey is conducted with all incoming students during orientation; collecting information from students on alcohol issues is a significant goal of the survey. Questions include self-reported experience with driving after drinking,

using alcohol while participating in water sports, consuming five or more drinks on at least three days in the prior month, and using alcohol before the most recent sexual exposure.

Through the personal nature of the relationship between staff and students, students are given the message that excessive drinking is an obstacle to academic success. Staff discussions are conducted to help remove the obstacles to a healthy lifestyle, and Student Life professionals meet weekly to identify at-risk students and initiate plans for helping them.

Environmental and Targeted Approaches

Sexual Assault Peer Education Program

Brown University

Contact:

Brown University
Enrollment: 7,174
Private, Four Year Institution

Toby Simon, M.Ed.
Associate Dean of Student Life
Published in 1996 Sourcebook

Objectives:

- To promote an understanding of alcohol's relationship to dating, violence and sexual assault
- To enhance communication skills and sexual interactions

Description:

The university implemented the Sexual Assault Peer Education (SAPE) program in response to the need to implement strategies to address alcohol and violence in relationships. The SAPE program addresses issues such as dating abuse, sexual violence and miscommunication.

The goal of the program is to help students to enhance communication skills and sexual interactions.

The SAPE program began by training 90 female and male university students selected to become Sexual Assault Peer Educators. These students participate in an extensive 25-hour training program in the spring where they learn about and discuss the many aspects of sexual assault and dating violence. In addition, they learn group facilitation and basic counseling skills. They also evaluate themselves and decide whether they feel ready to address such an emotionally charged and sometimes difficult issue. The training also includes alcohol's role as a social and

sexual lubricant, the linkage of alcohol use with the possibilities of reckless behavior, the reduction of capacities for good judgment and the impairment of communication abilities.

The Peer Educators conduct a mandatory session on sexual assault for all first-year students where the relationship between alcohol and dating violence and sexual assault is discussed. The Peer Educators also provide leadership for the first-year orientation meeting on "Sex Without Consent," which is a theater piece and traveling road show. Peer Educators who want to be involved must attend rehearsals and an additional training program, which is approximately 40 hours in length.

Evaluation includes Consumer Satisfaction Surveys following the program. First year students are randomly selected and encouraged to respond to a telephone survey soliciting their reactions to the program. Written surveys are also distributed to counselors based in the residence halls.

Social Influence Campaign

Northern Illinois University

Contact:

Northern Illinois University
Enrollment: 23,181
Public, Four Year Institution

Michael P. Haines, M.S.
Coordinator
Health Enhancement Services
Published in 1996 Sourcebook

Objectives:

- To incorporate an environmental intervention through campus-wide programmatic efforts
- To change the perception of heavy alcohol use among students
- To reduce the heavy use of alcohol and its related negative consequences among students

Description:

The social influence model is primarily a media intervention model; interpersonal support is also integrated into the approach. To influence the behaviors of students, the principal media source used is the campus newspaper, because it is read by more than 60% of the student body daily. A secondary media approach used is the distribution of handout materials at public information events and the placement of them in campus literature boxes.

The content of the initiative is based on facts gathered from campus-wide surveys; these facts are presented in a positive

manner. To correct the misperception about campus drinking norms, one advertisement called "The Facts about Drinking at NIU" states "Most NIU students (84%) did not cause physical harm to self or others as a consequence of drinking." Similarly "Nearly all NIU students (97%) disapprove of drunkenness which interferes with responsibilities." Another poster is titled "Did You Ever Wonder How You Compare To A Typical NIU Student?" This poster's "good news" presents the results of the campus survey showing that most college students are healthy people. Examples of this fact include the statements that exercise is popular and that heavy drinking has decreased.

Another campaign is called "Students Speak..." which reports good news such as, "two-thirds of NIU students drink five or fewer drinks when they party."

One final example is called "Alcohol Myths" which presents facts to counteract two myths. The first is "A Near Myth" which is, "I'm a better driver when I've been drinking, I drive slow so it's safer," and the second is an "Achilles Myth" which is, "Mixing different types of alcohol will make me drunk and give me a hangover."

Pilot testing of the campaign materials is conducted using small groups, focus groups

and "mall intercept" interviews. These pre-tests develop the messages and judge which are appropriate and effective. Post-testing determines the scope and depth of the intervention.

Interpersonal support is provided through a concentrated effort to reinforce social influence messages in all interpersonal contacts. Informational presentations are made in academic classes and student groups, such as "Social and Individual Patterns of Alcohol Use," INFOPAX (a do-it-yourself educational kit that assists students to make presentations), and the educational series entitled SUDDS (Students Understanding Drinking, Drugs and Self).

The Social Influence Campaign component is evaluated through an annual survey to determine student drinking behaviors, assess behavior and perceptions, and identify alcohol-related negative consequences. Program planners cite a significant reduction in the perception of heavy drinking along with a parallel reduction in actual heavy drinking. After one year there was a 16% reduction in drinking. As the project continued through 1995, there was a 35% reduction in drinking and a 34% reduction in alcohol-related injuries.

Environmental and Targeted Approaches

Student Health Education Volunteer Project

Marshall University

Contact:

Marshall University
Enrollment: 12,461
Public, Four Year Institution

Carla Lapelle, M.A.
Coordinator
Student Health Education Programs
Published in 1997/98 Sourcebook

Objectives:

- To encourage students to participate in community service activities
- To offer alternatives to alcohol and drug use

Description:

This initiative promotes environmental change as a means of reducing high-risk behavior among students. Involving a wide variety of students and offering opportunities for developing community within groups (such as residence hall floors and academic classes), this volunteer project encourages formal and informal groups to participate in community service activities. Examples include building a playground for a day care center, painting a residential facility for youth, and helping in organizations' fundraising. Through this process, students have the opportunity to form a community in which they can learn life

skills and develop attitudes consistent with the non-use of drugs or alcohol. In addition, these community-based activities promote non-violent, non-substance-using alternatives and the values of caring and the building of community. An incentive is offered to encourage groups to participate in community service: groups may receive \$1 per person per hour, half of which goes to a charity of their choice. This incentive is provided as an initial motivation to volunteer; however, it is hoped that, once the students feel a part of the community, they will continue to volunteer for the intrinsic rewards.

Two graduate assistants (GAs) determine community service projects in the area surrounding the campus and match campus groups to these activities. Groups may be organizations, classes, or residence hall floors. To promote interest, GAs contact residence hall staff, organization officers, and class instructors; in addition, they post flyers on campus and place ads in the campus newspaper to solicit volunteers for projects.

To prepare groups for their activities, GAs meet with each group at least three times. Initial discussions include clarifying

expectations, establishing group goals, and planning work activities. During the implementation of the service activities, GAs transport group members in university vehicles, as needed. They also oversee activities to ensure that safety concerns are heeded and that the community host is satisfied with the work being done. GAs participate in the activity with the group and follow-up with a discussion of individual observations, comparisons with other experiences, challenges, and personal learning.

Public recognition is provided to make volunteerism more visible and to promote participants' pride in their accomplishments. A plaque hung in the student center lobby expresses appreciation for service projects and individually lists students and the community organization for which they volunteered.

Evaluation is conducted through implementation of a health risk behavior survey. Trends regarding substance use and violence are tracked, and correlation of results is monitored. The fact that virtually every individual who has volunteered has asked to be included in future projects is encouraging.

Talk Show for New Students

State University of
New York College at Geneseo

Contact:

State University of
New York College at Geneseo
Enrollment: 5,719
Public, Four Year Institution
Julie White, M.S.
Health Educator
Published in 1997/98 Sourcebook

Objectives:

- To promote low-risk drinking behaviors among students
- To provide an opportunity for incoming students to discuss beliefs and behaviors related to alcohol and sexuality
- To provide students with non-drinking and moderate-drinking role models
- To correct misperceptions about college alcohol norms

Description:

A new student orientation program, "College in the Raw: Students Speak Out," emphasizes the potential negative consequences of alcohol consumption. Using a talk show format, students sit on a panel and discuss their beliefs and behaviors

related to alcohol and sexuality. A five-hour training session regarding the power of social norms to influence individual behaviors is held prior to the presentation for students who serve on the panel and for Orientation Advisors. The panel comprises six students who demonstrate various drinking patterns and experiences – two non-drinkers, two moderate drinkers, and two heavy drinkers, with a male and female in each of the classifications. One of the non-drinkers is an adult child of an alcoholic, while one of the moderate drinkers has experienced a sexual assault while drinking. Each of the heavy drinkers has experienced negative consequences, including poor grades, relationship problems, and unsafe sex. While the audience is not informed of this until after the presentation, some of the students are playing roles while others are using their real-life experiences.

Following the presentation, the audience asks questions and challenges many of the statements made. This is followed

by a brief slide show that examines social messages about alcohol in popular advertisements and highlights statistics from the Campus Core Survey that illustrate that most students on campus do not have unhealthy drinking attitudes and moderate their consumption of alcohol. The presentation ends with an inspirational video called "Celebrate Living," which challenges students to make a difference in their community. Following this large-group presentation, the smaller groups engage in discussions led by Orientation Advisors. Students talk about the issues raised and more personal questions are addressed.

Training prior to the presentation includes five hours for students who serve on the panel and instruction of Orientation Advisors in the power of social norms to influence individual behaviors.

The program is consistently rated as one of the top two presentations provided at orientation.

Environmental and
Targeted Approaches

Targeting Sub-Populations

Oakland University

Contact:

Oakland University
Enrollment: 13,600
Private, Four Year Institution
Barbara E. Talbot, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objective:

- To address the unique needs of sub-groups of students considered to be at risk of abusing alcohol

Description:

The Counseling Center provides leadership and expertise to address the specific needs of sub-groups of students who are identified by needs assessment activities and other research methods as being "at risk." First-time violators of the university's alcohol policy attend an alcohol education program and must demonstrate a specified level of awareness following completion. Individuals who are depressed are identified through publicity efforts. Support services are available for single/divorced mothers and gay/lesbian students.

The most widely recognized "at risk" student sub-group, Adult Children of Alcoholics (ACOAs), is also served by a support group. Students interested in attending this therapist-facilitated group are first interviewed by the group's co-facilitators, and students suspected of having their own substance abuse problems are referred for substance evaluation and/or counseling.

Underage Drinking Task Force

St. Louis University

Contact:

Saint Louis University
Enrollment: 11,243
Private, Four Year Institution
Julie Saker, M.S.
Associate Vice President for
Student Development Programs
Published in 1997/98 Sourcebook

Objective:

- To identify cooperative strategies to reduce heavy drinking

Description:

In recent years, university staff and students have noticed a significant reduction in underage alcohol use on campus; this reduction is accompanied by a concern that underage drinking in neighborhood establishments may have increased. University representatives participate in the city's Underage Drinking Task Force, which consists of local bar owners and city and state liquor control officials, and conducts discussions regarding student drinking. The university emphasizes strict enforcement of the valid identification card requirement, as well as the elimination of

bar "specials" that encourage students to drink heavily.

Several outcomes have emerged from these discussions. Heavy drinking games have been eliminated by the bar owners, and training programs for alcohol servers have been enhanced to better identify false identification cards.

The university's Study of Alcohol Incidents shows a 45 percent decrease in the number of violations over the past two years. Anecdotal feedback from students indicates that there is a reduction in students' ability to use false identification cards at local alcohol beverage establishments.

Weekend Social Activities

Middlesex Community College

Contact:

Middlesex Community College
Enrollment: 6,021
Public, Two Year Institution
Judith Ramirez, R.N., M.S.W.
Director
Alcohol, Other Drug & Violence
Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To provide opportunities for student-planned programming
- To positively influence students' perceptions of alcohol-free social activities

Description:

In its implementation of alcohol awareness initiatives, the College has traditionally emphasized weekday activities since all students are commuters. These weekday activities have been well attended. In extending the program to weekends, the challenge is to influence student attitudes and behaviors through approaches that attract students and relate to their life experiences.

Weekend events are planned by a special student advisory committee which includes student representatives chosen because they represent a cross-section of the college population. Members are students from the Activity Board, International

Club, Criminal Justice Club, and the Association for Wellness and Related Education.

The kickoff weekend event, "Joey and Maria's Wedding," was held on campus on a Saturday and was sold out. The campus cafeteria was transformed into a wedding reception hall complete with a disk jockey, wedding cake, centerpieces, and a buffet catered by the campus food service.

Other events included a formal dance, an art auction with objets d'art brought in from New York, a psychic fair, and a hypnotist. To reach the maximum number of students, the events alternate between the college's two campuses.

Wellness Program

Southeast Community College –
Lincoln Campus

Contact:

Southeast Community College –
Lincoln Campus
Enrollment: 6,240
Public, Two Year Institution
Jara Carlson
Wellness Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To address the unique needs of vocational and academic transfer students
- To promote numerous wellness activities

Description:

To accommodate scheduling difficulties, many activities are planned during lunch hour and class breaks. These wellness initiatives provide a variety of opportunities for students and staff to enhance their well-being. One approach is to have brown bag lunches with speakers in the cafeteria, another is to hold classroom presentations. In yet another approach, the fitness center provides fitness evaluations, instructions, classes, and incentive programs. The Campus Wellness Committee collaborates

with the wellness coordinator, who provides leadership and services. A credit class is offered on alcohol awareness, disease prevention, nutrition, stress management, and fitness. A Web page is available to share ideas of wellness programming. Linked to many health entities on the internet, the Web page also promotes campus activities.

Attendance at the Wellness Center has increased more than four-fold during the four years of the program's existence.

Environmental and
Targeted Approaches

Additional Environmental and Targeted Approaches

Alternate Spring Break

Maryville University of St. Louis
Enrollment: 2,273
Private, Four Year Institution

Pam Culliton, R.N.
Director of Health Center
Published in 1997/98 Sourcebook

Objective:

- To offer students the opportunity for an alcohol-free Spring Break that is service-oriented

Description:

Initiated with a federal grant, this strategy promotes an alcohol-free effort where students can “build friendships as they help build a community.” The initiative is designed to provide students with a safe Spring Break at an affordable cost, while they are engaging in meaningful and fun activities without the use of alcohol or other substances. This program was initiated in 1994; and, over each of the four years of the project, services have been offered to “Habitat for Humanity.” Interested students participate in an interview and a selection process, followed by a group meeting which promotes team building. Because of staffing constraints, work groups are limited to approximately 10-20 people. A contribution of \$50 per person is requested to help cover the cost of materials.

Athlete and Greek Alcohol Course

Keene State College
Enrollment: 4,736
Public, Four Year Institution

Jim Matthews
Special Assistant to the Vice President
Published in 1997/98 Sourcebook

Objective:

- To promote healthy choices among high-risk groups

Description:

All new athletes and new affiliates of the campus fraternity and sorority system are required to attend a one-credit course entitled “Alcohol and Personal Health,” which is based on the On-Campus Talking About Alcohol Program. The Athletic Department is responsible for selecting the dates, and coaches strongly encourage new players to participate. The presidents of the fraternities and sororities have a self-imposed requirement that all new members must attend the course. Offered one weekend each semester, students receive academic credit through the Human Services Department.

First Year Student Strategies

Miami University
Enrollment: 15,601
Public, Four Year Institution

Susan Vaughn
Director
Office of Judicial Affairs
Published in 1997/98 Sourcebook

Objectives:

- To reduce risk for problems among first-year students
- To facilitate conflict resolution and reduce acts of violence

Description:

This multi-faceted approach for first-year students incorporates a needs assessment, a prevention curriculum, training of prevention facilitators and peer mediators, and awareness and information. The training and awareness help students reduce their risk for alcohol problems by following a systematic process. Students are encouraged to make whatever changes they find most helpful to them. Peer educators and peer mediators work closely with university staff to model, teach, and facilitate appropriate and healthful behaviors and attitudes.

Prevention Perspectives Newsletter

Indiana University – Bloomington
Enrollment: 35,063
Public, Four Year Institution

Nancy Riggert
Director
Alcohol/Drug Information Center
Published in 1997/98 Sourcebook

Objective:

- To heighten the university community's awareness of the Alcohol/Drug Information Center's resources

Description:

The Prevention Perspectives Newsletter is published three times a year by the Alcohol/Drug Information Center. The newsletter promotes the center's programs and services and is distributed to nearly 1,000 individuals. It is targeted toward an audience of Residence Life staff, student leaders, academic deans, and unit directors. Since staff from the Alcohol/Drug Information Center present formal programs only upon request, the center's success is related to publicizing the availability of its resources.

Promoting Student Success

North Adams State College
Enrollment: 1,729
Public, Four Year Institution

Charlotte F. Degen, M.Ed.
Associate Dean of Students
Published in 1997/98 Sourcebook

Objective:

- To focus campus attention on successful students

Description:

Most of the students attending the institution are the first in their families to attend college. A program was designed to help them understand the college experience and to promote clear messages about being successful at the institution. Strategies focus on depicting desirable images of students' lives: posters placed throughout the Campus Center illustrate students in class, exploring new opportunities, and having fun. These images are selected for their value in expressing the productive aspects of college life. Also in the Campus Center is a Student Achievement Lounge, where a list of current student achievers is displayed twice each academic term.

Environmental and Targeted Approaches

PEER-BASED INITIATIVES

The value placed on students reaching other students with messages and strategies is based on the belief that students hear alcohol abuse prevention messages best when they are delivered by their peers. In this approach students serve other students as educators, advisors, workshop leaders, course instructors and social event planners, and in other roles that provide assistance to the campus. Peer-based programs are very popular and, in recent years, have become increasingly common on campus.

A large number of campuses have one or more student organizations for interested students. The BACCHUS/GAMMA Peer Education Network, a nationally based organization dedicated to peer education, offers training, resources, technical assistance, and publications, as do other groups. Some campuses have a locally designed student group consisting of students in recovery from substance abuse and others have organizations that link and promote peer approaches. Others have extensive selection and training processes for the peer educators.

Peer-based activities include orientation programs, theater troupes, multimedia approaches, public service announcements, mocktail parties, game shows, and various interactive presentations and discussion groups as part of peer health education courses. Innovative approaches include television programs and campus-wide town meetings. Specialized community initiatives provide an enlightened approach.

Interviews with campus leadership personnel demonstrate that peer-based initiatives are best served when they are student-run

and include a high level of creativity and new ideas. They recommend a variety of approaches that include unconventional and fun strategies, while incorporating an educational theme. They suggest an emphasis on the realities of student life, including promotion of a healthy lifestyle, as a peer-based approach to addressing alcohol abuse. Included in the approaches are commitment statements, individual reflection time, and peer education conferences. Others emphasize attention to students' own personal belief systems and the positive aspects of a balanced, healthy lifestyle.

Audiences for peer programming are diverse and include the fraternity and sorority system, the athletic department, high-risk peers and first-year students. Other targeted peer assistance efforts are also presented and summarized in this section.

Topics include alcohol use and personal responsibility, low risk alcohol consumption, standard-setting, norms, accurate information, communication skills, policy issues and personal values. Related topics for peers include alcohol's relationship to acquaintance rape, other violence, STDs, and HIV/AIDS, family dynamics, and cross-cultural issues.

The staff interviews revealed that the implementation of peer approaches is best served when adequate resources are forthcoming from throughout the campus. Collaboration with numerous campus departments, advising from faculty and staff, and support from the administration and from student organizations are central to the success of these efforts. The enthusiasm of staff members, as a motivation to students, is central to these initiatives.

Chemical Dependency Program

Langston University

Contact:

Langston University
Enrollment: 4,075
Public, Four Year Institution
William Price Curtis, Ph.D.
Director
Professional Counseling Center
Published in 1997/98 Sourcebook

Objectives:

- To engage peers in the implementation of the campus life programs
- To promote necessary levels of competence and commitment among peer educators
- To provide student leaders with an opportunity to demonstrate their leadership skills to their peers

Description:

The University's Chemical Dependency Program incorporates four distinct components: Awareness and Information, Assessment and Evaluation, Support and Intervention Services, and Peer-Based Initiatives. Considered exemplary by the university's faculty and staff, the peer-based initiatives offer a range of services for students.

The peer initiatives build upon the involvement of two student organizations:

BACCHUS and SADD (Student Athletes Detest Drugs). Students sign a Statement of Commitment whereby they acknowledge their agreement to conduct four presentations to their peers during the academic term immediately after their training, followed by another four presentations during the next academic year. Extensive training is provided by the Counseling Center's Chemical Dependency Counselor. Peers receive 16 hours of training and must demonstrate an 85 percent accuracy rate on a knowledge test that follows the training, after which their practice presentations commence. Subsequently, students are assigned to on-campus organizations, and they select academic classes and special events as vehicles for their presentation.

The Counseling Center acts as a co-sponsor of various drug and alcohol educational programs with BACCHUS, SADD, and other campus organizations. These seminars, colloquia, and workshops emphasize peers making presentations in conjunction with local professionals with expertise in the chemical dependency arena.

Marketing of the peer-based programs and special events is accomplished through broadcast announcements on the university's

radio and television stations, as well as through coverage in the campus newspaper. Also helpful to the success of the program is its orientation toward student organizations, and there is some involvement by Greek letter organizations and other on-campus groups.

External funding has been successfully obtained from the county surrounding the university. The externally funded projects include Collegiate Athletes' Peer Education Program (CAPE), and the ATOD/HIV/AIDS Peer Education Program. Funding received through competitive grant application processes allows for diversified experiences for peer educators and is positive recognition of their efforts.

As an HBCU (Historically Black College/University), Langston University makes a deliberate effort to ensure that the peer programs are delivered in ways that promote the active participation of the audience.

While the precise impact of the peer education program is not known, positive inferences can be made based on presentation evaluations. Generally, the peer educators' seminars have been well received.

Congress on Responsible Decisions

Allegheny College

Contact:

Allegheny College
Enrollment: 1,425
Private, Four Year Institution

Christa Edwards, M.S.
Assistant Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To involve students in creating solutions to campus alcohol problems
- To provide a forum for students, administrators, faculty, and alumni to openly discuss issues relating to alcohol

Description:

The ACCORD (Allegheny College Congress on Responsible Decisions) uses a community-based approach to involve various campus constituencies in a discussion of the way alcohol affects their community. This two-day event brings together individuals from various viewpoints to listen to and discuss issues in a very informal and relaxed atmosphere at an off-campus retreat site.

The purpose of the program is to promote a new focus on and attention to alcohol

issues and to involve students in creating solutions. The retreat strategy allows open discussion without the fear of peer rejection or punishment by the college. To determine who will participate, representatives of the College's student government nominate peers to attend. Other student organizations are also invited to send delegates to the ACCORD. By using this nomination method, attendance becomes a privilege. Students who attend the ACCORD are granted "immunity" to ensure complete honesty and an open discussion of alcohol issues.

Activities involve relationship building, large and small group discussions, and time for individual reflection. During the activities, caucuses serve as opportunities to identify specific action plans relating to issues chosen by the group; these include appropriate sanctions, role modeling, individual responsibilities, and methods to create a healthy social environment. These action plans are then presented to the larger group (the Congress) and a vote is taken to affirm their implementation.

Evaluation of the ACCORD demonstrates that students overwhelmingly enjoy the caucus group meetings and the time spent building relationships with the administrators. The proposals emanating from the caucus group meetings are innovative and demonstrate enthusiasm. Participating students feel empowered to implement the necessary changes. Follow-up activities include submission of articles to the campus newspaper by student participants, on-going meetings in caucus groups, sharing experiences with student organizations and peers, and implementation of a peer education program. Questions addressed in the evaluation include: Are you satisfied with your group's conclusions? Are you satisfied your group's conclusions could be put to good use? In what ways can you see the accomplishments of this Congress being put into use on Allegheny's campus? What did you personally get out of participating in this Congress? What would you have done differently? What was the high point, and what was least interesting? What wasn't covered that you feel is important?

Fitness Feud

Charles County Community College

Contact:

Charles County Community College
Enrollment: 5,925
Public, Two Year Institution

Linda Smith, M.Ed.
Project Manager
SMART Center/Safe Communities Office
Published in 1996 Sourcebook

Objectives:

- To identify student responses to questions on alcohol and other health issues
- To provide daily activities which promote personal wellness

Description:

In preparing for the National Collegiate Health and Wellness Week, co-sponsored by the Southern Maryland Alcohol/Drug Resource and Training (SMART) Center and the Wellness Center, one strategy is to provide daily activities that promote the overall idea of wellness. A Fitness Feud, created in a game show format, serves as a noontime activity in the campus center.

Prior to the event, student workers from the Wellness and SMART Centers surveyed students to gather responses to the survey's 40 questions. These responses were tabulated and the top four responses were selected for the game.

A game board to display the responses was created. Students were recruited from other events during the week to prepare a large banner to serve as a stage decoration; another student was selected to host the show. Four teams of five students participated in three rounds of the game, which also included a playoff round. The teams came from a business class, the Student Government Association and the African American Student Alliance.

The response to the game was so positive that a team from the audience was recruited to play an extra round of the game. In addition, the following day two faculty and staff teams were recruited to play a round.

Inside the 'Zou

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,136
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director Student Life
Published in 1996 Sourcebook

Objectives:

- To increase the number of students reached through prevention efforts
- To provide a valuable learning experience for students involved in the creation of a television show
- To reach students with prevention information through creative and unique approaches

Description:

Acknowledging that it is historically difficult to get students to attend prevention programs, the ADAPT staff determined that it is important to reach students in their own settings. Since many of the university's students watch TV, especially the movie channel, ADAPT seized the opportunity to place an educational program between already scheduled movies.

On a weekly basis, students prepare a half-hour television show, which is aired during the upcoming week. Students are responsible for writing, directing, editing, implementing and hosting each show. The show is taped every Friday afternoon at

the university's Academic Support Center; equipment is provided at no cost. The show is aired every Tuesday and Thursday evening following the end of one motion picture and prior to the beginning of the next one.

Topics include issues such as designated driver programs, Alcohol Awareness Month activities, stress and HIV/AIDS issues.

Volunteers manage an entertainment segment featuring a different residence hall. This increases the number of students who view the show because of a desire to see friends on TV. To evaluate the success of the program, a telephone survey of randomly selected students is conducted.

Lifestyle Information for Everyone

Washington and Lee University

Contact:

Washington and Lee University
Enrollment: 1,978
Private, Four Year Institution

Jane T. Horton, M.D.
Director of Health Services
Published in 1997/98 Sourcebook

Objectives:

- To promote healthy and responsible behavior by members of the campus community
- To change unhealthy norms through the use of peer education

Description:

Lifestyle Information for Everyone (LIFE) is a student led organization whose mission is to promote responsible behavior. Trained volunteer peer health educators (LIFERs) are actively involved in programming related to substance, sexuality, and wellness issues. Teaming with counselors in the residence halls, as well as with other organizations on campus, LIFERs lead discussions of these college life issues.

LIFE has melded the health education organizations and activities on campus in to one comprehensive peer health education organization. LIFE utilizes strategies such as peer programs, peer role modeling, and student advocacy to engage numerous constituencies on campus in working to change the campus culture.

Students become involved in LIFE through a nomination, application, interview, and selection process. The rigor of this approach is important to the prestige of the program. Marketing of LIFE's efforts, including the use of a distinctive logo on all materials, helps promote respect for the program among faculty, administration, and students. In materials provided to LIFERs, expectations regarding commitment, confidentiality, judgment, communications, and role modeling are communicated. Positions are available as student managers, group leaders, group assistants, presentation director and assistant, and publicity director.

During training each LIFER is provided with a resource and information notebook which is supplemented as new projects develop. Regular meetings and e-mail communications from the leaders and support staff help keep LIFERs involved. LIFE uses posters, table tents, letters, student newspaper notices, campus cable channel and radio station announcements, and listings in the monthly entertainment calendar and on-line campus events calendar as vehicles for keeping others aware of its efforts. In addition, a newsletter (LIFELINE) and a cable channel talk show promote the program objectives.

Currently, attempts are being made to link LIFERs and individual faculty members to strengthen the ties between the faculty and the students.

Men Against Violence

Louisiana State University

Contact:

Louisiana State University
Enrollment: 27,000
Public, Four Year Institution

Luoluo Hong, M.P.H.
Wellness Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote awareness of the prevalence, causes, and consequences of violence
- To educate students about violence prevention, including managing the use of drugs and alcohol
- To promote violence reduction through policy revision and cultural change

Description:

Men Against Violence is a student organization that represents several campus constituencies working together to reduce campus violence and promote low-risk alcohol consumption. Membership is open to all full-time undergraduate and graduate students; staff, faculty, and graduates may join as alumni members. Student members represent a wide variety of academic settings, ethnic/racial backgrounds, personal interests, and affiliations (such as fraternities, athletics, and ROTC). While membership is open to both male and female students, the organization emphasizes the unique responsibility that men have to end violence and prevent substance abuse, and recognizes their greater effectiveness in reaching other men.

As a volunteer service organization, Men Against Violence provides a range of

opportunities for its members. While some members only attend meetings, others contribute to the newsletter or are actively involved in programming efforts. All meetings and programs are highly interactive and rely on discussion and multi-media techniques for maximum audience involvement. In training the organization members, emphasis is placed on developing facilitation and process skills to conduct open honest and interactive discussions. Training retreats, open to members and non-members, take place several times each year. These retreats allow members to examine in depth a broad array of topics, including sexual assault, cultural competence, masculinity, sex socialization, anger management, conflict resolution, leadership, effective communications, and media advocacy, as well as how each of these areas relates to substance abuse.

Assisting the organization is an advisory board consisting of representatives from the faculty and staff. Representatives from the Athletic Department, the Dean of Students Office, Residential Life, Police, Greek Affairs, Wellness, Mental Health Services, Recreational Sports, College of Education, and Academic Center for Athletes are members of the Advisory Board.

Strategies implemented by Men Against Violence emphasize four primary: Awareness, Community Action, Education, and Support (ACES). The Awareness Team presents the scope of violence within the university community to students,

faculty, staff, and the administration. The Community Action Team promotes policies and programs as well as community service initiatives. The Education Team conducts informative seminars, sponsors lectures, and holds discussion sessions to help gain a better understanding of violence, its causes, and its remedies. Educational programming includes programs titled "Is Liquid Courage Getting You Into Hot Water?" "Boozing and Brawling On University Campuses – Breaking the Myth of Masculinity," and "What Every Woman Should Know Before the First Home Football Game." The Support Team provides intervention and assistance to victims of violence.

Funding for this non-profit student organization comes from annual member dues, product sales, and contributions from on-campus and off-campus sponsors. Included among the on-campus sponsors are the fraternity and sorority councils, residence hall groups, student government, the Athletic Foundation, and the Health Center.

Evaluation of the organization's efforts indicates high receptivity; the collaboration and membership of numerous on-campus constituencies have grown. The campus police department reports a drop in all major categories of crime during the recent academic year. The presence of Men Against Violence on campus is cited as a major reason for this drop in crime.

Network of Student Organizations

Louisiana State University

Contact:

Louisiana State University
Enrollment: 25,317
Public, Four Year Institution

Nancy Mathews, Ed.D.
Associate Director
LSU Student Health Center
Published in 1996 Sourcebook

Objectives:

- To heighten peer awareness and attitudes about substance abuse
- To build a sense of community and mutual caring at the university
- To promote healthful behavior

Description:

The Student Initiatives of the LSU Alliance for the Prevention of Substance Abuse is a network of organizations promoting substance abuse awareness. Each of the participating student organizations sponsors events and activities such as alcohol-free events and volunteer activities, as well as formal and informal education about alcohol and drugs.

Acknowledging that there is a critical mass of students who support low-risk or non-consumption of alcohol, Student Initiatives seeks to identify and empower these individuals. The hope is that, through their participation in Student Initiatives' activities, these individuals will be advocates for campus-wide attitudinal and cultural changes in substance abuse norms. This approach provides a counteracting force to the campus climate which has traditionally been one of excessive drinking and disrespect for self and others. Through participation in Student Initiatives, it is hoped that students will have a stronger sense of mutual caring and community.

To help organize these efforts, Student Initiatives has a Super Board consisting of 12 student representatives. This Super Board recognizes student organizations that promote substance abuse awareness.

Organizations earn points through their involvement. The baseline is the "Purple

level" which represents 150 points. As the organization's participation increases, the "Gold level" of 300 points is reached followed by the "Bengal level" of 700 points. At the end of each semester, all member organizations receive certificates at a reception sponsored by Student Initiatives in coordination with the Office of Student Organizations.

Through this process, the Super Board is responsible for recruiting student organizations. The Super Board places table displays and newspaper advertisements, and participates in large-scale campus events, such as awareness weeks and wellness fairs.

Active organization membership is measured by the submission of activities for recognition by each organization. Currently, Student Initiatives has over 50 active organizations, with 10 organizations eligible for certificates.

Orientation Programs

Brown University
Longwood College
Lyon College

Washington University

Contacts:

Brown University
Enrollment: 7,174
Private, Four Year Institution

Toby Simon, M.Ed.
Associate Dean
Published in 1996 Sourcebook

Longwood College
Enrollment: 3,351
Public, Four Year Institution

Susan Bruce, M.Ed.
Coordinator
Wellness Center
Published in 1996 Sourcebook

Lyon College
Enrollment: 624
Private, Four Year Institution

Diane Ellis, M.A.
Director
Counseling Services
Published in 1996 Sourcebook

Washington University
Enrollment: 11,655
Private, Four Year Institution

Daniel R. Herbst, M.S.
Program Director
Health Awareness
Published in 1996 Sourcebook

Objectives:

- To provide factual information and promote dialogue on alcohol abuse and its consequences
- To inform students about campus resources
- To role model appropriate decision-making about alcohol issues

Description:

Acknowledging that a student's early days on the campus provide an excellent opportunity to establish norms, campus

orientation programs provide information about substance abuse and emphasize healthy decision making. The PEERS, TEARS and CHEERS effort at Lyon College includes student-led sessions for new students during the orientation program which is offered prior to the beginning of the college experience. PEERS addresses the impact that peers have on decision-making related to alcohol; TEARS outlines the various legal consequences of underage alcohol consumption and drunk driving, and discusses the emotional consequences of drinking. CHEERS focuses on appropriate hosting and activities that can be done without alcohol and emphasizes that it is less painful to face one's problems than to hide from them.

Longwood College emphasizes peer role models through several student-led initiatives. The SAIL (Students Actively Involved in Longwood) program begins with the college's original play "Listen to the Silence," which addresses the issues of drug and alcohol use and how it can contribute to sexual assault. Student Orientation Leaders initiate a discussion on alcohol use and sexual assault. They also perform skits about health choices and health problems to spark discussion during the "To Your Health" panel. Further, alcohol-free evening events use a virtual reality experience, casino games and a local version of Hollywood Squares with alcohol-related questions.

At Washington University, one orientation program is entitled CHOICES 101. This is a series of short scenes or "blackouts" that

present many aspects of university life including alcohol use, misuse, and its impact on sexual activities. The scenes are followed by a discussion facilitated by student leaders which use personal anecdotes and campus resources. Floor meetings in residential units follow this activity.

Brown University has established a Sexual Assault Peer Education (SAPE) program to enhance communication and healthy interactions. The SAPE program uses peer educators to conduct a mandatory orientation meeting entitled "Sex without Consent" for all first-year students. An important aspect of the program on sexual assault is the discussion of alcohol and its relationship to dating violence, sexual abuse, sexual violence and miscommunication.

Training is an integral part of the preparation of the student leaders for their role in facilitating these sessions at these colleges. Longwood College requires in-depth semester-long training for all student leaders; Washington University supplements their training with discussion guides. At Lyon College, student participants receive feedback from faculty and staff members who observe them perform the program. At Brown University, people who are selected to become sexual assault peer educators participate in an extensive 25-hour training in which they discuss the many aspects of sexual assault and dating violence; they also evaluate themselves and decide whether they feel ready to address such an emotionally charged and difficult issue.

Pathways to Freedom

Jefferson Community College

Contact:

Jefferson Community College
Enrollment: 10,301
Public, Two Year Institution

Luanne Whiteside, M.S.
Counselor
Published in 1996 Sourcebook

Objectives:

- To provide education on drug/alcohol use involving peer educators in recovery
- To provide support for students in recovery

Description:

Pathways to Freedom is a student group consisting of students in recovery from substance abuse. Established as a student support group, the members recently obtained recognition as an official student organization. Receiving this recognition provides the organization with the necessary structure and legitimacy to allow

it to request funding from the campus' Office of Student Services. Typically, Pathways to Freedom teams up with the Student Support Services Program or the Disability Awareness Organization to implement their campus-wide events. This helps to insure anonymity of Pathways to Freedom members.

Since the college is an urban college with many non-traditional students, appropriate strategies are needed to meet the needs of the transitory student population. Students committed to the cause of substance abuse prevention provide opportunities for others to learn about drug/alcohol issues.

During the fall semester, student members sponsor "Red Ribbon Days" when students hand out red ribbons and a variety of literature on alcohol, drugs, stress, depression, Alcoholics Anonymous, and community

services. In order to encourage student participation, students can sign up for door prizes if they pick up literature. Information is contributed by local support groups, service organizations, the public schools, treatment facilities and the American Lung Association. Another sponsored activity is the "Breaking the Chains Day," which focuses on celebrating personal recovery issues. Students are encouraged to paint t-shirts; cut off a link of chain representing bad relationships, negative thinking, addictive behavior, poor self-esteem and painful personal experiences; and pick up literature on addiction, Al-Anon, children of alcoholics and related issues.

Results of the projects suggest that the approaches used are very successful. Many students pick up literature and wear the ribbons on campus.

Peer Health Education Course

Baylor University
University of California – Irvine
University of Utah

Contacts:

Baylor University
Enrollment: 12,240
Private, Four Year Institution

Cassie Findley, M.S.Ed.
Director
Health Education and Wellness
Published in 1996 Sourcebook

University of California – Irvine
Enrollment: 17,092
Public, Four Year Institution

Marilyn Mendenhall, M.A.
Health Educator
Published in 1996 Sourcebook

University of Utah
Enrollment: 25,226
Public, Four Year Institution

Carol Geisler, Ph.D.
Coordinator
Alcohol & Drug Education Center
Published in 1996 Sourcebook

Objectives:

- To provide students in an academic setting with knowledge and attitudes to implement in their program with peers
- To incorporate critical-thinking skills in student participants
- To facilitate attitude and behavior change among student peer educators

Description:

Academic courses are prepared to provide student peer educators with the knowledge, attitudes, and skills necessary to be effective in their programs.

At the University of Utah, a three-credit course, Peer Educators for Community Action, is offered to train educators in an applied fashion. Ultimately, course planners hope that students will feel better connected to both the campus community and the greater community. Since many of the

students are commuters of non-traditional age and hold jobs, this approach is used to increase the connection that students feel to the campus and to each other.

The University of California – Irvine offers a four-unit class entitled Peer Health Education. While the syllabus includes lectures and discussions on various health issues, students are asked to select a particular health and wellness topic. Through participation in classroom lectures, discussion groups and public speaking projects, students are encouraged to change their social environment.

At Baylor University, the course evolved from a volunteer education project which presented information on numerous issues in a creative interactive format. The class utilizes group facilitation as a learning and presentation process and generates one-hour of community service credit.

The approach used with these institutions is a collaborative one. At the University of California – Irvine, staff from Health Education manage academic accountability, the School of Social Ecology provides academic credit, the Counseling Center staff provides adjunct faculty and various organizations provide speakers and resources. In addition, advanced student Peer Health Coordinators serve as teaching assistants to lead discussion groups and to guide students in public-speaking preparations. The University of Utah's course involves the Alcohol and Drug Education Center, the University Counseling Center, the Office of Health Promotion and the Womens Resource Center. Collaborators in the Baylor University course are Health Services, the

Counseling Department and the Health, Human Performance and Recreation Department.

The emphasis of these courses is in application. At the University of Utah, all students select a "service learning" project through which they can gain experience by working toward a "changing community." The ways in which the students address real community problems are documented on the transcript and reflected in the grade.

At Baylor University, the class requirements include outside meetings and presentations. The peer educators address numerous topics including substance abuse, support services and resources, acquaintance rape, eating disorders and HIV/AIDS. Resources developed at the university include two videos used as ice breakers for presentations, and a helper's guide; designed by peers, the Student Outreach Helpers Guide includes information on campus support services, alcohol and drugs, date rape, depression, and related topics, complete with information, warning signs and symptoms, and referrals and resources.

At the University of California – Irvine, Peer Health Educators present health talks and workshops to peers on campus and to students in local high school. Academic assignments include a research paper, a script of a conversation between college students discussing a relevant health issue, four public talks, a letter to the editor, a public service announcement, and volunteer hours.

Peer-Based Workshops

Chapman University
North Adams State College
University of Illinois at Chicago

Contacts:

Chapman University
Enrollment: 3,285
Private, Four Year Institution

Dani Smith, M.A.
Director
PEER and Health Education
Published in 1996 Sourcebook

North Adams State College
Enrollment: 1,638
Public, Four Year Institution

Michael Goodwin, M.A.
Coordinator
ADEPT Program
Published in 1996 Sourcebook

University of Illinois at Chicago
Enrollment: 25,040
Public, Four Year Institution

Julie Koenigsberger, M.Sc.
Director
UIC Wellness Center

Angela Johnson, M.P.H.
Health Educator
Published in 1996 Sourcebook

Objectives:

- To promote student awareness of alcohol and its effects
- To provide students with opportunities to serve the campus community
- To promote individual decision-making regarding substance use

Description:

A common initiative in peer-based efforts is found with peer education strategies. Students are trained to lead workshops on alcohol and related issues and facilitate discussions.

North Adams State College's peer leader team is called the STARS (Students Taking Alcohol Risks Seriously) for which individuals are recruited. Sponsored by the campus

ADEPT (Alcohol and Drug Education Prevention and Training) Program, students' personal skills, prior experience and perspective on critical issues are assessed. These stars provide education through different prevention formats: drama, media, community service collaboration with student groups and psycho-educational presentations. The activities attempt to create an environment where individuals are aware of the personal and global effects of the use, misuse and abuse of alcohol and drugs. Training topics include: Alcohol 101; The World Beyond These Campus Walls; Decisions, Decisions, Decisions; Educators versus Enforcer; What About Athletes?; Beer, Booze and Books; The Cliff Notes of Physiology; Networking, Sexual Pleasure and Substances; and Women and Alcohol: Popularity, Promiscuity and Pleasure. The responsibilities of the STARS include programming education and referrals. They are trained in confidentiality, knowledge of helpful resources and role modeling. STARS also learn they do not offer counseling or care for inebriated students nor do they dictate habits related to drinking or enforce the college's alcohol policy.

The emphasis of PEER educators at Chapman University is to provide students with opportunities to serve as well as to be served. While they share information on substance use and abuse, peer educators discuss the negative results of poor decision-making. The PEER educators stimulate discussion regarding alternative ways to handle the many complex issues that students are faced with daily. One of the major strengths is that many of the PEER

educators have first hand knowledge of the consequences related to poor decision-making. A central program of the PEER educators is "Choice Points"; it emphasizes the role of stress as well as personal responsibility, decision making, consequences, goal setting and the benefits of adopting a healthy lifestyle. While many students are referred to the program through the university's conduct system, Choice Points is also offered for student organizations, such as athletic teams and fraternity and sorority groups, as an educational tool emphasizing risk management.

The Wellness Center at the University of Illinois at Chicago is a sponsor of the WC Campus Paraprofessional Program. A series of programs is offered by trained peer educators, each of which emphasizes specific health issues. Alcohol-related workshops include: "How to Cure a Hangover and Other True Brew Facts"; this program looks at how to drink responsibly, and includes tips, pointers and stories. The advertising suggests that "the program is for students who choose not to drink and for those who do." The other alcohol-related program is entitled, "Friends Raping Friends: The Facts About Acquaintance Rape," and is identified as a "must see" program for first-year students. Issues discussed in this program include the effects of alcohol, tips on protecting oneself, the effects of rape and available services in the area. The other topics facilitated by the peer educators, while not specifically emphasizing alcohol, include a component discussing the relevant effects of alcohol.

Peervention Volunteer Program

Mesa Community College

Contact:

Mesa Community College
Enrollment: 23,000
Public, Two Year Institution
Heidi-Christa Adams, M.S.
Faculty Member
Counseling Department
Published in 1997/98 Sourcebook

Objectives:

- To increase awareness of drug and alcohol issues among peers
- To integrate positive choices into the student's lifestyle
- To highlight the many opportunities available for personal and academic growth and development

Description:

Based on the premise that people behave in accordance with their own personal belief system, the Peervention Volunteer Program (PVP) builds upon expectancies and social learning theories. This program combines peer education, service learning, and leadership development with students' interests, talents, and goals. The focus on healthy lifestyles, role modeling, and the value of personal and academic growth serves as the basis for helping individuals change and modify their behaviors toward healthier lifestyles.

The most popular format for this peer-based, service-learning program is taking it for college credit. To receive one college credit, a student volunteers 50 hours in service learning, two credits require 100 volunteer hours, and three credits require 150 volunteer hours. Upon entering the program, Peervention Volunteers (PVs) select an area of interest in prevention for their research project. At the end of the first 50 hours of volunteer activity, each of the PVs produces a paper or other report that illustrates his/her learning. In addition, he/she attends class for two hours each week during the semester.

During the next 50 hours, leadership skills are enhanced through participation in BACCHUS as well as the college's Emerging Leaders Program. Most PVs earn certification as peer educators from their BACCHUS involvement. During the final 50 hours, PVs organize and implement substance abuse prevention events, which include information sessions, spring break campaigns, awareness weeks, and red ribbon weeks.

The Peervention Volunteers serve the students, faculty, and staff, either individually or through campus organizations. In addition, they serve three student target populations in the academic disciplines of Mathematics and Business, as well as other

departments. In these target populations, the PVs act as supportive role models to students individually and in groups. They assist with test anxiety, stress management, time management, and self-esteem. During these mentoring sessions, the PVs share their knowledge of the learning process, as well as of goal-setting substance abuse issues in the promotion of student actualization and self-esteem.

The PVs also work in collaboration with community groups and agencies, and they team up with alumni PVs and new PVs to provide classroom presentations and discussion groups on prevention issues. The Peervention Volunteers have also developed a 10-page booklet entitled "101 Positive Choices Around Mesa Community College." These choices are activities such as reading books, playing volleyball, adopting a pet, and getting involved in the Peervention Volunteer Program.

The program's success is evidenced by an increase in volunteer hours from approximately 500 hours per semester to over 2,000 hours per semester, as well as by some qualitative analysis focusing on the Peervention Volunteer's experience in the program. The level of outcome expectations is peer driven and has increased over the last several years.

People Reaching Out to People

Creighton University

Contact:

Creighton University
Enrollment: 6,241
Private, Four Year Institution
Michele Millard, M.S.
Peer Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To ensure that students have preventive health information
- To encourage students to make more positive life decisions through interaction with peer role models

Description:

The PROPE (People Reaching Out to People) Peer Education Program involves 20 active peer educators who conduct a variety of interactive presentations.

Any student, from freshman to graduate student, who wants to become a peer educator takes a three credit class titled "Introduction to Peer Education." The course emphasizes writing activities and requires ten journal entries, a small group project, a community project, an autobiographical paper, quizzes, and an exam.

Upon completion of the training, each peer educator is prepared to make a presentation to any group because students are

cross-trained in all of the topic areas. Training modules also provide a skeleton structure that peer educators can customize to fit their style.

A resource available for the class, as well as for the peer educators, is the office's Web site (its address is <http://www.creighton.edu/PeerEd>). This Web site offers information on many of the topics for presentation. Assistance has been provided from MADD, state research organizations, community groups, and The Century Council.

Evaluation ratings are high, with students expressing their satisfaction with the program.

Specialized Community College Initiatives

Jones County Junior College
Walla Walla Community College

Contacts:

Jones County Junior College
Enrollment: 4,066
Public, Two Year Institution

Maureen Liberto, M.Ed.
Assistant Director
Guidance and Admissions
Published in 1996 Sourcebook

Walla Walla Community College
Enrollment: 4,361
Public, Four Year Institution

Christina Connerly
Program Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote skills among students involved in the substance-free lifestyle organization
- To promote a positive campus environment

Description:

On a two-year college campus of commuter students, involvement in a student organization or club is beneficial. At Walla Walla Community College, the Student Wellness Education and Action Team promotes substance-free lifestyles through both on-campus and off-campus activities. Because it is one of the most visible clubs on campus, its circle of influence continually increases and the club welcomes other college clubs to assist with awareness.

The Student Education and Action Team also assists with the implementation of the Weekend Warrior Bashes and peer education training sponsored by Project Connect. Project Connect links students to community and campus, promoting healthy lifestyle choices.

At Jones County Junior College, the Council on Drug and Alcohol Awareness (CODAA) helps to promote healthy lifestyles. Diverse activities are planned and implemented which reach a broad range of students. Large-scale events are held which involve the entire campus community; these include Alcohol Awareness and Health Day, prevention of drunk and drugged driving,

visits to treatment centers, AA and an educational component (which incorporates AI-Anon meetings). CODAA also sponsors a 3-D Week (Prevent Drunk and Drugged Driving) prior to winter and spring holiday breaks. In addition, CODAA incorporates curriculum infusion efforts.

Community involvement is a helpful aspect of these efforts at two-year colleges. At Jones County Junior College, CODAA members visit surrounding secondary schools and after-school programs to help with tutoring. Much of the focus of these presentations is upon self-esteem and confidence. Student approaches at Walla Walla Community College include participation in RAWHIDE (Rodeo Athletes on Wellness); this organization promotes an educational environment that reinforces healthy, responsible living among rodeo student athletes.

The emphasis in all of these activities is on peer leadership as a central element in promoting a positive campus environment. These student volunteers play a consistent and active part in the planning and implementation of events on the campus.

Student-to-Student

San Diego State University

Contact:

San Diego State University
Enrollment: 28,559
Public, Four Year Institution

Louise Stanger, M.S.W.
Program Director
Published in 1997/98 Sourcebook

Objectives:

- To promote awareness of alcohol issues with members of the university and in surrounding communities
- To reduce problems associated with alcohol use through multiple strategies

Description:

Founded in 1988, Student-to-Student encompasses awareness and information, curriculum, peer-based initiatives, and training. In addition to addressing the needs of the university community, Student-to-Student reaches out to the surrounding community.

The multi-media approach incorporates several strategies, each of which is written and negotiated through the efforts of the peer educators. Public service announcements are prepared for dissemination on the local television and cable station. The local radio station plays 30-second "Smart Tips" recorded by the peer educators. The "Smart Tips" are also displayed during the

home football and basketball games. "Smart Tips" messages also appear on banners and in the campus' daily newspaper.

Student-to-Student has also written and distributed nine handbooks, on a variety of health topics.

These peer educators are well known for their presentations on numerous topics, including zero tolerance, responsible hospitality training, and alcohol abuse. Currently, Student-to-Student promotes team building and leadership skills through intensive learning adventures that teach team problem solving. Student-to-Student has also formed a coalition with the University's Business School and student government to create a Campus Cab Program.

Student Wellness Organization

Plymouth State College

Contact:

Plymouth State College
Enrollment: 3,982
Public, Four Year Institution
Michael Malikowski
OSSIPPEE President
Published in 1997/98 Sourcebook

Objectives:

- To encourage students to adopt a responsible, well-rounded lifestyle
- To enhance a personal wellness lifestyle and promote wellness throughout campus
- To promote awareness of available alcohol-free activities

Description:

The Occupational, Social, Spiritual, Intellectual, Physical, Emotional, and Environmental (OSSIPPEE) are the seven dimensions of the wellness model which are emphasized by this student wellness organization. By promoting and enhancing these seven categories, OSSIPPEE members strive to convince the student body that college life does not necessarily encompass a large social gathering. Organization members attempt to promote the positive aspects of a balanced, healthy life style.

Officially recognized as a student organization, OSSIPPEE has evolved from being an alternative to the social norm on campus to one that promotes personal growth and development in the seven dimensions of

wellness. The organization provides a variety of programs for its members, which are open to the whole campus including movie/game nights, band concerts, theme night hikes, and speakers and performances on alcohol and related issues.

Since OSSIPPEE covers all aspects of wellness, the group does community service to increase awareness and promote goodwill. Activities include working in the local soup kitchen, volunteering at a science center, and donating time to clean up local facilities. To advertise the organization's efforts, messages are posted on the electronic mail networking system and e-mailings are sent to members.

Substance Abuse Services

University of Rhode Island

Contact:

University of Rhode Island
Enrollment: 11,922
Public, Four Year Institution

Peggy Sherrer
Director
Office of Student Life
Published in 1997/98 Sourcebook

Objectives:

- To encourage each student to examine his/her personal pattern of drug and alcohol use
- To understand the psychological, interpersonal and situational consequences of use
- To prepare peer educators to give students the information and skills to evaluate the choices they make

Description:

This peer effort is the primary focus of the campus' educational opportunities. "Drug Jeopardy" workshops provide students with an exciting, entertaining, and educational way to learn about drug and alcohol use and abuse. Interested students may enroll in a three-credit peer educator course entitled Peer Education Training: Strategies for Reducing the Risks of Substance Abuse and Sexual Assault. This course provides the students with the

knowledge and skills they need to be peer educators. The RAM Choices Team, designed for student athletes, focuses on prevention, education, and support and addresses the unique pressures associated with competitive sports.

Awareness activities include "Matters of Substance," a weekly column published in the student newspaper addressing current topics related to substance issues. An art exhibit, titled "True Stories," features photography done by student staff members and quotes from stories about tragic and painful incidents involving drugs and alcohol which are submitted anonymously by members of the student body. To attract students to events, social marketing strategies are widely used. In addition, free food is offered at all events, and prizes or raffles are often advertised. The campus newspaper, voice mail system, and radio station provide information about upcoming events.

In providing services to the campus, facilitators promote self-evaluation and skills development by participants. Workshops on a variety of related topics, such as communications skills, assertiveness,

conflict management dealing with a substance-abusing family member, and handling negative feelings, are conducted in a non-judgmental way using role plays, movies, games, humor, films, and small group exercises. These workshops are co-facilitated by trained student peer educators.

Student employees and interns are the driving force behind most of the University's successful projects. Students frequently complete academic internships that focus on special interests, such as college student development, marketing, public relations, graphic design, multi-media technology, peer education, research, and fine arts. To help prepare the peer educators and staff to identify, and intervene with, students who are experiencing problems with substance use, a technique called "Motivational Interview" is used.

This process helps an individual to explore all aspects of a given addictive behavior, minimize resistance and determine readiness to change.

Evaluation is obtained by using self-assessment questionnaires and information feedback sheets at workshops.

Targeted Peer Assistance

Southwest Texas State University
Utah State University
Villanova University

Washington State
University

Contacts:

Southwest Texas State University
Enrollment: 20,889
Public, Four Year Institution

Judy Row, M.Ed.
Director
Adept Center
Published in 1996 Sourcebook

Utah State University
Enrollment: 20,371
Public, Four Year Institution

JoAnn R. Autry
Director
Office of Substance Abuse
Prevention/Education
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.S.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Washington State University
Enrollment: 19,314
Public, Four Year Institution

John A. Miller, M.S., M.Ed.
Counselor/Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Objectives:

- To provide appropriate personal assistance for individuals in specific groups
- To identify and train individuals to serve as role models and helpers for their respective peer groups
- To encourage healthy decision-making by individuals in the peer group setting

Description:

Institutions offer a series of peer-based approaches in an effort to involve peers and to provide a needs-based approach for distinct groups on the campus. Students may be identified from specific organizations or may volunteer for targeted approach.

Washington State University offers five peer mentoring programs as part of their Peer Health Advocacy Network (PHAN). Team CARE (Cougar Athletic Resource Enhancement) is offered for student athletes; TGIF (The Greek Intervention Framework) is organized for students from the Greek system; Vet Med Peer Helpers incorporates students from the College of Veterinary Medicine; CEAK (Cougars Encouraging Alcohol Knowledge) involves students from the BACCHUS chapter; and in SIRC (Sexual Information/Referral Center) students offer awareness programs on sexuality-related issues. In several programs, students are selected anonymously by their peers because of their listening and helping skills and potential as role models.

At Utah State University, Students Taking Over Prevention (STOP) provides information and awareness on alcohol and drugs. Student volunteers choose which of the teams best uses their individual strengths. Teams present information to audiences of athletes, fraternity/sorority members, judicially mandated students and residence hall students. Other approaches include improvisational theater, Prevention Intervention Specialists (for students struggling with the demands of college life) and workshops on substance abuse and related issues. At Villanova University,

the Peer Assistance Program is designed to facilitate awareness seminars as well as to provide follow-up and support for students working on alcohol and drug-related problems. In addition, a peer-based program is offered for fraternities and sororities who create individual Greek Assistance Teams; five students are designated to become part of a team for their particular organization. The team's responsibility is to respond to individual members' alcohol/drug problems and to refer the individual for education or counseling.

Southwest Texas State University emphasizes the Network as its broad-based peer education program. A primary target audience is Freshmen Welcome Week and seminar programs in an effort to change their misperception that "everyone" consumes alcohol. In addition, the Greek peer education program (GAMMA) includes activities for fraternity and sorority members.

A central element for the peer-based efforts is clearly defined role expectations. Villanova University specifies the responsibilities as developing and presenting educational programs, collecting resource materials that supplement these programs, serving as a role model and maintaining confidentiality. Washington State University's student mentors are trained in helping skills (i.e., active listening, problem solving, and referral) as well as problem identification, intervention, referrals and resources. They also receive training in group facilitation as they provide educational outreach programs to campus living groups and classes.

Team Standard Setting

Luther College

Contact:

Luther College
Enrollment: 2,383
Private, Four Year Institution

Sally H. Mallam, M.S.
Chemical Health and Wellness Education
Published in 1996 Sourcebook

Objectives:

- To clarify team expectations regarding alcohol
- To provide athletes with information about alcohol and related issues
- To acquaint athletes with campus-based support services

Description:

Team Standard Setting (TSS) was established at the college as a way of discussing alcohol and drugs with the athletes. Each athletic team must attend a TSS meeting before the team begins practice.

The first step of TSS is to make arrangements with the Assistant Athletic Director

to send a memo to all coaches before their season starts to remind them to set up a time for their team's meeting. The team captains then meet with the campus Chemical Health and Wellness Educator to discuss the meeting agenda which is prepared specifically for the team based on its unique needs. The captains discuss what the emphasis should be for the educational segment of the meeting.

The typical hour-long meeting begins with introductions and an overview of campus and Athletic Department alcohol/drug policies. It should be noted that the coach is not present so that the team members can feel free to discuss the topics. The educational segment includes topics such as myths about drinking, physiological effects of alcohol, alcohol poisoning and related issues. The captain shares standards from the previous season and motivates the team members to talk openly and honestly about their standards for the season.

The final aspect of the meeting is the selection of Student Athlete Mentors (SAMs). These individuals are responsible for conducting educational programs for their teams, providing a referral service for student athletes and facilitating the TSS meetings.

Following the TSS meeting, the standards are written up and distributed to the entire team. The SAMs from each team take turns in preparing material for a bulletin board and pamphlet rack located next to the varsity locker rooms.

A major factor in TSS success is the fact that it is facilitated by a professional from outside the Athletic department. Second, the group of individuals helpful in implementing the effort is the coaches, as they inform the team of the time and date of the TSS meeting. Third, the team captains are critical for helping to plan and for setting the tone of the meeting.

Theater Presentations

University of California,
Santa Barbara
Western Michigan University

Fordham University
Middlesex Community
College

Contacts:

University of California,
Santa Barbara
Enrollment: 18,224
Public, Four Year Institution
Judy Hearsom, M.S.

Director

Alcohol and Other Drug Programs
Published in 1997/98 Sourcebook

Western Michigan University
Enrollment: 26,537
Public, Four Year Institution

Christine Zimmer, M.A.

Director of Health Promotion and
Education

Published in 1997/98 Sourcebook

Fordham University
Enrollment: 13,909
Private, Four Year Institution

Bill Trabakino, M.Ed.

Director

Student Assistance Program
Published in 1997/98 Sourcebook

Middlesex Community College
Enrollment: 6,021
Public, Two Year Institution

Judith Ramirez, R.N., M.S.W.

Project Director

Alcohol, Other Drugs and Violence
Prevention

Published in 1997/98 Sourcebook

Objectives:

- To heighten students' awareness of the impact of alcohol abuse on multiple situations
- To use a powerful presentation process to affect students' perceptions and behaviors

Description:

The popularity of theatrical presentations in addressing alcohol abuse issues is exemplified by the efforts of four institutions. Each of these projects blends different components to enhance the effectiveness of its theatrical approach. Typical among these projects is the inclusion of a theatrical presentation during new student orientation in the summer or at the beginning of the academic year. These sessions provide an opportunity for new students to be influenced by the pro-health and safety messages.

At the University of California, Santa Barbara (UCSB), a performance of "The Party" portrays students acting out potential events at a college party. Prior to each performance, a large-group activity assesses new students' perceptions of health and safety realities at the university. For example, students are asked to guess the percentage of UCSB students who choose not to drink alcohol. After each performance small group discussion of issues occurs.

Middlesex Community College's "Matter of Fact" improvisational theater troupe performs vignettes about alcohol abuse four times each year in the cafeterias during lunch time. Following the vignettes, the actors remain in character while the narrator circulates through the audience and encourages comments from the audience. Performances are also offered during new student orientation to increase student awareness.

Western Michigan University's initiative, "Great Sexpectations," helps audiences explore myths and realities of sexuality and enhances critical thinking and relationship skills to reduce substance abuse and unwanted sexual experiences. Scenarios are developed based on goals and objectives with a specific outcome of learning in mind. A faculty resource packet with reaction paper formats and interactive post-show learning activities has been created to enhance critical thinking and communication skills.

The Student Life Action Players (S.L.A.P.) is a peer education team at Fordham University that is facilitated through the Student Assistance Program. All skits are written and produced by the student members for a specific audience and with a specific topic. The players remain in character after each skit so the audience can ask questions and offer advice.

Training and academic linkages are important to these theatrical approaches. At Middlesex Community College, the members of "Matter of Fact" participate in a 3-hour conflict resolution training program to provide them with skills to lead discussions and deal with the personal issues raised by members of the audience. At UCSB, students who serve as actors as well as facilitators for the small group discussions receive extensive training through a two-credit sociology course. Western Michigan University's students receive a one-credit practicum experience. S.L.A.P. members at Fordham University are thoroughly trained in all issues presented.

Theatrical Performances

Fort Hays State University
Universidad del Sagrado Corazon
University of South Carolina

Contacts:

Fort Hays State University
Enrollment: 5,496
Public, Four Year Institution

James F. Nugent, M.Ed.
Coordinator
Drug Alcohol Wellness Network
Published in 1996 Sourcebook

Universidad del Sagrado Corazon
Enrollment: 5,199
Private, Four Year Institution

Julio A. Fonseca, Ph.D.
Director
Center for Personal Development
Published in 1996 Sourcebook

University of South Carolina
Enrollment: 26,754
Public, Four Year Institution

Rick Gant, M.Ed.
Coordinator
Student Life Programs
Published in 1996 Sourcebook

Objectives:

- To increase awareness of alcohol and alcohol abuse issues
- To promote honest discussion on alcohol abuse and its implications
- To encourage student involvement in promoting a healthy personal lifestyle and healthy campus culture

Description:

Campuses that use theater in their peer initiatives demonstrate a variety of approaches. The strategy of using live performances engages both the student actors and the audience in the issues being addressed. The University of South Carolina's initiative, *RisQue' Business*, is an original live theatrical performance that has been implemented for over seven years. A troupe of trained student actors addresses a

variety of campus issues in a rapidly moving series of skits. Topics include drinking and driving, alcohol and date rape, suicide, AIDS and related health issues. This peer approach helps raise awareness and provides information through the use of drama, humor and music.

The Universidad del Sagrado Corazon employs *La Red*, a student group that uses skits, songs and dance routines to bring alcohol, drug, and violence prevention messages to its audiences. *La Red* means "fisherman's net"; and in this theatrical process students extend their "net" to see how many drug- and alcohol-free students they can bring in. The focus of these activities is on creative participation by students to promote wellness concepts to the entire campus community. Ultimately *La Red* hopes to develop new social norms on the campus.

Fort Hays State University's "*Tiger By The Tale*" has students encourage peers to reflect on, talk honestly about, and develop positive lifestyle choices. This theatrical approach presents scenarios on current health issues, including alcohol and drug abuse, social relationships and verbal and physical abuse. The process of these scenarios is one that elicits discussion among students.

Students involved in these theatrical approaches may or may not be theater majors. At Fort Hays State University, students are selected because of their commitment to a healthy lifestyle and their ability to communicate with peers. The University of South Carolina incorporates

trained student actors and has received assistance from faculty from the university's Theater department in the past.

These theater groups appear in numerous settings both on and off the campus. *La Red* has a traveling performance troupe that works with students on the campus and at other colleges, as well as with elementary and high school students. It is their hope to model positive lifestyles for others. "*Tiger By The Tale*" presents its scenarios throughout the campus at open performances and in classroom settings, as well as through other faculty sponsored approaches (such as interactive TV). *RisQue' Business* enacts its scenarios on the campus through groups such as Student Orientation, Freshman Seminar, Residence Life and Health Services, and with community groups to further promote their proactive prevention message.

Funding of these initiatives comes through grants as well as payments for performances. "*Tiger By The Tale*" collects performance fees to cover much of its annual budget. Other sources of income include the Student Government Association, alcohol tax grant from local government and residence hall room grants. *RisQue' Business* has a video replication package available to assist others who implement the process.

Results gathered from this process are typically very positive. Program evaluations demonstrate high regard for this approach, particularly with the ways in which serious information is portrayed and understood.

Wellness Program

Bradley University

Contact:

Bradley University
Enrollment: 5,973
Private, Four Year Institution

Melissa Sage-Bollenbach, M.A.
Wellness Program Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To inform students of the effects of alcohol use and its possible negative consequences
- To help students maximize their personal and academic goals

Description:

The Wellness Program, established in 1988, promotes a campus environment where appropriate educational programming is conducted to help students enhance and modify their behaviors. This program addresses concerns about underage drinking and irresponsible drinking behaviors displayed by some students in the university community. Specific programs are focused on first year students, as well as members of fraternities and sororities;

general programs for the entire campus occur each semester.

For students most concerned about living in an alcohol-free environment, the Wellness Program sponsors Wellness Floors in two residence halls. Students pledge to remain alcohol and tobacco free, and participate in a wide range of recreational activities throughout the year.

The Wellness Program sponsors "I'm a Life Saver" booth at which students sign a contract stating that they will not drink and drive nor let a friend do so. They receive a paper "Lifesaver" on which they write their name; this is then displayed on a prominent wall in the student center.

The Peer Educator Program is a significant factor in the success of the Wellness Program. Peer educators are trained through a series of credit and non-credit classes; subsequently, they present information in the "The College Experience" class in which most freshmen are enrolled. The peer educators also give presentations to fraternities and sororities about the

dangers of alcohol abuse and driving under the influence of alcohol. Other issues addressed by the Wellness Program are signs and symptoms of alcohol addiction, confrontation skills needed to talk with a friend with an alcohol problem, and resource and referral information.

Marketing is conducted through advertisements in the campus newspaper, flyers, table tents, presentations during orientation sessions, and participation in the freshman class. Also sponsored by the peers is the Pop Tent where free non-alcoholic beverages are provided from 10 p.m. to 1 a.m. in a public location. Another media campaign is entitled "What could you do with \$6,000?" One subsequent flyer answers the question with options such as buying a car, spending a summer in Europe, or paying off loans. Another follow-up flyer says "What could you do with \$6,000? Defend a DUI? \$6,000 is the average cost of defending a Driving Under the Influence charge. Think about all that money BEFORE you get behind the wheel."

Additional Peer-Based Initiatives

Clear Choices

Lafayette College
Enrollment:2,050
Private, Four Year Institution

Cindy Adams, M.S.
Health Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote alcohol-free activities during the late evening
- To encourage participation in alcohol-free activities by using incentives and by having athletes as role models
- To promote collaboration among diverse student leaders and organizations

Description:

Clear Choices is an umbrella program designed to enhance the existing programming efforts of various student groups and to encourage individual student participation. The steering committee for the program brings together student leaders from numerous student organizations to provide leadership, oversight, and planning activities.

The Clear Choices Program emphasizes the value of alcohol-free activities, with an emphasis on athletic programs. A core group of student athletes representing different varsity sports plans activities to gain visibility for the group and the program.

In addition to athletic activities, there are educational programs and a student-athlete mentoring program.

Evaluation of the individual programs is quite positive. The effect on student drinking behavior is measured through changes recorded on the Core Survey.

Recruitment for Membership

Middlesex County College
Enrollment:11,578
Public, Two Year Institution

John R. Herrling, Ed.D.
Director
Counseling and Placement Services
Leslie Carter, M.A.
Counselor
Counseling and Placement Services
Published in 1997/98 Sourcebook

Objectives:

- To promote involvement in alcohol/drug education among students who are commuters and who work
- To promote education information throughout the college community

Description:

Because of their employment commitments and commuter status, students have limited time to commit to extra-curricular activities. Special efforts are made, therefore, to involve them in the campus-wide alcohol education activities. The Middlesex Alcohol and Drug Education (MADE) Committee works in conjunction with the Peer Guidance Organization (PGO) to promote alcohol and drug awareness and to disseminate information throughout the campus. The integration of MADE and PGO is implemented by a staff member who co-advises each of these groups, thereby assuring continuity and coordination. MADE recruits students during the Student Activities College Fair, held at the beginning of the fall and spring academic terms. MADE also works closely with student leaders who hold offices on the Student Activities Board. Already involved in campus life, these student leaders help recruit other students because their opinions are valued.

Statewide Peer Educator Network

University of Nebraska at Kearney
Enrollment:7,620
Public, Four Year Institution

Maria Fritz
REACH-UP Director
Published in 1997/98 Sourcebook

Objectives:

- To promote student leadership skills in peer education and conference organizing
- To network with peer educators from throughout the state

Description:

The Nebraska Peer Education Network (N-PEN) is an annual student-led peer education conference that has keynote speakers and workshops (e.g., team building, program planning), and that showcases peer education programs. A key element of the conference is also the networking with peer educators from colleges throughout Nebraska.

The conference is planned by the N-PEN leadership team, which is composed of at least one student peer educator from each member institution. The team members serve on committees and/or hold offices. Funding comes from numerous state and local businesses and colleges and universities.

Involving students in planning the conference directly contributes to its success.

TRAINING

Training emphasizes a variety of skills for students, faculty, staff and campus leaders. Individuals learn how to deal with intoxicated students and to intervene with students when it is believed they have a problem with the use of alcohol. Issues of alcohol's relationship to violence, athletics, acquaintance rape and other related problem situations are covered in training programs designed to address alcohol abuse on campus.

Another type of training is designed for those who serve alcohol. This training often includes information on how to verify a student's age vis-à-vis the legal minimum age for purchasing alcohol, and how to determine if a student is already intoxicated so that, in keeping with the law, he/she is not served more alcohol. Related training includes tips on how to withhold alcohol tactfully from both underage and intoxicated individuals, signs of acute alcohol intoxication, identifying contributing factors, and emergency procedures. In addition to these, training content may include leadership skills, program planning, peer education, and workshop presentation skills.

Other training prepares students to serve in a peer-to-peer approach, as counselors, advisors, presenters or resources. Peer educators may implement workshops on a variety of issues, or they may conduct segments of academic courses. Through this type of training the trainers, individuals may conduct workshops or training with campus organizations (with peers or other student groups) or community groups (such as elementary or high school groups).

Training can be offered to targeted student populations based on the specialized needs of these groups. General alcohol skills training may also be conducted for numerous specialized groups, including residence hall students, users of the health center, fraternity and sorority members, athletes and those who violate campus policies. Certification of completion of the training is a supplementary option.

Training is also designed for faculty and staff members. This training might include identification of problem-drinking behavior or intoxication, skills for intervention and referral, and awareness of appropriate resources on campus. Faculty and staff are also trained in methods to increase students' awareness of alcohol-related issues. Residence life staff and students serve as important groups to receive specialized training.

Professionals report the importance of keeping training activities focused and realistic and conducting training in brief segments. They emphasize the need to incorporate current and accurate data into the training syllabus. In addition, student involvement in the planning and implementation of training, as well as in serving as recipients of some of the training, is emphasized. Finally, these individuals cite the importance of following up with individuals who have been trained.

Acute Alcohol Intoxication Assessment Certification Program

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To minimize harm, injury, or death because of acute alcohol intoxication
- To minimize repeated alcohol intoxication occurrences

Description:

The Acute Alcohol Intoxication Assessment (AAI) Certification Program is a training program developed by blending the PARTY Time Hours component of the HEART Program with Rice University's Guidelines

for Dealing with an Intoxicated Person Program. The program is available as a disciplinary referral option as well as for students or student groups who are interested in becoming certified.

The training incorporates interactive sessions within an overall content curriculum. Participants are involved in demonstrations and exercises, view a video, and discuss information provided by the training team of undergraduate interns. Content includes defining acute alcohol intoxication, identifying contributing factors, signs and symptoms of acute alcohol intoxication, information on dealing with intoxicated students, and a handout on ambulance charges. Students complete a 30-item true/false test at the end of the training. If they pass the test, they are HEART certified

in AAI and are cleared to complete community service hours by working PARTY Time Hour night shifts at the Student Health Services. The training is offered eight times each semester, and additional training is presented to clubs and campus living units upon request.

Indication of the success of this program comes primarily from the positive reactions of the students who participate and the groups requesting the training. Also, the night nurses at the Student Health Services appreciate the assistance of the students who are completing these community service hours. In the one year that the training has been offered, almost 400 students have become certified.

Alcohol Skills Training Program

University of Washington

Training

Contacts:

University of Washington
Enrollment: 33,719
Public, Four Year Institution

G. Alan Marlatt, Ph.D.
Director
Addictive Behaviors Research Center

Deborah J. Costar, M.A.
Assistant to the Vice President
for Student Affairs
Published in 1996 Sourcebook

Objectives:

- To reduce alcohol consumption and alcohol-related problems
- To teach skills and facilitate motivation in moderating alcohol use

Description:

In collaboration with the Addictive Behaviors Research Center, the University of Washington has adopted and implemented the Alcohol Skills Training Program (ASTP) in a number of different settings. This program is comprised of eight specific elements and three modalities that have been investigated by the faculty and staff.

The ASTP directly applies many of the central principles of relapse prevention to primary and secondary prevention. The strategies included are:

- (1) Identify high-risk drinking situations (whereby an individual identifies specific circumstances that correspond with heavy-drinking occasions).
- (2) Provide accurate information about alcohol (including short-term negative consequences, blood alcohol level, metabolism, tolerance, gender differences and drinking norms).

- (3) Identify personal risk factors (these may contribute to the risk of developing alcohol-related problems and include factors such as family history, history of behavioral problems or heavy drinking).
- (4) Challenge the myths and positive alcohol expectancies (students examine their beliefs about what they expect to feel or experience as a result of drinking).
- (5) Establish appropriate and safer drinking goals (moderation goals are encouraged for persons choosing to drink, so that alcohol-related problems and intoxication can be avoided).
- (6) Manage high-risk drinking situations (specific strategies are designed to maintain safer drinking goals and practiced with role play and homework activities).
- (7) Learn from mistakes (this acknowledges that mistakes often occur when trying to change an old behavior).
- (8) Attain lifestyle balance (participants are encouraged to establish and maintain a stable lifestyle by balancing what they have to do with what they want to do; they are encouraged to replace rigid patterns with "positive addictions").

Three modalities are used: the Student Correspondence Course manual (a self-guided instructional manual); an Alcohol Skills Training Course (a six- to eight-week course with presentations and discussion); and the Brief Alcohol Strategies and Intervention for College Students (BASICS) (the briefest and potentially the most cost-effective method). BASICS is administered

by a psychologist and consists of two 45-minute sessions, one assesses a student's drinking pattern and attitudes and the other provides the student with feedback about personal risk factors.

The ASTP is offered in four settings throughout the campus. First, the residence hall alcohol educator is a half-time live-in professional who provides ASTP within the context of the residence hall and addresses issues of concern to the residents and staff. Students who violate the residence hall policy are required to participate in a two-session ASTP group.

The second area is the Multimedia Assessment of Student Health. First users of the health center interact with a multimedia computer that assesses their drinking habits and screens for high-quantity, episodic drinking.

Third is Project Dionysus, an initiative with the fraternities and sororities. ASTP groups, provided for Greek houses upon request, are tailored and presented either to the entire membership or to the pledge class.

The fourth aspect is the program for student athletes, which is conducted in conjunction with the intercollegiate athletics department. ASTP is provided to student athletes periodically throughout the academic year.

Scientific studies of ASTP have found that, on average, participants who receive one of the three modalities report reductions in drinking and alcohol-related problems in comparison to control conditions at one year and two year follow-up times.

Faculty Training

University of Cincinnati
University of Utah

Contacts:

University of Cincinnati
Enrollment: 28,758
Public, Four Year Institution

Melinda A. Piles, M.Ed.
Program Manager
Division of Fitness and Health Promotion
Published in 1996 Sourcebook

University of Utah
Enrollment: 27,000
Public, Four Year Institution

Jeff Soder, M.Ed.
Program Specialist
Alcohol & Drug Education Center
Published in 1996 Sourcebook

Objectives:

- To assist faculty in identifying and responding to student alcohol abuse
- To increase faculty members' comfort and confidence in addressing alcohol abuse issues
- To address educational and social needs of students and thus to have a positive effect on the educational process

Description:

Faculty training is designed to assist faculty members to reach students where they are. The University of Cincinnati and the University of Utah demonstrate their acknowledgement that faculty are in a unique position to reach students whose primary involvement with the institution is in the classroom. This is particularly true of commuter schools where many students with personal or social needs may not make it to the appropriate services unit on the campus and thus they "fall through the cracks." The University of Cincinnati, a commuter campus, has implemented a program entitled "Retaining the Fragile Student." In a similar way, the University of Utah has implemented "Partners in Prevention" (PIP). The emphasis of these faculty-based efforts is in training faculty to identify and refer students with alcohol treatment needs.

Training at the University of Cincinnati is focused on four small group sessions: Helping a Student to get Counseling; Listening Skills; Empathy versus Enabling; and Risks and Liabilities of Engaging Students. At the University of Utah, training emphasizes how to identify students abusing alcohol, how to intervene and how to help students find appropriate resources. This PIP training workshop is offered twice during each academic term.

Implementation of the workshops is varied: in some instances they are presented by faculty from local colleges and universities; in other cases they are presented by personnel from the campus' Alcohol and Drug Education Center.

Resources complementing the training include a guidebook with referral indicators for alcohol-related problems and personal problems, how and when to assist, the faculty role, local resources, the nature of the problem and prevention initiatives. Recruitment for the training is handled in a variety of ways: the academic dean, through involvement with department heads, is particularly helpful. At the University of Utah, the workshop is advertised in the campus newspaper and a faculty and staff newsletter; fliers are also mailed directly to faculty members. In addition, the PIP program asks prior participants for the names of fellow faculty members who might be interested in the training. An additional resource is a list of the names of faculty members who have received this specialized training presented in a brochure that is distributed throughout the campus annually.

Evidence of success is an increase in knowledge of substance abuse, intervention techniques and resources. Qualitative assessments reveal an overall satisfaction with the program.

Natural Helpers Program

Northwestern University

Contacts:

Northwestern University
Enrollment: 14,014
Private, Four Year Institution

Sandra Derks, M.S.
Co-Director Health Education

Annann Hong, M.P.H.
Alcohol Substance Abuse Educator
Published in 1996 Sourcebook

Objectives:

- To train faculty and staff to serve as natural helpers
- To institutionalize resources to help students academically and socially

Description:

The Natural Helpers training program at Northwestern University is sponsored by the Alcohol/Substance Abuse Education Department. The program involves volunteers who are faculty or staff members from throughout the university community and offers training at each of the two locations of the campus (Evanston and Chicago). The intent of the training program is to help participants to understand the progressive nature of substance abuse and addictions; to emphasize the importance

of intervening; to make participants aware of available resources; and to help them gain the skills necessary to assist someone with a problem.

Training is offered in three stages. The first stage is designed to provide adequate knowledge and skills and includes four 2-hour sessions. The role of natural helpers, data for the campus and its climate, psychological and physiological consequences of drinking and drug use, skills to serve as natural helpers (including establishing and maintaining trust), problem identification and how the university handles referrals are covered in these sessions.

During the second stage, three 3-hour sessions are offered; these emphasize intervention processes and skills, denial, ACOA issues, treatment and recovery processes and support systems. Stage three of the training is offered as a series of 1-hour brown bag lunches held throughout the academic year. Topics included are role plays, depression and suicide, counseling skills, eating disorders, support meetings and a student panel.

Integral to this initiative is an assessment of volunteers' perceptions that is conducted prior to the first training and then conducted annually with the same individuals. Content of the assessment includes awareness of university policies on substance use, intervention and services, faculty and staff involvement, knowledge, comfort level, and perception of student substance use prevalence. Faculty and staff members who participate also complete evaluation forms following each of the training programs.

Documentation provided to the natural helpers includes a training manual, contact sheet and information about curriculum infusion strategies. In addition, natural helpers receive information about the variety of approaches used by the Alcohol/Substance Abuse Education Department in campus prevention efforts. The evidence of success is that to this date 68 individuals have completed stage one and 28 faculty and staff have graduated from stage two.

Peer Health Educators

Clemson University

Contacts:

Clemson University
Enrollment: 17,500
Public, Four Year Institution

Bill Purkerson, M.Ed.
Health Educator

Parvin Lewis, M.A.
Director of Health Education
Published in 1996 Sourcebook

Objectives:

- To prepare students to present programs on health issues
- To develop the instructional information for the programs to be presented by peer health educators

Description:

Peer Health Education is a student organization sponsored by the university's health center. Each peer educator is required to attend an intensive training session and to take a semester long class (three credit hours) to be certified by the health center as a peer health educator. During the class, students learn about alcohol, drugs, sexually transmitted diseases, eating disorders, stress management, depression

and other health-related topics. New peer educators also learn the formats of the programs that are offered to the public.

Over 100 programs are offered by these certified peer health educators each semester. Topics on alcohol issues include "Finding Out" (which addresses stereotypical college drinking behaviors), as well as the differences between responsible low-risk drinking and high-risk drinking. Another program is "I Have a Friend Who..." which helps individuals understand a friend's behavior as well as the enabling behaviors of others. "Hollywood High" presents issues for student athletes, while "Adult Children of the Addicted" emphasizes the needs of the family and describes intervention and treatment issues. "Frisky Business" provides information about the relationship between alcohol and unwanted sex. The program "About Alcohol" examines basic information and defines low- and high-risk drinking, so that low-risk drinking decisions can be made.

Two full-time health educators advise the graduate assistants and the peer health educators. The content of the training and courses includes extensive acquaintance with the outline to be used by the peer health educators. For example, the outline of the session "About Alcohol" contains an introduction, a quiz, a videotape, a review of the quiz and proper responses, and a discussion about low-risk drinking. The program "Frisky Business" begins with an introduction and is followed by research information linking acquaintance rape and intoxication. Rape and substance abuse information is also included as are misperceptions and miscommunications. Conclusions and closure wrap up the course.

The Peer Health Educators program has been operational since 1989, and the emphasis on students educating students is well received on the campus. In the fall of 1995 over 2,500 students were reached through the programs offered.

Student Athlete Initiatives

Ashland University
Bryant College

Contacts:

Ashland University
Enrollment: 5,823
Private, Four Year Institution

Pat Brereton, R.N.C.
Director
Student Health Center
Published in 1996 Sourcebook

Bryant College
Enrollment: 3,450
Private, Four Year Institution

Doris Helmich, M.Ed.
Health Educator
Published in 1996 Sourcebook

Objectives:

- To provide athletes with health-related information
- To decrease athletes' drinking and to provide support to non-drinking athletes
- To assist athletes in their role as leader and model for others
- To build upon the peer-to-peer concept in reaching student athletes
- To establish an environment that results in reduced substance abuse and associated negative consequences

Description:

Dealing with the needs of athletes and the unique role that they play on campus, targeted initiatives such as those found at Ashland University and Bryant College are exciting. Ashland University implements the E.A.G.L.E. Mentors (Excellence in Athletics through Guidance, Leadership and Education) and Bryant College offers the CHOICES Project (Creating Healthy Options In Competitive Environments).

These athlete-focused initiatives build upon similar foundations and highlight the unique needs and issues of athletes, as well as the different needs of the various athletic teams. Part of this particular focus are the time demands and the schedules of the teams; thus, it makes sense to have an individual program focused solely on athletes. At Ashland University, each athletic team selects one to three student mentors, who then become trained in health-related areas. These individuals present information to their respective teams. Each mentor is familiar with the unique needs of his or her teammates and addresses those relevant issues. Bryant College also trains student facilitators to implement workshops for athletic teams. The emphasis of these workshops is to address norms associated with the use of alcohol. Team members, through a non-threatening approach, are encouraged to develop norms that support an alcohol-free environment.

Ongoing support for the trained facilitators is an essential ingredient for program implementation. Bryant College has weekly meetings so that facilitators can support one another and discuss workshop issues with a supervisor. During the implementation of a team-focused workshop, a notebook diary of their progress, which is reviewed on a periodic basis, is kept by the facilitators. Ashland's E.A.G.L.E. Mentors have identified an ongoing pursuit by serving as role models in the D.A.R.E. programs in local elementary schools.

Additional responsibilities for those selected as mentors or facilitators include maintaining a non-judgmental confidential atmosphere, sharing information on referrals with appropriate college resources, maintaining access to educational materials and serving as role models. Bryant College maintains a facilitator contract, whereby individuals state their intention to become aware of campus resources, attend meetings and training sessions, and serve in a professional capacity with their teams.

Implementing the program at Ashland University was facilitated by the attendance at the A.P.P.L.E. (Athletic Prevention Programming and Leadership Education) conference, which was sponsored by the University of Virginia in 1992, of individuals from Ashland's health center and athletic department, and student peers. Adaptations of the "Our Chapter-Our Choice" workshop for fraternities and sororities served as the foundation for the Bryant College initiative.

Evidence of success of these initiatives is the fact that at Ashland University every athletic team designates at least one mentor and their participation increases each year. At Bryant College, the progress is documented by the diary and by the willingness of the teams to examine their current norms.

Student Leadership Development Program

North Adams State College

Contact:

North Adams State College
Enrollment: 1,729
Public, Four Year Institution
Charlotte F. Degen, M.Ed.
Associate Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To increase students' sense of belonging and sense of learning and achievement
- To strengthen students' resiliency in confronting the campus drug and alcohol culture

Description:

The Student Leadership Development Program provides students with the opportunity to associate with like-minded, motivated peers. By linking students with an affinity group, program planners aim to bring about change in the campus culture.

The program is organized into four different areas. Through these efforts, relationships are enhanced, membership is strengthened, on-campus involvement is increased, and students leaders are trained.

The Student Leadership Development Workshop Series provides leadership development training through 16 workshops that teach students aspects of

self-awareness, group membership, and organizational leadership.

The Leadership Discussion Meetings are offered over lunch on a monthly basis with college professionals. Student Leadership Process Participation conferences, offered each semester, motivate students to network with their counterparts at other colleges and with upper-class students in leadership roles at the college. Finally, Student Leadership Recognition provides many publicly reinforcing activities.

Evaluation data demonstrate the popularity of the program based on increased enrollment in the workshop series and program participants moving into positions in leadership.

Train the Trainer Model

University of Houston

Contact:

University of Houston
Enrollment: 30,757
Public, Four Year Institution
Rosemary Hughes, Ph.D.
Director
The Wellness Center
Published in 1997/98 Sourcebook

Objectives:

- To widely disseminate the expertise of the Wellness Center
- To train numerous student groups who offer prevention programs for other groups

Description:

Peer educators from the Peer Education Training Program are required to complete two academic courses: Social Wellness, Peer Education course (three credits) and Advanced Social Health course (one credit) offer academic as well as integration and application components. Students receive specific training in implementing health and wellness education and prevention programs and/or training in interventions and policies for housing supervisors. Students learn how to present workshops, organize campus-wide events and work directly with student issues. One example

of a highly collaborative venture is with the Department of Residential Life and Housing: students applying for a position as a resident advisor are required to successfully complete the Social Wellness course. Another example of this training role is the program provided for volunteers from the Golden Key Honor Society whose members are trained in the delivery of drug and alcohol educational programs to area elementary schools. The overall model involves training student groups who, in turn, offer prevention programming for their peers and/or other student groups in the community.

Training for Residence Hall Personnel

Rice University
Santa Clara University
University of
Maryland Baltimore County

Villanova University
Widener University

Training

Contacts:

Rice University
Enrollment: 4,178
Private, Four Year Institution

Cynthia Lanier, Ph.D.
Director
Published in 1996 Sourcebook

Santa Clara University
Enrollment: 7,513
Private, Four Year Institution

Laurie Lang, M.A.
Health Educator
Published in 1996 Sourcebook

**University of Maryland
Baltimore County**
Enrollment: 10,315
Public, Four Year Institution

Matthew Torres, Ph.D.
Staff Psychologist
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.A.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Widener University
Enrollment: 6,495
Private, Four Year Institution

Kathryn C. Grentzenberg, M.S.
Drug and Alcohol Counselor/Educator
Published in 1996 Sourcebook

Objectives:

- To educate residence hall personnel on the variety of issues surrounding alcohol and substance abuse
- To increase the comfort level in addressing alcohol and substance abuse issues
- To acquaint personnel with the range of resources and services available on the campus

Description:

Training of residence hall personnel includes training for resident assistants, graduate assistants, resident directors as well as desk managers and student leaders. This training is noted in each of the institutions cited in this section and is varied in length and content.

Villanova University implements training in alcohol-related issues for Resident Assistants (RAs). This day-long training session emphasizes attention to the RAs own attitudes and behaviors as well as the impact that they have as student leaders in individual residence hall environments. In addition to the above, the training of Santa Clara University focuses on alcohol poisoning, an immediate area of concern. The University of Maryland Baltimore County implements its training with two two-hour staff training sessions.

Content of the training sessions also varies. Reasons people use substances, potential dangers, risks and consequences associated with use, signs and symptoms of use, constructive confrontation and referral for assessment and/or assistance are included.

As noted, the training at Santa Clara University focuses on alcohol poisoning; during this session a medical protocol for alcohol poisoning is presented. Information emphasizes the causes, symptoms and specific first-aid measures, and the residence life staff in freshman residence halls are asked to present this information at their first floor meeting. The Villanova training includes a distinction between substance abuse and dependence. Information and

strategies on how to care for an intoxicated individual are also provided.

Widener University's training of staff includes having RAs write a drug or alcohol experience that may be problematic: new RAs are asked to identify a situation they fear the most, while experienced RAs are asked to write about an experience that was difficult to handle. These questions facilitate intense discussion on a variety of topics such as getting assistance, lines of responsibility, emergency medical services, confidentiality and not putting oneself in danger.

At Rice University, each semester designated students from each of the halls are trained to care for individuals who become intoxicated. The trained students are available for any intoxicated individual who needs immediate assistance; they make sure that the person gets home safely and remains safe throughout the night. During their training students receive information about the effects of alcohol, blood alcohol concentration, first aid and safety, potential alcohol overdose, signs and symptoms of problematic use of alcohol, and what to do in a potentially life-threatening situation. A current list of the names and telephone numbers of trained students is given to residential supervisors, the social coordinators who plan parties and the campus police.

Wellness Center Initiatives

Longwood College

Contact:

Longwood College
Enrollment: 3,351
Public, Four Year Institution

Susan Bruce, M.Ed.
Coordinator
The Wellness Center
Published in 1996 Sourcebook

Objectives:

- To change the student culture to a more health-oriented norm
- To train student leaders about substance abuse and sexual assault
- To implement numerous approaches that raise the issue of wellness among students
- To build a critical mass of students who are willing to challenge their peers to adopt health-enhancing attitudes and behaviors

Description:

Based on several needs assessments and a "Culture Audit," the campus leadership learned that students did not take responsibility for themselves and that enabling behaviors appeared institutionalized. The campus decided to implement a range of interventions so that students would be more likely to intervene in a substance abuse problem. Three efforts were implemented simultaneously: Wellness Advocates, the Straight Talk Project and revision of New Student Orientation programs.

The Longwood Wellness Advocates program is a student organization that designs programs on health issues. Each student organization and residence hall floor is asked to participate in the program; fraternities and sororities and residence hall

floors are especially targeted because these group members are more likely to socialize together. The Wellness Advocates are trained to identify a problem situation before it happens and also to have trained students available in crisis situations. Students are elected to the program by their peer group based on their ability to be a natural helper. They participate in seven hours of training which emphasizes information about alcohol use and the negative consequences associated with abuse. Students then conduct an assessment of the needs of their particular organization and coordinate an educational program for that group each semester. These programs include preparing educational bulletin boards, bringing their group to campus-wide programs and designing their own educational program.

A monthly newsletter updates the Wellness Advocates about campus wellness events, bulletin board ideas and general wellness information. In addition, a Wellness Advocate Steering Committee composed of 12 students meets monthly. They help revise the Wellness Advocate manual and coordinate monthly awareness events.

The Straight Talk Project is designed to increase awareness of the relationship between alcohol and sexual abuse through the use of drama therapy and peer education. Students portray characters who have survived date rape, child sexual assault, and related violence; most of the situations address how alcohol contributed to the situation. Following the performance, the cast members lead a discussion based on the issues raised during the performance.

Students participating in the Straight Talk Project enroll in a two-credit course that provides research information about substance abuse, sexual assault, and dating violence.

The New Student Orientation initiative is designed to assist new students to be successful academically and socially. An essential component of this program is the use of peer role models, who complete a lengthy training program. Students watch Longwood's original play "Listen to the Silence" on their first day on campus; this play addresses how alcohol and drugs can contribute to sexual assault. The orientation leaders then lead discussions in small groups on alcohol use and sexual assault. Students also attend "To Your Health," conducted by orientation leaders, which features a panel of college personnel and skits about health choices and health problems. New Longwood students must also complete the Longwood Seminar, a one-credit orientation course that addresses methods for academic and social success. The course emphasizes how to prevent a friend from experiencing the negative effects of alcohol use and also presents the consequences of underage drinking.

Through student survey data, it appears that Longwood students' use of alcohol has decreased in quantity and frequency; also problems associated with alcohol use have decreased overall. The Wellness Advocates group appears to have been very popular as it has grown in three years from six students to 170; 78 student organizations are represented.

SUPPORT AND INTERVENTION SERVICES

Support services to assist individuals whose consumption of alcohol is cause for concern includes identification of those with alcohol-related problems, professional screening, interventions with high-risk drinkers, and support and counseling services. The ultimate goal of these support services is to reduce the risk of individuals becoming harmfully involved with alcohol. The services blend educational, intervention, and therapeutic approaches. Conceptual foundations for services include holistic approaches, the health belief model, personal responsibility, and coordinated, campus-wide standards.

Many initiatives in this area are designed for students who have violated legal standards (e.g., students who have been found guilty of driving while intoxicated). These violations may have occurred on the campus or in the surrounding community. Support strategies such as education and discussion groups, peer-facilitated activities, professional assessments, lectures, reflection about personal goals, and self-evaluation are offered. Some include a standard for completion such as a minimum score on a written exam and/or attendance. Community service activities are also available for students who violate campus standards such as residence hall or campus-based policies.

Students may also avail themselves of other services, such as the use of an adult mentor in a pool of trained volunteers from the campus community. Groups such as Alcoholics Anonymous, Al-Anon, Adult Children of Alcoholics, or similar self-help support groups, may be offered on campus or near the campus. Less formal approaches, such as a bi-monthly lunch and an early sobriety group for recovering chemically dependent students, are also available.

Support services also include a variety of procedures, such as how to handle an intoxicated person, how to identify a person who may need professional assistance, how to refer an individual for assistance, and how to deal with a person who is not following through on specified standards. Personal contracts and guidelines for participation in the program are used in responding to referred students and some campuses include a detailed assessment and set of recommendations. Some institutions have detailed procedures.

Target groups include both moderate drinkers and those with problems related to their alcohol consumption. While most of the support services address students, an increasing number of campuses offer an Employee Assistance Program for faculty and staff.

Professionals emphasize the importance of having staff members remain non-judgmental as they interact with those using the support services on the campus. In this regard, confidentiality and careful listening are critical skills. Services that are incentive-based and that are related to real life issues of students, parents and employees are recommended.

To sustain these services on the campus, campus leaders recommend administrative support for and understanding of both the need for and the nature of the services offered. Continuous networking on the campus is critical, and it is important also to ensure that a high level person is on committees that deal with this issue (this will help to keep the administration informed and assist in its understanding of the importance of these support services). In a related manner, training offered by the professionals who implement the support services is helpful for others on the campus.

Alcohol and Chemical Education for Students

Gustavus Adolphus College

Contacts:

Gustavus Adolphus College
Enrollment: 2,379
Private, Four Year Institution

Judith A. Douglas
Coordinator of Alcohol/Drug Education

Naomi Quiram
Judicial Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To provide education that empowers students to make low-risk choices regarding alcohol
- To establish more consistent sanctions for first-time violators of the college alcohol policy
- To promote more personal investment in fulfillment of sanctions imposed for alcohol policy violations

Description:

The Alcohol and Chemical Education for Students (ACES) program is a grass roots educational/mentor-based diversion program available to students who have been cited for a minor, first-time alcohol violation. It was implemented as an alternative to the existing judicial system which, although educational in nature, was perceived by students as adversarial, punitive, and inconsistent. To enhance the program's chances of success, campus planners believed that its name had to be upbeat and positive. The name ACES was chosen because it suggests both playing cards and a "winner" mentality. The program's contents were marketed to student affairs staff, resident hall staff, and security personnel. Articles in the campus newspaper also further described and promoted

the program. Students cited for minor alcohol violations will typically meet with the judicial coordinator who reviews options and procedures. Students have the option of choosing the diversion program or having a hearing before a campus judicial board. Those who choose to participate in the program must sign a "Statement of Understanding."

The ACES program actively solicits community involvement and support. Developed as a collaboration of numerous campus offices, the process involves faculty, staff and peers in providing students with education and mentoring. In designing the program, two objectives were paramount: (1) peers should receive information from peers, and (2) the program should provide direct contact with adult members of the college community. The group developing the program examined sanction guidelines from numerous other institutions; considered educational, judicial, and enforcement models; conducted student focus groups; and reviewed years of alcohol sanctions at the college.

In the peer education component of the ACES program, trained peer educators present an interactive three-hour educational program on alcohol. This program is conducted in a relaxed setting that incorporates lecture, participation, and self-evaluation. The content includes student alcohol use on campus, perceptions of others' use, physiological effects of alcohol, alcohol and sexuality, blood alcohol levels, peer pressure, high-risk and low-risk drinking practices, the campus alcohol

policy, goal-setting, and referral services. Peer educators receive forty hours of training on alcohol, drugs, and lifestyle issues, and provide the three-hour educational sessions on a volunteer basis.

In addition to participating in the educational programs, students choose an adult mentor from a pool of trained volunteers from the campus community. Students make the initial contact with their mentors and continue to meet with them for one semester to further define specific personal goals and contributions they might make to the community.

To partially fund staffing for the ACES program, the college approved the assessment of a \$60 participation fee.

Evaluation of the peer-led alcohol education portion of the program is rated as excellent or very good by virtually all attendees. Participating students appreciate being "talked with" rather than "preached to" by peer educators. The adult mentors indicate that the discussions with their mentees have been fruitful and ongoing; in many instances, the connection with students has continued after the required mentoring period. Further, the number of students with a second alcohol incident has decreased significantly. Program leaders have developed an ACES program manual which is distributed to program participants. It includes student-directed activities, questions, fact sheets, emergency information, problem indicators, and policy information.

Alcohol and Drug Education Assessment

University of Notre Dame

Contact:

University of Notre Dame
Enrollment: 10,309
Private, Four Year Institution

Gina Kigar, M.A.
Coordinator
Office of Alcohol and Drug Education
Published in 1996 Sourcebook

Objectives:

- To provide confidential comprehensive assessments of students referred by the university community or themselves to intervene with them prior to their getting in trouble with the law or the university
- To support students in making behavioral changes

Description:

This student assistance-type program is offered to provide support to the residence hall staff in dealing with identified abusive drinkers. Students are referred to the Office of Alcohol and Drug Education for alcohol-related offenses and are also referred when they exhibit behaviors of concern to the residence hall staff. The residence hall staff remain involved with the referred students throughout the process.

Unique to this program are the built-in support and accountability; however due to confidentiality, this cannot occur without the student's consent and signing of releases.

The initial referral consists of a one and one-half hour assessment. During this time the professional staff member in the Office of Alcohol and Drug Education conducts an interview and has the student complete several instruments as deemed appropriate

at that time, including the Life/Health Screening Questionnaire, the MAPP, the Michigan Alcoholism Screening Test, and the CAGE. The results are compiled in a letter to the student, complete with recommendations and a behavioral contract. The content of the letter cites specifically the assessor's views about the student's involvement with drugs or alcohol, and the student's level of dependency, and signs of psychological or physiological dependence, are cited. Noted also is the individual's average consumption per occasion, occurrences of intoxication, tolerance for alcohol, blackouts, purposes of using alcohol, consequences of alcohol use, extent of loss of control, personality changes occurring while drinking, family history of alcoholism, and any personal adjustment issues of concern. The specific scores on the test taken are noted, with an interpretation of the rating. The student is asked to come back for a 15-30 minute session to discuss the results. If agreed, the residence hall staff member accompanies the student.

The student also receives a Behavioral Contract, which is prepared in the format of goals, activities and consequences. The contract begins with the statement, "Based on the above findings, it is in your best interest to complete the following behavioral contract." Goals include statements such as "I will learn to apply to myself the effects of alcohol on the body and my life, legal implications of alcohol consumption, and alcoholism" and "I will regularly make low-risk choices with regard to alcohol

consumption." An example of an activity in supporting the first goal mentioned above is the completion of an alcohol education program with the Office of Alcohol and Drug Education. The contract notes that additional sessions or counseling referral may be necessary depending on the outcome and successive changes made during this time. Steps in support of the second goal may include abstaining from alcohol for a period of one month, permitting a time of reflection during the educational process, and precluding being intoxicated in the residence hall. A consequence of not accomplishing the goal is running the risk of being ticketed or arrested for consumption by a minor. Another possible consequence is crossing the line from abuse to dependency. Usually the contract is written to be between the student and the residence hall staff member. The student, staff member and assessor from the Office of Alcohol and Drug Education discuss the contract until it is mutually agreed upon at which time it is signed by the student and the residence hall staff member.

This program is personalized with individuals following their own contract based on their own needs. How the education is presented is based on individual students needs, be it one-to-one, group or a combination of the two. Depending on the finding of the assessment, education or treatment may be necessary. The same is true for treatment options which will also be presented in the behavioral contract form.

Support and
Intervention
Services

Alcohol Skills Training Program

University of Washington

Contacts:

University of Washington
Enrollment: 33,719
Public, Four Year Institution

G. Alan Marlatt, Ph.D.
Director, Addictive Behaviors Research Center

Deborah J. Costar, M.A.
Assistant to the Vice President for Student Affairs
Published in 1996 Sourcebook

Objectives:

- To develop and empirically validate an intervention initiative
- To prevent alcohol-related problems and reduce risks associated with college drinking

Description:

Researchers at the Addictive Behaviors Research Center have worked in collaboration with the University's Office of the Vice President for Student Affairs to implement the Alcohol Skills Training Program (ASTP). In a variety of settings and contexts across the campus, the ASTP combines cognitive-behavioral strategies and harm reduction principles to reduce the risks associated with students' use of alcohol. Recognizing that the majority of heavy-drinking college students mature out of harmful use of alcohol, ASTP attempts to address how the maturation process can be accelerated by moving the student more quickly through this "window of risk."

Major areas of emphasis in these cognitive-behavioral strategies include setting drinking limits, monitoring one's drinking, rehearsing drink refusal, and practicing other useful, new behaviors through role play. Through the use of these strategies,

heavy drinking college students are taught new skills for safer drinking.

The ASTP programs have been implemented in five distinct areas of the university. First, in the residence hall setting, programs are provided to address issues of concern to residents. These include a "jeopardy game," with facts about alcohol, and a participant-involved program that illustrates the relationship between acquaintance rape and alcohol abuse. Students who violate the residence hall alcohol policy are required to participate in a two-session group ASTP.

Second, students who are referred to the Office of the Vice President for Student Affairs for disciplinary action as a result of alcohol-related behavior on campus may be referred to an ASTP group or an individual session.

Project Dionysus incorporates ASTP in the fraternity and sorority system upon request. Workshops tailored to the specific needs and interests of the requesting group are presented to the house at large or to the pledge class. Fifth, the Student Athletes Program provides programs either to a single team or to all athletes participating in team sports during a given academic term.

ASTP directly applies many of the central principles of relapse prevention to primary and secondary prevention. Harm reduction is specified as a public health model for behavior change that seeks to reduce harm that can result from a particular behavior. ASTP is based on the following eight harm reduction principles:

- Identify high-risk drinking situations.
- Provide accurate information about alcohol.
- Identify personal risk factors.
- Challenge myths and positive alcohol expectancies.
- Establish appropriate and safer drinking goals.
- Manage high-risk drinking situations.
- Learn from mistakes.
- Attain lifestyle balance.

Thus far three studies have been conducted to empirically test the effectiveness of ASTP. In the first, the efficacy of the eight-week ASTP classroom course was compared to an alcohol information school with information and no coping skills: drinking was significantly more reduced among students receiving the ASTP. The second study compared the effectiveness of three ASTP modalities (a six-week classroom format, a one-hour brief intervention and a manual driven correspondence course): all students significantly reduced their alcohol consumption during the course of the study. In the third study, incoming freshmen were screened to select those most at risk for alcohol problems to participate in the courses. Students who received the Brief Alcohol Strategies and Intervention for College Students (two 45-minute sessions building on the results of an instrument) made significantly greater reductions in their alcohol use and alcohol-related problems, compared to the high-risk control groups.

Alpha Omega Delta Class

Fordham University

Contact:

Fordham University
Enrollment: 13,909
Private, Four Year Institution
Bill Trabakino, M.Ed.
Director
Student Assistance Program
Published in 1997/98 Sourcebook

Objectives:

- To help students explore issues and choices associated with drug and alcohol use
- To provide a specific approach for students in violation of the campus drug and alcohol policy

Description:

The Alpha Omega Delta classes are administered through the university's Student Assistance Program. The Greek symbols in the program title signify the philosophy of the class. Alpha represents the starting point, or the present way of thinking, feeling, and acting regarding drugs and alcohol. Omega represents the future optimal attitudes and behaviors, which are low-risk behaviors based on reasons and facts. The Delta symbol signifies the ability to change, representing the clarification process experienced in order to reach Omega.

The content of the class addresses knowledge, attitudes, and behaviors of participants concerning alcohol and drugs.

The class promotes low-risk choices and heightened awareness regarding all substances. Three class sessions are offered; students who are required to participate must attend all three sessions.

Students identified for participation in the class attend a preliminary screening interview. To complete the class satisfactorily, a participant must have an accuracy score of at least 75% on a written exam given during the last class session.

The participants rate the program highly. They identify the connection between their family's alcohol use and their own alcohol use, and they demonstrate increased awareness regarding the perceived campus norm.

Support and
Intervention Services

Assessment, Counseling, Education and Referral Service

Fort Hays State University

Contact:

Fort Hays State University
Enrollment: 5,496
Public, Four Year Institution

James F. Nugent, M.Ed.
Coordinator, Drug Alcohol Wellness
Network

Published in 1996 Sourcebook

Objectives:

- To provide training and practicum experiences for students
- To provide an evaluation assessment for drug and alcohol abuse, dependency or addiction for university students, faculty and staff

Description:

The Assessment, Counseling, Education and Referral Service (ACERS) combines prevention and intervention services with the need for practicum opportunities for students enrolled in the recently established Masters Degree in Counseling, with an emphasis in Alcohol Studies, at the university. The service is designed to provide professional counseling and education for university students and employees. Licensed by Alcohol and Drug Abuse Services (ADAS) of Kansas, ACERS allows clients to maintain regular class attendance, employment, family roles and community responsibilities. Clients requiring

intensive in-patient treatment are referred to appropriate off-campus agencies. Referrals are made to appropriate agencies when the services needed are beyond the professional domain or expertise of the program staff and when use of these resources would contribute to the clients well-being. ACERS staff, in its responsibility to provide high quality service to all clients, also conducts screening, education/training and counseling. Additionally, AIDS information is provided.

Admission to treatment services is based on appraisal information obtained through individual client interviews, alcohol screening inventories, alcohol risk scales, interviews with significant others, and court information. Three or more pieces of significant evidence obtained from the appraisal sources qualifies a client for admission to the treatment program.

Many of the referrals to ACERS are for driving under the influence (DUI), or other alcohol-related impairment and health problems noted by the professional staff. An Alcohol Information Seminar certified by the state is conducted three times each semester and weekly meetings are held on campus by Alcoholics Anonymous. A Substance Abuse Group

and a "Working Toward Healthy Families Group" are also conducted.

An extensive operations manual for ACERS covers in detail such issues as clients' rights, personnel practices, the environment, program evaluation, confidentiality, client records and referral. Concerning clients' rights, for example, the responsibility of staff members is that "each client is treated in a legal, humane, dignified, conscientious manner."

It is also specified that each client can expect to have appropriate treatment and a treatment plan and he/she should cooperate in its formulation. In addition to the services for clients, the ACERS offers a training/practicum experience for students enrolled in appropriate classes, such as Psychology and Counseling.

Rooms used by the staff assure privacy and provide quiet surroundings. Documentation used includes the Alcohol and Drug Abuse Kansas Client Placement Criteria Form, Consent for the Release of Confidential Information, the Substance Abuse Subtle Screening Inventory, Inventory of Common Problems and the Michigan Alcoholism Screening Test.

Chemical Dependency Program

Langston University

Contact:

Langston University
Enrollment: 4,013
Public, Four Year Institution
William Price Curtis, Ph.D.
Director
Professional Counseling Center
Published in 1996 Sourcebook

Objectives:

- To reduce student attrition by addressing problems associated with chemical addiction
- To help staff members identify and address the chemical dependency problems being experienced by students

Description:

Operating within the Professional Counseling Center, the Chemical Dependency Program is staffed by a director and a chemical dependency counselor. Three strategies constitute the program: education and prevention; evaluation and early detection; and treatment and referral.

The education and prevention strategies provide staff service programs and theme seminars for students. Peer educators, who are members of the campus chapter of BACCHUS, play a major role in this strategy by organizing seminars on drugs and alcohol

as well as alcohol-free social events. Sample programs include "Red Ribbon Week" and a seminar offered during National Drunk and Drugged Driving Awareness Week.

The strategy is for evaluation and early detection of chemical dependency problems conducted through intake interviews and the administration of the Substance Abuse Subtle Screening Inventory (SASSI). In addition, the Chemical Dependency Program is responsible for administering the drug-free workplace and the drug-free schools' policies. A Chemical Dependency Self-Inventory and a copy of the university's Drug-Free Workplace Policy Statement are distributed to all staff during in-service training activities. Prior to completing the enrollment process each semester, students are required to sign the university's Drug-Free Schools Policy Statement. This signature acknowledges receipt of the university's policy statement and states that the student has read the policy and will comply with the stated terms and conditions.

The treatment and referral strategies are the core of the university's Chemical Dependency Program. These strategies

–Treatment and External Referrals – are used when Detoxification and/or Inpatient Care is required. Rigorous intervention procedures are used. Consistent with standard procedures for Employee Assistance Programs, the university's Chemical Dependency Program routinely refers staff members to external treatment facilities. Once an individual has verbalized his/her interest in receiving help with an addiction, students typically receive assistance from the Chemical Dependency Counselor, who provides individual and/or group counseling. Students are encouraged to maintain consistent involvements with local chapters of Alcoholics Anonymous. Where possible and when required, students are referred to local in or out patient treatment facilities which agree to accept them on a sliding fee scale.

For students, success of the Chemical Dependency Program is measured by the extent to which they remain in school following the intervention for addiction. For staff members the measurement is based on the extent to which they remain on the job for six months after completing an in or out patient treatment program.

Support and
Intervention Services

Creating Aware Responsible Energy

Eastern Connecticut
State University

Contact:

Eastern Connecticut
State University
Enrollment: 4,590
Public, Four Year Institution
Sherry Bassi, R.N., M.S.
Substance Abuse Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To provide students with a meaningful sanction following a violation of the substance abuse policy
- To provide an opportunity for students to reflect on their high-risk behavior

Description:

Students who violate the university's substance abuse policy are referred to the Substance Abuse Coordinator for an initial assessment. The coordinator provides feedback to the Judicial Hearing Officer regarding the students' future potential involvement with the Office of Substance Abuse Prevention. In this way, sanctions for violations are individualized to obtain a positive learning experience for the students. Further, students have an opportunity to reflect on the consequences of their high-risk behavior.

Students are often assigned to perform community service with the campus' peer helper program known as C.A.R.E. (Creating Aware Responsible Energy). The peer helpers from C.A.R.E. are not aware of the

specific circumstances of the students referred for community service, which assures the individual's confidentiality. Community service activities include assisting in alcohol-free awareness activities (such as bartending for mocktails), participating in resident hall programs presented by the peer helpers, and providing labor for large campus-wide events. Students may also engage in other projects; for example, an awareness video for new student orientation was prepared through this program.

Specific program outcomes include positive role modeling, improved interpersonal skills, ability to take new risks, and formation of new friendships. Further, the C.A.R.E. program has recruited students to serve as peer helpers.

Detox Policy

University of Portland

Contact:

University of Portland
Enrollment: 2,600
Private, Four Year Institution

Bill Zuelke, M.S.
Counselor
Alcohol and Drug Prevention
Published in 1996 Sourcebook

Objectives:

- To educate the student population regarding the dangers of high levels of intoxication
- To provide the appropriate care for those who are seriously intoxicated

Description:

When students become intoxicated, whether through involvement in drinking games, or because of impaired decision making, or other reasons, the appropriate services assist both the individual and staff in the care process. The detoxification policy is developed by both Residence Life and Campus Safety and Security. A local detoxification facility is used to provide appropriate care for seriously intoxicated students. The university staff believes that care for these individuals is not the responsibility of the Residence Life staff or the common student, nor is it within their levels of competence. Further, it is believed that students are generally not aware of the dangers associated with severe

intoxication and need a “wake-up call” to these dangers. Safety and Security and Residence Life staff are trained in implementation of the policy. Students are also made aware of the policy with sanctions levied against students who protect seriously intoxicated peers from being sent to detox. The campus personnel note that detox is a health tool and should be used for health reasons only. It is never used for purposes of punishment.

A three-tiered response to intoxicated students goes into operation when a residence hall staff member or a security staff member observes an intoxicated individual. In the first category, the student is unconscious and non-responsive, and the ambulance is called immediately to transfer the student to the hospital. In the second category, the student is semi-conscious, partially responsive, not in control of his/her actions or thoughts, on the edge of passing out, or is in and out of consciousness, and is transferred to the local detox facility. Following the involvement with the local detox facility or hospital, a session with the University Health Center alcohol counselor is scheduled to help the student reflect upon the experience. The importance of having this approach is to provide the appropriate health response for students who are

severely intoxicated as well as to manage the liability issues. Further, the university staff believes that it is important to not allow students to “nurse or baby sit” the intoxicated student, a service that poses a health risk for the intoxicated student, a liability risk for the “helper,” and minimizes the educational experience of being in the detox facility.

In category three, the student is very intoxicated and not in control of choices or behaviors, and the staff member decides whether to send the student to the local detox facility or to bed. If the student does not reside on campus, the security staff decides whether to hold the student until he/she sobers up, send the student home with friends, or take the student home. In this category, staff members are advised to make sure the student drinks no more alcohol and to realize that intoxication levels continue to rise for one-hour after drinking has stopped, which may make the student more intoxicated over this hour and move the condition to a two or one category.

Because of the detox policy, students are less likely to protect or try to personally care for seriously intoxicated students. Incidents of serious intoxication of this extent have declined since the implementation of the policy.

Support and
Intervention
Services

Drinkers Quiz

University of Maine

Contact:

University of Maine
Enrollment: 9,900
Public, Four Year Institution

Robert Dana, Ph.D.
Associate Dean of Students and
Community Life
Published in 1997/98 Sourcebook

Objectives:

- To promote student retention at the institution
- To provide a safe and anonymous method for a student to determine if he/she has an alcohol problem
- To provide students with easy access to resources

Description:

Acknowledging that the abuse of alcohol is a primary source of student academic failure and is prevalent in college life overall, the University Office of Substance Abuse Services initiated a strategy to assist with student retention. Since students were interested in computers and electronic approaches, the staff examined ways of using these approaches to provide resources with a minimum number of hassles for the students. After reviewing

various options, the staff decided that the most efficient way to proceed was with the development of a World Wide Web site.

In developing the Web site, the staff conducted a literature review of computerized self-assessments. They followed this with a pilot project with the Greek system, consultation with campus departments and student focus groups, and collaboration with Web page experts at the campus's media services office. The Web site's address is <http://www.asap.um.maine.edu/alc/>.

This Web project is a computerized self-assessment for issues related to alcohol use and abuse. The intent of the service is to provide a profile of responsible drinking, a review of frequently asked informational questions, and a resource list for help with misuse problems. The instrument allows answers to frequently asked questions to be linked to research projects and provides a comprehensive individualized self-assessment of alcohol use.

The project was supported by both academic services and student affairs. To advertise the project, several articles were

run in the campus newspaper. The site was linked to all other Web sites at the university, and each student was sent a bright yellow postcard outlining the site and the site address.

Within the first six months of existence, the site received over 6,000 visits; the Drinkers Quiz is especially popular. Many individuals have been complimentary about the site, which is seen as cutting edge and "cool." It is safe, secure, anonymous, and relevant to the needs of students. Frequently asked questions concern: standard penalties for driving while under the influence of alcohol, how to help a friend, alternative activities, and ways to refuse offers to drink or party.

In the self-evaluation, students who are identified as potentially having an alcohol problem are provided guidance on strategies to address their concerns. Suggestions for help include advice on seeking professional assistance, talking with others, and students monitoring their own behavior. As a result of the self-assessments, eight students were referred to substance abuse services during the first six months of the program.

DrinkWise

University of Michigan

Contact:

University of Michigan
Enrollment: 36,543
Public, Four Year Institution

Keith Bruhnson, M.S.W.
Manager
Health Promotion Division
Published in 1996 Sourcebook

Objectives:

- To prevent and reduce alcohol-related problems
- To reduce levels of risk by using an adult education approach which applies knowledge and skills to personal behavior change
- To offer choices to clients in the selection of treatment goals

Description:

Following a strategic campus-wide task force and planning process in 1990, major recommendations were made, including the adoption of a brief intervention approach and development of new alcohol education/prevention programs. A survey revealed that most alcohol problems in the campus community were of the mild to moderate range and not appropriate for conventional community abstinence-based programs.

Designed as an early intervention program intended to prevent and reduce alcohol problems among its clients, DrinkWise has a target group that extends from moderate drinkers to alcoholics. DrinkWise is a voluntary program for those with alcohol problems of mild to moderate severity and is not appropriate for those who are

severely dependent, who believe themselves to be powerless over alcohol, or who face significant impediments to participation in an educational program of this nature. However, members of the DrinkWise target group are at elevated risk of developing alcohol problems by virtue of their drinking practices. They are drinkers who exceed moderate guidelines and are at increased risk of experiencing alcohol problems: specifically, as identified in the DrinkWise materials, "as the number of 'risk drinking practices' and the extent of involvement with each increases, so does the likelihood of developing alcohol problems."

DrinkWise uses an adult education approach. It provides participating individuals with knowledge and skills that can be applied to cutting down and modifying their drinking, or cutting it out all together. For this approach to be effective, individuals have to believe that their drinking practices are learned behaviors and that they are capable of modifying these practices. The focus of this approach is upon a specific behavior without significant attention to root causes, predisposing conditions, or a functional analysis of relationships. Discounted program fees are available for faculty, staff and graduate students. Individuals becoming involved with DrinkWise commonly report concerns about harmful long-term health effects of their current drinking levels, as well as negative feelings about themselves due to their drinking practices. Of primary

importance in their program choice is the opportunity they have to select their own treatment goals (moderation or abstinence). Three approaches are available: the individual format, the group format and the telephone format.

Advertising for the Faculty and Staff Assistance Program includes posters with percentages recorded on them. For example, there is a poster with "97%" on it; with an elaboration, in small print, that "97% of U of M faculty and staff have less than two drinks per day or do not drink every day." And there is a poster with "86%" ("86% of U of M faculty and staff would not enable a friend or colleague's problem drinking by making allowances or covering up").

Located within the University Medical Center's Health Promotion Division, the DrinkWise program offers the opportunity to continue research efforts on the program's effectiveness with various populations and to experience potential cost savings and health care utilization. Individual data are collected and assessed regarding patterns and level of drinking, negative consequences, health status, and life satisfaction scores. This is done at the beginning of the program, at the completion of the program and at three and nine month follow-up periods. The 10-week program is completed by approximately 80% of those who enroll. Abstinence is cited by approximately 20%, and reduced alcohol consumption is cited by 80% at nine months after the program completion.

Support and
Intervention Services

Insight Program

Northern State University

Contacts:

Northern State University
Enrollment: 2,683
Public, Four Year Institution

Kathy Forsyth, M.S.
Insight Coordinator

Deb Hofer, M.S.
Counselor

Published in 1997/98 Sourcebook

Objectives:

- To provide information on and emphasize the consequences of the high-risk use of drugs and alcohol
- To provide unified, progressive discipline procedures for drug and alcohol policies and local laws
- To provide appropriate and early intervention to those students harmfully involved with chemicals

Description:

The Insight Program is a progressive, disciplined system designed to implement the State Board of Regents' policy on alcohol and drugs. The system has two levels: Level I includes an eight-hour educational program and Level II offers ongoing individual and/or group counseling. The centralized discipline for the campus and the community promotes collaboration among Residence Life, the Athletic Department, and the Local Judicial Court System.

The Insight Program was established to correct inconsistencies in the existing system of sanctions that resulted in a lack

of student awareness of behavioral norms regarding the use of drugs or alcohol. The university implemented educational assessment, counseling, and referral components when the State Board of Regents gave approval for such action.

Information regarding the policies is disseminated in the Student Handbook, the Residence Life Handbook, residence hall meetings during New Student Orientation, a "Responsible Decisions" brochure, and, for athletes, mandatory attendance at a meeting where policy and sanctions are outlined.

For a first violation (Level I), students must attend and comply with the recommendations of the Insight class, an eight-hour educational experience. The didactic presentations and group discussions emphasize changing student behavior. Using the course "On Campus Talking About Alcohol," the risk-reduction program helps students assess their own problems and determine an appropriate course of action for themselves.

For a second violation (Level II), students must attend individual and/or group counseling for a period specified by the counselor. The procedure requires students to follow the recommendations of the counselor and to complete a completion of a formal assessment. A third violation (Level III) results in suspension from the

institution. In compelling circumstances, a student may continue to attend while participating in an approved substance abuse treatment program.

In the university's athletic program, five levels of action and Levels I and II of the Insight Program form a system of incremental interventions; in this process, multiple violations result in more education and counseling with longer suspensions from the team.

The Insight Coordinator tracks referrals to the program from sources on and off the campus to determine which level of intervention is the most appropriate. Each additional violation of campus policies and/or state laws dictates advancement to the next level. Program fees make the Insight Program entirely self-supporting; the university provides office and other support services.

Evaluation demonstrates that participants in the Level I educational class show a 34% increase in knowledge about the high-risk use of alcohol and drugs; 93% of the students stated they examined their own use as a result of the program. The local court judge reports a decrease in repeat violators of underage alcohol consumption laws. Further, a street poll indicates that students believe the university's alcohol policy is fair and a positive step towards healthier living.

Life Skills Referral Program

Boston College

Contact:

Boston College
Enrollment: 14,698
Private, Four Year Institution

Kimberly Timpf, M.Ed.
Assistant Dean for AOD Education
Published in 1996 Sourcebook

Objectives:

- To create an awareness of the incongruency between substance abuse and education of the whole person
- To promote individual talents and differences
- To address policy violations by promoting individual talents and differences

Description:

The Life Skills Referral Program is a component of the Referral Procedures for Students Involved in Policy Violations related to drug or alcohol use. Students are referred either through the Office of the Dean for Student Development or the University Housing staff. The program is an individually based educational program in which students are assigned projects by the program coordinator and receive feedback and further guidance upon completion, if necessary.

A student who is involved in a drug- or alcohol-related policy violation may be referred to the Life Skills Referral Program. Upon receipt of a referral letter, a 15-minute individual session is scheduled

with the student, at which the program's coordinator, who is a graduate assistant, determines the amount of time, effort and supervision required for the student's assignment. Typically, the time needed to complete the activities and programs ranges from two to six hours.

There are three levels of involvement for referred students who are identified. Level One represents a minimal level of involvement/time. Activities include: sitting at an information table, developing an ad for the campus newspaper, preparing a flyer and getting it approved, reading selections of alcohol abuse literature and writing a two-page response paper, and viewing a video from the Office of Alcohol and Drug Education then writing a two-page reaction paper. Level Two represents a medium level of involvement/time. Activities include creating a theme-based bulletin board for a residence hall floor, developing a one-hour alcohol education program, attending two alcohol or other health-related programs in the residence hall and writing a paper for each of them, developing a list of alcohol support group meetings, and preparing a paper regarding services and activities in the community. Other activities at this level include interviewing a student in recovery and writing a paper after the interview, developing a list of campus support services, interviewing a

hall director on alcohol-related issues, and identifying areas of the campus that need improvement. Those activities needing a high level of involvement/time (Level Three) include attending a six-hour risk assessment program, participating on a committee of alcohol policy violators and developing an interactive educational program, writing a proposal for an alcohol-free bar on the campus, and working on a committee to develop alcohol-free programs and events for the residence halls.

Upon completion of the project, students schedule a 15-minute follow-up interview with the program coordinator and/or write a paper.

Positive feedback from students is received immediately upon completion of their projects. The students cite as the program's strengths the opportunity to work with someone in a one-to-one setting, the opportunity to address issues not specifically related to alcohol, the opportunity to be creative in the approach to problems and the value of being an active participant in the process. Another positive outcome of program participation is that many students have become actively involved in the campus prevention efforts.

Initial evaluation of this project reveals that there has been a decrease in repeat offenders.

Support and
Intervention Services

Mandated Program for Alcohol Policy Violators

New Mexico State University
North Dakota State University
University of North Dakota

Contacts:

New Mexico State University
Enrollment: 15,643
Public, Four Year Institution

Scott Moore, M.A.
Manager
Student Judicial Affairs/Special Services
Published in 1996 Sourcebook

North Dakota State University
Enrollment: 9,665
Public, Four Year Institution

Michelle M. Ritcher, M.A.
Coordinator, Alcohol Education Program
Published in 1996 Sourcebook

University of North Dakota
Enrollment: 11,521
Public, Four Year Institution

Karin L. Walton, M.A.
Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Objectives:

- To provide an educational sanction for students who violate the campus alcohol policy
- To assist students with self-assessment of their use of substances

Description:

Education groups are established for students who have violated the campus alcohol policy. The group reduces future chances of the participating student's involvement in alcohol-related problems.

At the University of North Dakota, the "You Call the Shots" class combines information and group discussion to integrate alcohol

information with the student's personal use of alcohol. Incorporated in this program is an effort called Calculating Risks, a personal assessment that presents students with information about their drinking choices and helps them to determine whether they are low-risk or high-risk drinkers.

North Dakota State University's program also contains two parts: dissemination of information about the physiological and psychological effects of alcohol use and abuse and the utilization of psycho drama. In the psycho drama element, professional university actors perform 90-minute vignettes or role plays around the issues of alcohol and relationships, drinking and driving, social host liability, acquaintance rape and overall inhibitions when consuming alcohol. The psycho drama is used to convey the impact of alcohol-related issues in students' lives. Following each vignette, the facilitators lead a discussion focusing on participant reactions.

The approach at New Mexico State University is a positive incentive-based program, allowing those who attend to reduce the length of their disciplinary sanction by 50%. The three-hour educational program is interactive and discussion centered.

Implementation of these efforts is also varied. While North Dakota State University involves professional actors for part of

its session, other professionals in each program include a counselor, a residence hall director and a counseling intern. The University of North Dakota uses peer educators to facilitate the alcohol education class. At New Mexico State University, coordination of the program is a joint effort between the Judicial Affairs Office, the Housing Department, and the Counseling Center.

Results reported by the campuses appear positive. At New Mexico State University, reported alcohol violations appear to be down by over one-half. Further, recidivism rates of those who attend the program are lower than those who choose not to participate. At North Dakota State University, students involved in the program provide positive responses. Participants are asked to prepare a two-page paper that describes the incident that led to the violation of the campus alcohol policy and also provides comment on their experience with the alcohol education program. The program provides an opportunity for training of counseling interns to develop their facilitation skills. At the University of North Dakota, students appreciate receiving statistics to identify personal risks, factual information and not being talked down to. Their personal reaction papers illustrate what addressing their own low-risk and high-risk choices mean to them.

Personal Education, Assistance, and Referral (PEAR) Program

University of Pittsburgh

Contact:

University of Pittsburgh
Enrollment: 27,000
Public, Four Year Institution
Shirley Haberman, Ph.D.
Health Education Administrator
Published in 1997/98 Sourcebook

Objectives:

- To reduce problems related to drug and/or alcohol use on campus
- To identify students harmfully involved with drugs or alcohol and refer them to the university's network of support systems
- To promote uniform sanctions for drug/alcohol offenses

Description:

Based theoretically in the Health Belief Model, the Personal Education, Assistance, and Referral (PEAR) Program attempts to reduce the barriers that keep students from seeking health-enhancing lifestyle behaviors. Students who violate campus policies regarding drugs or alcohol are referred to the PEAR Program as part of the sanctioning process. While some students refer themselves, the majority of referrals originate from the Residence Life staff, the judicial board, faculty, the Counseling Center, the Learning Skills Center, Campus Safety and Security, and local magistrates.

The four session PEAR Program includes three 90-minute small group educational sessions. An instructor's manual describes

the step-by-step process for the structured curriculum for each of the three educational sessions, including the evaluation instrumentation, handouts, and hard copies of each of the overheads. At the beginning of the first session, a confidential pre-test is administered to identify students' attitudes and experiences with drugs and alcohol; a student information form that addresses problem behaviors is also completed. The first session, "Alcohol and Alcohol Related Problems," discusses what brings participants to the PEAR Program, their current patterns of use, and their knowledge of alcohol as a substance. Other topics include college students as a high-risk group, the linkage between alcohol-related problems and quantity and frequency of drinking, tolerance and impairment, BAL (blood-alcohol level) information, second-hand alcohol abuse, avoidance of negative consequences, and high-risk alcohol choices. A mandatory homework assignment has students keeping a record of alcohol use: the dates, the amount of alcohol consumed, why and where it was consumed, money spent, and second-hand alcohol abuse experienced.

The second session, "Decisions About Alcohol Use and How to Help a Friend," emphasizes low-risk and high-risk choices about alcohol, the connection between alcohol abuse and negative consequences, warning signs of an alcohol problem,

campus resources, and how to help a friend with an alcohol problem. The mandatory homework assignment after this session repeats the assignment of the first week and adds tobacco and drugs.

"Drugs Other Than Alcohol," the third session, addresses myths about drugs of abuse, characteristics of marijuana, and the effects of several drugs. Also at this time, students complete the post-test and the evaluation. The fourth session is an individualized assessment which uses the student's classroom experience along with the student information form completed during the first class session; a referral may be given at this time.

The PEAR Program appears highly successful as it is widely recognized throughout the campus community and serves as a deliberate and comprehensive referral mechanism. The pre-test/post-test assessment tools measure knowledge and attitude changes. The feedback questionnaire completed at the end of the program provides students impressions of the PEAR Program. In addition, participants are contacted 3 to 6 months following completion of the program with a telephone survey to assess the impact of the program on their lifestyle choices and their attitudes regarding drug or alcohol use. The long-term outcome assessment examines recidivism, academic performance, and graduation rates.

Support and
Intervention Services

Student Assistance Program

Tufts University

Contact:

Tufts University
Enrollment: 8,089
Private, Four Year Institution
Armand Mickune-Santos, M.A.
Director
Alcohol and Health Education
Published in 1997/98 Sourcebook

Objectives:

- To offer educational opportunities and support services
- To counteract the myth that most students abuse substances
- To promote a holistic approach to health and wellness

Description:

The alcohol and health education program promotes a holistic approach to health and wellness by providing a comprehensive Student Assistance Program (SAP). The SAP offers individual counseling, support group services, professional assessments by licensed chemical dependency counselors, educational programs and workshops, peer education/leadership training, and substance-free housing. The focus of the SAP is upon prevention, although ongoing

intervention services are provided. This prevention strategy is chosen to address the larger needs of all students on campus. The educational opportunities and support services offered from a prevention perspective focus on dispelling the myths that “everyone at college drinks to get drunk” and “they are expected to do so.”

Peer educators and leaders provide educational outreach and support services. The “Just the Facts!” program is a social norms marketing campaign designed to promote positive attitudes and awareness to effect environmental change. This campaign concentrates on the norms of the population rather than the extremes. The “Ears for Peers” is a peer organization designed to help students cope with their problems, understand and express their emotions, and find possible solutions to concerns. The SADD, BACCHUS, and Tufts Sex Talks organizations promote alcohol abuse prevention with practical solutions to address drunk driving; major components include campus activities, community service, and the “Contract for Life.” Other activities of

the SAP include self-help groups (such as Alcoholics Anonymous and Narcotics Anonymous) and wilderness/experiential outdoor living skills opportunities (such as sea kayaking, rock climbing, and an ongoing yoga class).

Two courses for peer educators are offered on campus. “Peers for Positive Change: Leadership Skills and Health Education” deals with pertinent issues related to peer health education; students receive training on presentations and group facilitation skills. The “Peer Education Training: Gender Issues” course trains peer educators to lead small group discussions in residence halls on a variety of issues related to men and women, including roles, relationships, and violence in relationships.

Feedback from all parts of the campus community has been positive and inspiring; as a result people want to get involved with the program. Co-sponsorship of programs by other student groups and cultural centers on campus provides opportunities for collaboration and sharing of resources.

Substance Abuse Education Seminar

Eastern Michigan University
Utah State University

Contacts:

Eastern Michigan University
Enrollment: 23,777
Public, Four Year Institution

Jane Goerge, M.A.
Health Educator
Published in 1996 Sourcebook

Utah State University
Enrollment: 20,371
Public, Four Year Institution

JoAnn R. Autry
Director
Office of Substance Abuse
Prevention/Education
Published in 1996 Sourcebook

Objectives:

- To help participants understand the health risks of substance abuse, including physiological and psychological effects of drugs and alcohol
- To promote skills for low-risk decision making
- To encourage appropriate referral and treatment for alcohol problems

Description:

Programs such as those highlighted in these two universities are established to provide information, skills and resources for students found to be in violation of the university's alcohol and drug policy. Rather than having a disciplinary action alone, these educational sessions are designed to help students address the consequences of their drug or alcohol use.

The Checkpoint program sponsored by Eastern Michigan University is offered for students who are in violation of the campus alcohol/drug policy. Referrals typically come from the Housing Department, Athletic Department and the Office of the Dean of Students. In addition, some students enroll for academic reasons, such as to prepare a speech or write a paper and other students participate to increase their ability to make low-risk decisions concerning alcohol or drugs. Other students are referred by the county court system.

Utah State University's initiative is one of 18 "teams" constituting the campus STOP (Students Taking Over Prevention) program. The Alcohol, Tobacco and Other Drug (ATOD) facilitators teach a class of judicially mandated students or other students.

The class facilitators are students who have received education and training to share information regarding the use and abuse of substances, the physiology of addiction, the legal aspects of substance use/abuse and related issues. The facilitators, who have made a two-quarter commitment, provide basic information to help participants assess their use of substances (STOP program).

The length of classes at the two institutions ranges from 17 hours at Utah State University to six hours (three two-hour sessions) at Eastern Michigan University.

In each case the style of the class is interactive. Contents of the programs are similar and include psychological and physiological effects of drugs and alcohol, discussion of the risks and consequences of impaired driving, development of skills for low-risk decision making, identification of resources on and off the campus, legal issues, family background, refusal skills, the zero-one-three process, addiction, and negative consequences of substance abuse.

Each of the programs has expectations for involvement. At Utah State University, participants sign a contract and agree to abide by the guidelines and rules of the program which include attending all sessions, being on time, participating fully, keeping discussions confidential, following up on recommendations, maintaining freedom from substances, and writing assignments. The Checkpoint program at Eastern Michigan University also requires full class attendance; in addition, participants must obtain a score of at least 70% on a written knowledge evaluation administered at the end of the course, complete an anonymous program evaluation, and participate in an exit interview with the Checkpoint facilitator. This exit interview allows the program facilitators to address the participants' thoughts about the program, to discuss referral options and to answer questions regarding the knowledge evaluation.

Support and
Intervention Services

Support for the Recovering Chemically Dependent Student

Brown University

Contact:

Brown University
Enrollment: 7,641
Private, Four Year Institution

Bruce E. Donovan, Ph.D.
Associate Dean of the College
Published in 1997/98 Sourcebook

Objectives:

- To support the recovering chemically dependent student
- To assist students who have a significant past history of drug and alcohol use
- To foster effective functioning of students in the academic setting
- To promote mutual help among participants

Description:

In an effort to provide the resources necessary for students to succeed at the university, a variety of support services were instituted. Specific elements of the support services include a policy on chemical dependency, counseling, 12-step meetings, an early sobriety group, a bi-monthly lunch, and policy accommodations.

The policy for chemically dependent students is based on the premise that these students are expected to meet the same standards as other students; however, they may require some adjustments in the procedures used to meet the standards (e.g., lighter than usual course load; support

for extensions). The policy indicates that those students who believe that their academic progress has been negatively affected by chemical dependency should consult with the Associate Dean for Problems of Chemical Dependency. With substantiation of a record of chemical dependence and assurance that treatment has been and will continue to be received, and with the support of the Associate Dean, a student may petition The Committee on Academic Standing for an academic program adjustment. A requirement of involvement in the academic adjustment process is that the student accept a diagnosis of addiction and maintain recovery through continuing treatment.

Although the policy is not widely advertised, it is described to a variety of professional offices as well as to student peer Resident Counselors during their training activities. The policy's existence is made known discreetly to those who are most likely to benefit from its provision, including undergraduates who are already in recovery and those who may soon be in recovery.

One-on-one counseling is provided by the Associate Dean for Problems of Chemical Dependency. In the first phase, informal assessment and referral are provided, assuring that the students receive

appropriate treatment as well as information about the opportunity for support on campus. Follow-up appointments are made as needed. The second phase begins as soon as the student becomes abstinent. This phase includes academic support, counseling, and participation in various campus support services.

Twelve-step meetings (Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, Nar-Anon) meet weekly in settings on or near campus. The early sobriety group (ESOB) meets weekly with undergraduate and graduate students of all ages, and the ESOB supplements other forms of therapy and AA/NA meetings.

The Lunch Bunch meets four to five times each year and is open to all members of the campus community who are in recovery from alcohol/drug dependency. The group provides a natural network of support among members of the campus community and an opportunity to practice social skills.

Evidence of success of the support services is provided primarily by the continuing involvement of participants in the variety of services. In addition, students identified initially as at high risk for dismissal have a good college completion record.

Wellness-Based Prevention and Intervention Program

University of Buffalo

Contact:

University of Buffalo
Enrollment: 24,493
Public, Four Year Institution

Sarah Bihl, M.B.A., M.S.
Director
Student Health System
Published in 1997/98 Sourcebook

Objectives:

- To engage professionals and peers in building a healthier community through cross-referrals of students in need, and through the modeling of empathic listening
- To build student assets and resiliency skills
- To decrease the perceived attraction to students of harmful and risky behaviors
- To target at-risk students in need of education and referral

Description:

The goal of the program is to foster an environment in which personal growth, healthy choices, and positive community values are encouraged. These changes are accomplished by enlisting the support of a key group of service professionals and students committed to a shared investment in this goal.

The development of the program is based on three principles: (1) The cooperative action of many service units working in support of student development will achieve a greater total effect than will the individual accomplishments of any one unit. (2) The strength of positive

environmental support will serve to aid community growth and development, while directing students toward more informed choices. (3) The engagement of peer advocates in the work of these preventive programs and services makes it more feasible for a student in trouble to take the initial steps toward seeking help. A safety net is formed for students at risk whenever two or more of these units come together for intervention purposes.

The program provides an opportunity for students to develop skills and assets such as leadership, critical thinking, community service, resiliency, and high-level wellness. The Living Well Center's POWER Advocate Program (Peers Offering Wellness Education and Resources) is a leading model for this initiative. It encourages asset building so that individuals will have their own internal resources upon which to draw, instead of relying on group decisions or alcohol/drugs as coping mechanisms. Beyond education, the program offers models of how substance-free individuals achieve their success, thus assisting the student to realize healthy alternatives.

Students who violate the campus drug and alcohol policy are required to attend the Student Educational Program for Alcohol and Drugs (SEPAD). This is held in two hour sessions on consecutive Saturday mornings. Taught by professionals in the addiction field, the sessions include interactive discussions and challenging videos geared towards the college audience. Perceptions

about what constitutes an alcoholic or addict are discussed to point out the impact of stereotypes upon personal views and to reinforce unforeseen risks. Participants are reminded of the importance of gathering the resources they need to set out on their chosen career paths. Similarly, students are encouraged to share their reasons for excessive use in an attempt to identify and change their value system to one of greater self-respect. An empowering approach is utilized that contributes to asset development and increased personal control. Finally, students in the program have an opportunity for a personal exchange with a facilitator of the group for additional support.

The program represents a comprehensive system of environmental support and enhancement, and evaluations are conducted by periodically reassessing campus needs through qualitative and quantitative reviews of each program. For example, the pre and post data collected from the SEPAD program revealed that a significant number of participants reflected upon what they had learned when making subsequent decisions about whether or not to use alcohol or drugs. Similarly, significant differences existed in how participants viewed themselves before and after the education in terms of their perception of their problem with alcohol or drugs. The entire package of survey materials and complete results is available upon request.

Support and
Intervention Services

STAFFING AND RESOURCES

Staffing and resources are essential components of a comprehensive campus program. Staffing ranges from professional, graduate level or paraprofessional, to permanent, part-time or periodic. Resources may be specifically allocated or provided through personnel services or facilities. Training may be incorporated to maximize consistency.

A key element of this component is support from the highest levels of the college or university, often demonstrated by the implementation of a task force, coalition, or committee to identify needs as well as to provide direction for the campus-wide effort. In many cases the task force reviews and monitors the campus effort on a regularly scheduled basis. Another approach is to have a task force meet for a limited period of time. Membership of the task force may include key representatives from on and off the campus. On-campus members represent various student services offices, academic affairs, security, maintenance personnel, student organizations and student leaders; off-campus members may include local public officials, service providers, retail establishment owners, citizen representatives and local police. Others represented may include alumni or parents.

The actual staffing of the campus effort may include a full-time professional staff member who is trained in alcohol abuse prevention issues or an individual may have the campus alcohol initiatives as part of his/her broader professional responsibilities. Graduate and undergraduate students often provide educational counseling and/or advising, or serve in some other resource capacity. These may be drawn from paid, volunteer, or internship sources. Focused emphasis is also noteworthy with individuals accomplishing specific tasks appropriate to their area of expertise (e.g., research, evaluation, marketing, or counseling). Personnel are often drawn from various

parts of the campus, such as the health center, student activities or residence life. They may be involved by assignment, or may collaborate and offer their services.

Campus leaders cite the importance of the campus' leadership providing a level of staffing commensurate with the project's efforts. They recommend identifying resources on the campus and being creative in the budget; this may include budget line items in an administrative or student government budget, or fees from student activities or health services.

Other resources for the campus effort include budget allocations and in-kind donations, such as printing, publications, audiovisual resources and publicity. Resources may also include space dedicated for a resource center, space for peer educators, resource guides, training, a library, or related activities.

This component provides a significant foundation for implementing a comprehensive approach for the campus. The blending of overall guidance (such as a task force), skilled leadership (such as personnel services) and tangible resources (such as printed materials or resource locations) helps demonstrate the institution's commitment and sustained implementation of the campus effort. Professionals stress that a high level of dedication by staff members is critical. Typically, campus alcohol abuse prevention efforts are not well staffed and personnel are often overworked. Thus, it is critical to maintain positive attitudes in order to sustain the campus effort. Clearly defined goals within the scope of available staffing and resources helps specify reasonable levels of effort, and an appropriate balance between resources and activities.

Campus-wide Initiative

South Dakota School of Mines
and Technology

Contact:

South Dakota School of Mines
and Technology

Enrollment: 2,463

Public, Four-Year Institution

Ruth Stoddard, M.S.

Assistant Director of Residence Life

Published in 1996 Sourcebook

Objectives:

- To achieve healthy improvements in students' use of alcohol
- To actively promote responsibility concerning alcohol issues
- To reaffirm the expectations of responsible behaviors within the campus community

Description:

Through the collaborative efforts of the associate dean of students, a SADD chapter and the residence life alcohol and drug task force, this campus-wide program deals with the alcohol culture found throughout the campus.

A variety of approaches were implemented utilizing existing staff, student organizations and resources on the campus. Since the school was dominated for years by fraternities and sororities, the emphasis

was on reducing many of the traditions which incorporated abuse of alcohol.

A primary initiative was to make Homecoming alcohol free and a healthy, family-oriented event. Alcohol Awareness Week reaffirmed the themes of responsible behavior through movies, handouts, videotapes, a candlelight vigil, a police presentation and a drunk-driving display.

Cooperation of existing staff was critical to campus efforts. The resident assistants (RAs), who are in a position of leadership, serve as role models with respect to their own drinking patterns and related behavior, and their positions as role models is given careful consideration when they are selected. Through this emphasis the campus has seen a decrease in the quantity and frequency of alcohol consumption by RAs. RAs have also improved their skills in dealing with intoxicated students coming from off-campus parties, in knowing when to call for help, and in ensuring the safety of the intoxicated individual.

Risk management for fraternities and sororities has been established with an emphasis on educational rather than punitive measures. Having more campus

events beyond the fraternity and sorority social calendar is also a consideration.

A central motivating source for the campus, staff and resources has been the establishment of a Students Against Drunk Driving (SADD) chapter on the campus. This was developed when a student (who was an athlete, an RA, a student government presidential candidate and a fraternity member) was involved in a major incident involving impaired driving. In addition to being removed from various positions of responsibility, he was sanctioned to begin a student organization that would educate students about drunk and impaired driving. Many students have joined this organization (SADD). These members wear T-shirts at every planned fraternity/sorority party and offer to drive people home.

This broad-based effort has motivated staff RAs and students to report incidents. Students are receiving the message about responsible behavior and not drinking and driving. Attention to reexamining individual behavior is being encouraged throughout the campus.

Center for Alcohol and Drug Assistance

Villanova University

Contact:

Villanova University
Enrollment: 10,735
Private, Four-Year Institution

Janice Janosik, M.A.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Objectives:

- To promote comprehensive alcohol and drug prevention and intervention for all students
- To offer a variety of programs and services for the entire university community

Description:

The Center for Alcohol and Drug Assistance is staffed by a full-time Master's level director, who is a certified addictions counselor, a full-time Master's level counselor and a part-time prevention specialist. These professionals are assisted by counselor interns, who are provided through the university's counseling education department; a full-time secretary is also employed. Student volunteer peer assistance is also available through the Center for Individual Assistance and Programming.

The center maintains a resource Library of books, videotapes, pamphlets and audio tapes related to substance abuse and chemical dependency. Many brochures

and pamphlets are available at no cost. However, some resources are available on an on-loan basis only. Students use the resource library on a regular basis of ten in preparation for speeches and papers. Others utilize the library for personal and family use. The center utilizes electronic services to connect with the drug and alcohol clearinghouses and resources worldwide. Recent cable acquisitions within the university enable the center to reach students through cable programming and advertisements.

The Center is sustained by the university, as funding comes from the generosity of a university alumnus and former board of trustee member, as well as from other grants and gifts.

Get A Grip

Iowa State University

Contact:

Iowa State University
Enrollment: 24,990
Public, Four-Year Institution

Lisa Safaeinili, M.P.H.
Manager, Safety and Health Development
Published in 1996 Sourcebook

Objectives:

- To develop teen leadership skills that will have a positive effect on the health-related choices of youth
- To provide new ideas and strategies for addressing community-based issues
- To provide college students with the opportunity to demonstrate leadership with youth

Description:

Initially implemented in 1991, "Get A Grip" is a leadership institute designed for teens from communities throughout the state. It enables teens to participate in a two and one-half day training workshop. Community teams that include one adult for every four teens are invited to participate. The adults provide support, serve as "cheerleaders," and work as equals with the teens. Teens are encouraged to take a leadership role in addressing alcohol-related issues.

During the training workshop, activities include panel discussions, small breakout

sessions, keynote speakers, leadership and team building activities and resource sharing. Action planning includes identifying the needs of their community, preparing measurable objectives and developing a plan that includes a timeline as part of the program. A 200-page resource manual includes camera-ready handouts and step-by-step activities to use with teens; it incorporates sections on leadership, team building, student involvement, community involvement, marketing, youth and violence, alcohol and dating, prevention strategies and networking resources.

Health Promotion Research/Evaluation Specialist

Montana State University –
Bozeman

Contact:

Montana State University –
Bozeman

Enrollment: 10,962

Public, Four-Year Institution

Jennifer Haubenreiser, M.A.

Program Evaluation/Research Specialist

Published in 1996 Sourcebook

Objectives:

- To make research and evaluation a priority within health promotion activities
- To involve students in gathering information relating to various health promotion groups on campus
- To ground education and preventative activities within current and valid data

Description:

The “Hologram Model”, developed to promote health on the MSU campus, consists of seven components designed to affect health-related norms and behaviors of students. The components are described in the evaluation segment of this document. The uniqueness of the “Hologram Model” is the emphasis it places on research and evaluation activities.

Insights gained from using the model in various areas of health promotion activities indicated the need for staff assistance and

a full-time research/evaluation specialist was added to the health promotion staff in 1995. The creation of this position demonstrates the value placed on research and evaluation within health promotion activities ensuring that efforts are more likely to meet the needs of students. The specialist is responsible for conducting qualitative and quantitative studies to assess student needs and evaluate existing health promotion efforts. Ultimately, limited resources for improving student health will be spent more wisely. For example, five distinct approaches are being used currently for gathering this information:

1. The Core Alcohol and Drug Survey provides useful information to various campus groups such as the athletic department, the residence halls and Greek organizations.
2. Monthly focus meetings with specific groups assist in defining health-related problems and evaluating existing programs; groups include the Campus Wellness Coalition, Native Americans, peer advisors and nursing staff.
3. A baseline survey of incoming freshmen is conducted during orientation to assess the attitudes, behaviors and perceptions of students coming into college.

4. The Student Health Survey assesses alcohol and tobacco use, as well as perceptions of “heavy, moderate, light” use.
5. Encouragement and support is provided for smaller institutions to implement the Core Survey for the purposes of data dissemination and social marketing.

The specialist also works closely with student staff members and interns to incorporate research and evaluation into peer programming and training. A course has been established, co-taught with the director of health promotion, to provide hands-on research experiences in Health Promotion and semester-long projects. This course helps to define health issues and problems facing students and provides them with an opportunity to make a positive impact on the campus.

The cost of this effort is the salary and benefits of the research/evaluation specialist as well as software, printing and related costs for various aspects of the program. Two student research assistant positions are also funded.

Health Promotion Research Team

Montana State University – Bozeman

Contact:

Montana State University – Bozeman

Enrollment: 11,267

Public, Four Year Institution

Jennifer Haubenreiser, M.S.

Health Promotion Research/Evaluation Specialist

Published in 1997/98 Sourcebook

Objectives:

- To promote a research-driven health promotion program
- To strengthen the role of the Health Promotion Research/Evaluation Specialist

Description:

The position of Health Promotion Research/Evaluation Specialist was established in 1995 to assist in implementing the Health Promotion Program on campus and in coordinating the campus-based research activities regarding student health. A significant emphasis within this position is to make research and evaluation a priority within health promotion activities.

Students are involved in the process of gathering, analyzing, and utilizing data; and, in order to increase evaluation and research efforts, a class to train

undergraduate students was established as a synergistic approach to obtaining the necessary information. Through these combined efforts, all peer groups and activities are becoming research driven and outcome based.

The professional time of the Health Promotion Research/Evaluation Specialist is maximized through organized and coordinated training and research efforts. For example, a “Hands On Research in Health Promotion” class is offered each year. Students from the class have the opportunity to become either paid or volunteer staff members who continue to assist with research projects throughout the year. Internships are encouraged and created to engage even more students in the outcome-driven elements of the program.

Additional leadership comes from collaboration with other Student Affairs departments on campus. Through this effort the scope of health promotion is seen as having a proactive role in the institution. Since the work of the Health Promotion Program incorporates sound research, it has credibility, and the success of its future efforts is enhanced.

Ongoing support for this position is, in part, based on demonstrated competence in collecting and analyzing data as well as in strong communication and presentation skills. Engaging the enthusiasm of the students is also helpful in demystifying the research process and empowering student involvement in program development.

Funding for the position comes from student fees through the Student Health Service: student research positions have been incorporated as part of the regular student staff. Some of the funding initially used to prepare programming is now reallocated to peer research. In addition, cost sharing is arranged through collaboration with other campus departments around specific studies. Further funding for research staff comes from external sources, such as grants.

A high level of satisfaction among campus personnel is evident by the level of interest in studies and requests for technical assistance. Anecdotal evidence suggests that the quality of the programming focused on outcomes has risen tremendously. The variety, quantity, and quality of the studies themselves are also evidence of the success of this position.

Staffing and Resources

Partners In Prevention

Northeastern Illinois University

Contact:

Northeastern Illinois University
Enrollment: 10,288
Public, Four-Year Institution

A. Alyce Claerbaut, M.A.
Coordinator, Student Outreach and External
Affairs
Published in 1996 Sourcebook

Objectives:

- To develop a collaborative institution-wide approach to addressing substance abuse on the campus
- To provide an appropriate needs-based campus effort for students whose primary substance abuse concerns are in the home or community
- To implement the campus-wide initiative in a cost-effective manner

Description:

The Partners In Prevention Program (PIP), initiated in 1987, represents a highly collaborative partnership linking students, teaching faculty, academic administrators, student affairs administrators, alumni and community agencies. The emphasis of PIP has been to help students make informed

and responsible decisions as well as to foster healthy lifestyles.

While PIP serves as the "centerpiece" of the university's prevention activities, other programs and services are found in each of the vice-presidential areas of the university. Services include addictions counseling, employee assistance program, gender-specific programming, education for student athletes and enforcement efforts. In addition, numerous programs engage the local community, including counselor education, teacher training, volunteer opportunities for students and work with local corporations and businesses.

Project staff for PIP include a project director, coordinators of the Student-Alumni Ambassador Program, a coordinator of assessment, a coordinator of professional development and a coordinator of resource collection. Each of these individuals has formal responsibilities on the campus. The roles with PIP are for organizational purposes (for example, the coordinator of resource collection is an assistant professor, and the coordinator of assessment is a department chairperson).

Funding for PIP is institutionalized and broad based. Allocations are made for prevention literature and materials as well as the production of assessment instruments. Annually, five mini-professional development grants of \$500 each are allocated for teaching faculty. The individuals who qualify design and incorporate prevention units into one of their existing courses.

Other resources include graduate student assistants for the Students Needs Survey, a resource collection in the university library, and an allocation of additional financial and human resources. The Network for Dissemination of Curriculum Infusion provides training in this method of prevention education to the university's faculty. Prevention education has been incorporated in more than 30 academic classes on the campus.

Funding for the initial phases of the campus program was provided by grants. Ongoing funding is institutionalized across academic departments with resource and personnel allocations.

Peer Education Consortium Booth

San Francisco State University

Contact:

San Francisco State University
Enrollment: 28,000
Public, Four Year Institution
Michael Ritter, M.S.
Coordinator
Prevention Education, Counseling
and Psychological Services
Published in 1997/98 Sourcebook

Objectives:

- To provide readily accessible information and referral resources to students
- To utilize the skills of peer educators in an effective way

Description:

For years, the Alcohol and Substance Abuse Education Program emphasized educational workshops and resource centers throughout the campus. However, low attendance at the workshops and under-utilization of the resource centers frustrated the peer educators. Therefore, they decided to look for a centralized location where resource and referral information would be accessible to students. A tiny storefront in the Student Center was vacant and the student-run group that owns and operates the Student Center agreed to provide the space free of charge.

The Peer Education Consortium booth in the storefront location is staffed by student

volunteers from five peer-based organizations. Student peer educators in teams of two staff the booth for two hours each week; this is a requirement of all of the participating peer programs. To advertise the booth, the peer educators prepare a colorful sign and bright flyers announcing events sponsored by the peers. In addition, they prepare a poster with the "question of the week" for participants.

C.E.A.S.E. (Creating Empowerment through Alcohol and Substance Abuse Education) is a key component of the Peer Education Consortium booth. These peer educators are trained in a six-unit course in which the focus of each of the participating program areas is covered.

Practicum Placement Site

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution
Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To provide quality services to student/clients in a cost-effective manner
- To improve interns' personal and professional development
- To promote positive role models for undergraduate interns who are considering a career in a helping profession

Description

The HEART Program professional staff consists of graduate students completing practicum and internship requirements. Interns are utilized as counselors, group facilitators, team leaders, trainers, teaching assistants, and program component coordinators. The internship component of the program is tiered so that Ph.D. students are involved in supervising and training Master's level students, who in turn are involved in supervising, counseling, and training undergraduate HEART interns.

The internship includes extensive training and ongoing weekly supervision sessions to ensure quality services to students/clients.

Most interns are not compensated and work 10-20 hours each week to meet program requirements. Interns are Ph.D. and Master's level graduate students in Counseling, Psychology, and Clinical Psychology who seek practicum/internship placement sites.

Since 1991, 35 students from six universities have completed a graduate practicum/internship placement with the HEART Program. Many students who complete this internship/practicum are able to obtain jobs in the alcohol/drug field. A high level of satisfaction with the experience is found consistently among graduate students who evaluate the program.

Program Consistent Messages

Hampden – Sydney College

Contact:

Hampden – Sydney College
Enrollment: 971
Private, Four Year Institution

Linda L. Martin
Director
Moore Student Health Center
Published in 1997/98 Sourcebook

Objectives:

- To ensure that a common message is delivered on campus regarding alcohol issues
- To engage all campus constituencies in the campus program

Description:

In an effort to disseminate uniform alcohol information across campus, 30 members of the administration, faculty and staff completed the OCTAA (On Campus Talking About Alcohol) four day training program. The trained instructors include the Chairman of the Board of Trustees, the President, the Provost, several Deans, faculty members, and staff. Based on this preparation, these individuals are available to teach the six hour class to students. The goal is to have, over four years, every student participate in this risk reduction program. Interested faculty and staff

continue to be solicited to become instructors. In addition, several staff personnel from local agencies to which students are referred participated in the training and teach the class. Behavioral and attitudinal changes are monitored by an annual evaluation.

Resource Guide

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,313
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director of Student Life
Published in 1997/98 Sourcebook

Objectives:

- To provide information to faculty and staff on intervention and referral strategies
- To raise the awareness of faculty members regarding problems students confront

Description:

A number of instructors at the university expressed concern about how to help students and requested information on where

to refer students depending on the nature of the student's problem. The "MU Resource Guide: What to do when a student needs help outside the classroom" was developed by staff members in the ADAPT Office. It is a resource for faculty and staff and is designed to assist them to provide effective intervention and referral strategies for students in distress. The guide is mailed to all professors, instructors and teaching assistants at the beginning of each semester. It contains (1) detection and warning signs in the classroom, (2) indicators and intervention strategies for students, (3) indicators and intervention strategies for students who may be in a violent

relationship or have experienced some form of sexual assault, and (4) important phone numbers of on-campus and community resources.

The resource appears successful because of the number of positive responses and referrals made to the ADAPT Office by instructors since the initiation of the program. In addition, faculty response to the guide has been extremely favorable. Instructors teaching for the first time and graduate teaching assistants have, in particular, expressed their appreciation for the information contained in the guide.

Student Life Resource Room

Luther College

Contact:

Luther College
Enrollment: 2,383
Private, Four-Year Institution

Sally H. Mallam, M.S.
Chemical Health and Wellness Educator
Published in 1996 Sourcebook

Objectives:

- To make technical resources and assistance readily available to staff members
- To assist with publicity of educational and social programs
- To demonstrate support for resident staff and peer educators

Description:

The Student Life Resource Room provides support for resident assistants (RAs) and other student life staff in their programming efforts. A converted administrative office, the room contains a wide variety of alcohol information and health promotion resources, such as brochures and posters.

The room is open daily from Monday to Friday, and in the evenings. Interested staff members can sign up for an appointment with resource room staff for assistance with educational programs, lettering and art work, and computer programs or software.

Specific available resources are construction paper, an elision letter cutter, computer software programs, markers, paper, a color printer, and a banner- and sign-making resource. The room is also well equipped with pamphlets, books, videotapes and posters on a wide variety of topics. Alcohol topics include: alcohol and driving, alcohol and friends, alcohol and rape, alcohol and women, alcoholism, Alcoholics Anonymous, drinking facts and myths, non-alcoholic recipes and excessive drinking. Pamphlets on a wide variety of other health-related topics are also available. The pamphlet and posters are reordered on a regular basis.

Staffing for this resource consists of a student worker, a residence hall director who manages the room, and the college's chemical health and wellness educator.

The facility serves a staff of more than 100 students, who indicate that the room is very helpful and popular, especially during the evening hours. RAs and peer educators noted that the existence of the room makes them feel special and demonstrates that the Campus Student Life Department appreciates the job that they are doing. The student staff also provides feedback regarding what is needed to keep the room "cool."

The Resource Room has been in existence for one year. It cost \$5,000 to establish and an annual cost of \$1,000 is needed to maintain its quality resources. The room and its furnishings were provided by the Chemical Health and Wellness Office and Residence Life.

Staffing and Resources

Student Wellness Education and Action Team

Walla Walla Community College

Contact:

Walla Walla Community College
Enrollment: 11,000
Public, Two-Year Institution

Christina Connerly
Program Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote student wellness on the campus
- To involve students in an integral way in program implementation
- To provide on-going stimulation and resources to promote healthy decisions

Description

S.W.E.A.T. (Student Wellness Education and Action Team) is a student-based organization that addresses drug and alcohol abuse awareness, education, prevention and community service projects. S.W.E.A.T. was developed from the belief that students can be uniquely effective in encouraging their peers to consider and talk

honestly about drug and alcohol abuse. This effort also acknowledges the fact that a large number of the students are under the legal minimum age to purchase alcohol, while the other half is of the legal age. Through student discussions, it is hoped that responsible habits and attitudes regarding the use or non-use of drugs and alcohol will be promoted.

Members who belong to S.W.E.A.T. meet weekly to plan activities and events and receive training to enhance their skills. Occasionally these meetings are in the home of one of the members. Regular discussion revolves around assessing previous activities and creating new strategies to promote the wellness message to new students. S.W.E.A.T. also encourages other campus-based clubs to assist with its wellness promotions. The volume of programs offered either directly or indirectly by S.W.E.A.T. is extensive and includes social programs such as a pizza

party and a duck race. Other wellness programs, such as a memorial to impaired-driving deaths, red ribbon week, National Collegiate Alcohol Awareness Week (October), National Collegiate Health and Wellness Week and related programs (March), are also conducted.

One specific resource sponsored by S.W.E.A.T. is the "Wellness A-La-Carte". The "Carte" is a movable brochure rack, filled with over 100 brochures on a variety of wellness topics: alcohol, drugs, AIDS and other resource information. The "Carte" is located at various places on the campus. Its success is demonstrated by the fact that it needs to be refilled on a constant basis.

The number of events that S.W.E.A.T. conducts makes it clear to students that holistic wellness and healthy decisions are major issues on the campus; a related message for the campus community is that wellness can be fun.

Task Force

North Central College
University of Pennsylvania

Contacts:

North Central College
Enrollment: 2,437
Private, Four-Year Institution

Barbara Miller
Assistant to the Vice President
for Enrollment Management and
Student Affairs
Published in 1996 Sourcebook

University of Pennsylvania
Enrollment: 22,684
Private, Four-Year Institution

Kate Ward-Gaus, MS.Ed.
Health Educator

Barbara Cassel, M.S.
Assistant Vice Provost
Student Life
Published in 1996 Sourcebook

Objectives:

- To establish an institution-wide approach to addressing alcohol use/abuse
- To clearly understand the scope of the alcohol problem on campus and the existing services
- To review the effectiveness of alcohol-related services on the campus
- To make recommendations for future approaches and initiatives

Description:

The task force is established to provide a broad-based institution-wide approach to addressing alcohol use/abuse. It is also concerned with the increasing national focus on this issue. Two institutions – North Central College and the University of Pennsylvania – provide exemplary approaches with the development and implementation of their task forces.

Typically the task forces were established by the university president or a vice provost

to reduce the level of alcohol use/abuse as well as the problems related to alcohol on the campus. Memberships are broad based and reflective of the diverse population in the university community. Themes of collaboration and coordination, as well as shared concern by staff who saw students in clinical settings or interacted with students on a regular basis, typically serve as the foundation for implementing a task force.

Initially, a task force may gather information and prepare a report complete with recommendations. Recommendations may link to the institution's mission, and can be organized according to admissions, orientation, academics, student life or other approaches.

Another role for a task force is to monitor, on an on-going basis, the implementation of efforts by a variety of groups on the campus, as well as review program effectiveness and communication across groups. At the University of Pennsylvania, the task force is the primary mechanism for sharing information about resources and programming, evaluating the success of policies and other efforts, and charting new courses of action. Various campus offices are available for consultation with the task force; collaboration between these offices and the task force helps to provide meaningful initiatives for the campus.

In conducting the activities of the task force, a variety of approaches are implemented. In group meetings, participants can receive data about alcohol's relationship to problems; opportunities can be provided to give impressions of the causes

of and the solutions to these issues. At North Central College the campus-wide committee that coordinates the annual celebration of National Collegiate Alcohol Awareness Week also coordinates the dissemination of information, programs, and other strategies to address alcohol-related issues on campus.

Membership on the task force includes representatives from enrollment management, student affairs, faculty, athletics, campus police, local police, counseling, multi-cultural affairs, health services, alcohol and wellness education, alumni, academic support services, fraternity and sorority affairs, parents, students, dispute resolution, campus ministries and administration. Some campuses have a specific time commitment for committee members. The task force often meets monthly to discuss upcoming events and programs, as well as to monitor the effectiveness of campus initiatives.

Evidence of success in implementing campus efforts is an important consideration for the task forces. Since the work of these groups typically evolves over time, it is possible to redirect the nature and scope of the efforts as well as the specific programmatic direction for the campus. Evidence cited by North Central College is primarily qualitative in nature, as discussions on alcohol-related issues occur throughout the campus. One success noted by this institution is that the committee, as a vehicle for change, has helped to bring together the campus community to discuss efforts, to facilitate programs and to implement or reshape policies and practices.

The Caring Coalition

The University of Maryland
in College Park

Contact:

The University of Maryland
in College Park
Enrollment: 31,500
Public, Four Year Institution

Jody Gan, M.P.H.
Coordinator
Alcohol and Other Drug Prevention
Programs
Published in 1997/98 Sourcebook

Objectives:

- To change social norms on campus by raising the consciousness of the university community
- To coordinate prevention efforts on campus by building cooperative synergy
- To raise awareness about substance and to support students who choose to not drink

Description:

The Caring Coalition is an umbrella organization of campus departments, student groups, and interested individuals committed to strengthening drug and alcohol prevention activities on campus.

Representatives include the Health Center, Residence Life, Commuter Affairs, Campus Programs, Chapel, Campus Recreation Services, Campus Police, Student Union, Students Against Drunk Driving, Greek Affairs, Counseling Center, and Athletics.

The Caring Coalition attempts to change social norms by raising the consciousness of the university community regarding the problems of associated with drug and alcohol abuse. This central coordination of prevention efforts has enabled previously independent programs and interested individuals to build a cooperative synergy on campus.

Specific activities facilitated by the Caring Coalition include promoting alcohol-free social and recreational activities, offering substance-free housing, delivering educational workshops, and providing a student substance abuse treatment program. In addition, the Caring Coalition runs a substance abuse intervention program for students who have had difficulties

with alcohol or drugs, coordinates community service projects and volunteer opportunities, works with faculty members interested in curriculum infusion of alcohol-related themes, partners with the community in addressing issues of common concern related to substance abuse, conducts periodic assessments of students' attitudes and behaviors, and produces a newsletter each semester.

The initial success of the Caring Coalition is credited to a federal grant that helped start the program. Because of the Caring Coalition's resources and its willingness to support other prevention activities financially, it quickly became perceived as a desirable program. In addition, top level support helps to make the Caring Coalition a success. Currently several campus offices have incorporated many of the programmed activities into their departmental budget; the Health Center pays the salary of the full-time health educator who manages the Coalition.

Wellness Coalition

Montana State University –
Bozeman

Contact:

Montana State University –
Bozeman

Enrollment: 11,267

Public, Four Year Institution

Andrew Hill, M.S.Ed.

Experiential Prevention Specialist

Published in 1997/98 Sourcebook

Objectives:

- To create a critical mass of student health activism in the student government
- To promote collaboration among campus organizations
- To affect the health norms of the campus student body

Description:

The Associated Students of Montana State University (ASMSU) has developed a coalition of student-based health promotion groups known as the ASMSU Wellness Coalition. This peer-based organization synergizes the resources of several health-oriented peer groups under the leadership of student positions, a Director and Assistant Director, paid for by the student government. The coalition has a strong presence on campus and attempts to increase its numbers and influence through collaboration with other student organizations.

The Wellness Coalition consists of 13 autonomously funded, recognized peer groups who meet twice each month for training and information sharing. A key

group is the Insight Program, a student-based Early Drug and Alcohol Intervention and Referral Program. Student leaders conduct focus seminars to help students examine their relationships to drugs and alcohol. CAT PRIDE is a group of varsity athletes who focus on campus- and community-wide prevention programs to reduce drug and alcohol problems. The ZERO HERO Designated Driver Program is county-wide and has recently spread to other communities throughout the state; participating alcohol beverage outlet stores supply free non-alcoholic beverages to the ZERO HEROs.

Expeditions MSU is an outdoor orientation adventure for incoming students with a focus on a healthy adjustment to college and retention. The MSU challenge course incorporates adventure activities that promote team building, character, and communication skills, as well as develop healthier group norms. The Native American Peer Advisors is a student group that promotes activities that create greater awareness of Indian cultures across campus. Other groups include S.H.A.R.E. (Sexual Health and Responsibility Education), S.A.S.A. (Students Against Sexual Assault), Lambda Alliance, Greek Wellness Coalition, Residence Hall Wellness Coalition, American Red Cross Blood Drives, and Arete.

One of the primary visions of the ASMSU Wellness Coalition is to develop a power

base and presence on campus that are based on health. Through the different member organizations, hundreds of students are involved in health leadership roles each semester. The students involved in this coalition are some of the most respected and visible leaders on campus.

Integral to the success of the Wellness Coalition are development of trusting relationships with the Health Promotion staff and providing leadership in the development of a strategic plan for including health within the scope of the student government. Ongoing success in increasing the critical mass of students involved is achieved through collaboration with other groups.

The extensive marketing of the Wellness Coalition includes general presentations to the student government, public service announcements, television commercials, newspaper articles, a Worldwide Web home page, announcements at sporting events, table tents, posters, and presentations to residence halls and Greek chapters.

The overall evidence of success is confirmed by the increased support that the program receives each year from the student government and the student organizations across campus. Not only is satisfaction high with the coalition as a whole, but the effectiveness of individual groups is valued.

Staffing and Resources

Additional Staffing and Resources

Alcohol/Other Drug and Violence Prevention Program

Middlesex Community College
Enrollment: 6,021

Public, Two Year Institution

Judith Ramirez, R.N., M.S.W.
Program Director
Alcohol, Other Drugs, and Violence Prevention
Published in 1997/98 Sourcebook

Objectives:

- To coordinate all alcohol, drug and violence prevention activities
- To link prevention strategies with community resources

Description:

This collaborative program involves students, faculty, academic administrators, counselors, and community leaders. Staffed by a Master's level director, the program incorporates workshops, peer mediation, weekend social activities, dramatic performances, and collaborative relationships. Community-based organizations serve as resources for the program and participate in college presentations, health awareness fairs, and community-wide alliances.

Student peer volunteers are available through the Law Center for mediation and conflict resolution. Faculty involvement includes the Humanities Division through the direction of theatrical presentations, and leadership is provided by the Dean of Student Development. A 10-member advisory board meets monthly and oversees the project.

Alternative Activities Competition

Northwestern University
Enrollment: 15,162
Private, Four Year Institution

Annann Hong, M.P.H.
Co-Director
Health Education
Published in 1997/98 Sourcebook

Objective:

- To provide incentives for alternative activities

Description:

Otherwise known as the \$500 Challenge, the Alternative Activities Competition provides funding for students who organize alcohol-free campus-wide events. Students are selected to serve as objective judges at each event, with each one filling out a standard evaluation form. Three groups are funded each academic term, receiving \$500, \$300, and \$200. The funds can be used for an alcohol-free party for the organizers of the program or for implementing additional campus-wide alcohol-free programs. A Resource Manual is available for students interested in hosting a \$500 Challenge event; this document and copies of the application forms are accessible on the office's Web site.

Coffee House and Entertainment

Maryville University of St. Louis
Enrollment: 3,378
Private, Four Year Institution

Pam Culliton, R.N.
Director
Health Center
Published in 1997/98 Sourcebook

Objectives:

- To promote monthly alcohol-free activity on campus
- To provide students with an opportunity to express their talents in an informal way

Description:

To counteract heavy alcohol consumption by students on Thursday evenings and its related behavior, an alcohol-free activity is promoted monthly on the campus. A portion of the Student Center has been transformed into a more homey place with an extra couch, table lamps, games and books. This "Coffee House" is targeted to students who enjoy music, entertainment, and the camaraderie of others. On designated evenings, students and professional entertainers perform "open mike" fashion with singing, poetry reading, and comedy. Candles and bottles, donated by a restaurant, help give the place a 1970s look.

The Student Government manages the project and contributes funds to secure outside entertainment. Students serve as the master of ceremonies, set up and clean up crew, and as entertainment, advertisement and promotion workers.

Event Management Staff

University of Redlands
 Enrollment: 3,723
 Private, Four Year Institution

Doug Everhart, M.A.
 Director of Leadership and Recreation
Published in 1997/98 Sourcebook

Objective:

- To maintain a safe environment at events where alcohol is served

Description:

For each campus event that is open to the entire campus community and is serving alcohol, an Event Management Team composed of three work study students is assigned to assist the organization sponsoring the social event. The team assists with the entire event, beginning with the start of the planning process. An Event Consultant helps the organization with the paper work and other details during the event planning process.

During the event, the Security Person on the team is responsible for maintaining a safe environment and ensuring that those who do consume alcohol are eligible to do so and are doing so responsibly. The Alcohol Monitor manages the actual serving of alcohol, including checking IDs and making sure that guests are both eligible and responsible. All individuals serving on an Event Management Team are required to complete TIPS (Training for Intervention Procedures by Servers of alcohol) training. Additional training emphasizes the necessity of the team working together to create and maintain both a safe environment and a successful event.

Internship Opportunity

Oakland University
 Enrollment: 13,600
 Public, Four Year Institution

Barbara E. Talbot, Ph.D.
 Coordinator
 Counseling Center
Published in 1997/98 Sourcebook

Objective:

- To provide professional opportunities for graduate level students

Description:

The Counseling Center is a teaching clinic in which both Master's and Doctoral level students from counseling and psychology programs may do an internship. Interns are supervised by senior staff members who are fully licensed clinical psychologists with 15 or more years of experience. Much of the campus' prevention work is conducted by the interns, under the administration and coordination of the Counseling Center's senior staff.

Social Issues Education

Fordham University
 Enrollment: 13,909
 Private, Four Year Institution

Bill Trabakino, M.Ed.
 Director
 Student Assistance Program
Published in 1997/98 Sourcebook

Objectives:

- To coordinate the programming of multiple committees on health issues
- To promote discussion and awareness of health issues among the student body

Description:

F.U.S.E. (Fordham University Social-Issues Education) serves as an umbrella organization for eight programming committees: Alcohol and Other Drug Issues in Education; Community; Leadership; Women's Issues; HIV and AIDS Awareness; C.U.L.T.U.R.E.; Campus Assault and Rape Education; and Wellness. Each committee, composed of students and administrators, provides two programs each month and a substantially larger program each semester. Committees, such as the Alcohol and Other Drug Issues in Education Committee, draw upon the collaboration of other campus groups to reach multiple groups on campus.

POLICIES AND IMPLEMENTATION

The area of policies and implementation comprise the development of campus policies, supportive procedures, review processes and dissemination of policy information. This category relates directly to enforcement. It also connects with other elements in a comprehensive campus program; for example, the awareness and information component of some institutions' programs may include the dissemination of policy information, training may include preparing staff and faculty to make referrals to law enforcement bodies, and support services may provide a sanction to those who are referred by the courts because of an identified problem with or violation related to alcohol.

A wide variety of policies involving alcohol emerge from the institution's mission, others arise from liability considerations and still others are based on federal, state or local law. Further, some policies seek to reverse existing campus traditions or norms, including campus newspaper advertisements and athletic events. Specific policies are based on the unique needs and goals of an institution, and may have a specific, stated philosophical foundation.

The hosting of a social event is a significant policy area. Numerous policies, such as registrations, are used when students or student organizations plan parties where alcohol is to be consumed. Programs for specified individuals and sometimes all members of an organization may also buttress policy stipulations. Educating student leaders on the policies concerning alcohol use on the campus is another approach.

Policy implementation includes the definition of procedures to follow when encountering a policy violation. For example, faculty and staff may be given instruction in handling difficult situations and in providing appropriate documentation and reporting to local authorities. Community-based alcohol license holders may be required to attend a meeting focusing on shared responsibilities, marketing on campus, and other university policies.

Similarly, policies may indicate how students are to be treated after a violation; options may include an educational sanction, a fine, a judicial hearing, a discussion group, an educational group, outside assignments, and/or a service activity. Publicity regarding these policies and consequences may be widespread.

Professionals emphasize that policies should be implemented or changed only if there is a need. Further, they stress the importance of enforcement efforts being consistent. These individuals stress that a committee effort, with particular emphasis upon student involvement, is important when a campus is deciding on policy. Specific groups with individual needs (e.g., Greek organizations, athletic teams) benefit from participation in the design of policies which affect them.

There is especially a need for commitment to the policy by faculty members and deans. Professionals note that developing and implementing a comprehensive campus policy for alcohol abuse is a long-term effort and one that takes patience on behalf of the program planners. Associated with this is their observation that it takes a while to obtain faculty support.

Alcohol and Drug Education and Prevention Team

University of Vermont

Contact:

University of Vermont
Enrollment: 9,111
Public, Four Year Institution

Dennis McBee
Coordinator
Alcohol and Drug Education Program
Published in 1997/98 Sourcebook

Objectives:

- To promote a new framework to approach student alcohol use issues
- To develop a strategy for improving the campus that emphasizes the quality of the campus environment

Description:

The Alcohol and Drug Education and Prevention Team (ADEPT) uses a broad-based approach to promote a healthy campus environment. Incorporating the techniques of labor and community organizing with the community development model of prevention, this approach focuses on empowering students through the provision of training and ongoing support. ADEPT promotes community awareness, builds common causes among diverse student groups, and encourages student activism on alcohol and other drug use issues. ADEPT encourages the development of a comprehensive campus prevention plan that includes substance free living

options, limiting alcohol advertising on campus, transportation to off-campus substance free activities, eliminating mixed messages (such as campus bookstores promoting greeting cards that make light of student alcohol abuse), and an on-going review of campus climate and community standards pertaining to substance use.

A major concern on UVM's campus was the existence of full-page ads in the student newspaper promoting beer. A "Buy Back the Back Page" campaign raised \$10,000 to buy the advertising contract from the student newspapers. Student groups, university departments, staff, and faculty pro-health ads prepared and purchased to take the place of national brewery advertisements. Subsequently, the newspaper's staff rejected any national alcohol advertisements. While local bars would not be prohibited from advertising in the student newspaper, drink specials, discount prices, and other techniques designed to encourage excessive drinking would not be accepted.

Local bars and student groups freely distributed flyers on campus, often in violation of university policy and, in some cases, state liquor control laws. Many ads were insensitive to women, ethnic groups, and

others. The coordinator of the university's Alcohol and Drug Services Program met with city officials to review the problem of bars advertising on campus.

The City Council Liquor Licensing Board held a meeting called "The Spirits of Burlington." All license holders were required to attend. This meeting set the tone for a series of meetings concerning alcohol marketing on UVM's campus. Meetings highlighted the "shared responsibility" between city and university in responding to the problem. Agreements were reached informing owners that future complaints of violation of university policy concerning alcohol promotion could result in license suspensions. "Responsible ownership," required by city ordinance, would now be understood to include following university policy on university grounds.

As evidence of ADEPT's success the editorial policy has remained unchanged despite five changes in the student newspaper's editorial staff. The number of complaints brought to the Alcohol and Drug Services Coordinator concerning posters and flyers in violation of the university's policy has gone from an average of three per week to a total of three in the last academic year.

Alcohol and Other Drug Policy Update and Judicial Review

Emerson College

Contact:

Emerson College
Enrollment: 3,193
Private, Four Year Institution

Ron Ludman, Ph.D.
Dean of Students
Published in 1996 Sourcebook

Objectives:

- To review the judicial policies and procedures and enforcement activities regarding on campus alcohol use
- To clarify and instill consistency in policies and sanctions for policy violations
- To articulate a campus philosophy statement regarding drug and alcohol use and abuse

Description:

A task force, consisting of 20 faculty, staff and students, was convened to focus on creating a healthy campus environment, to update judicial procedures and to enhance training for staff involved in the enforcement of the regulation.

Previously, there had been some confusion around what was considered appropriate behavior on the part of faculty, staff and students.

The group gathered copies of all college documents as well as copies of policies at other colleges in the region.

A draft policy was prepared and presented to the student body for input; it was then reviewed by the college's senior administration. After final changes were made, the policy was disseminated with a cover letter from the president to all faculty, staff and students.

Legal age, quantity, use in common areas, intoxication, advertising and posting, activities and events, student organization events, on-campus events and authorized approval agents are included in the policy. Typical minimum sanctions are also specified in the policy statement.

To ensure fairness and consistency in policy implementation, a judicial review task force was convened to update protocols, sanctions, and streamline paperwork and communication within the judicial system.

Since the implementing of the new policy, some anecdotal evidence suggests that several positive changes have taken place on the campus. Communication between departments involved in handling judicial procedures has been enhanced and sanctioning appears consistent across the campus. A specific review of the number of violations, the consistency of enforcement, the sanctions used and follow-through is conducted at the end of the academic year.

There appears to be a heightened awareness of campus expectations regarding drug and alcohol use. Faculty, staff and students are uniformly utilizing policy guidelines regarding the presence of alcohol at these events.

Policies and Implementation

Alcohol and Substance Use Sanctions

Hood College

Contacts:

Hood College

Enrollment: 2,022

Private, Four Year Institution

Paula R. Mullins, R.N.

Director of Health Center

Mary Ann Kerins, M.Ed., M.S.

Counselor

Published in 1996 Sourcebook

Objectives:

- To create and maintain a safe campus environment that is free of illegal drugs and the abusive use of alcohol and/or drugs
- To create an opportunity for students to learn skills and attitudes to handle the non-use or use of alcohol in ways that are beneficial to self and others
- To convince students that public displays of intoxication and its consequences that infringe on the rights of others will not be tolerated

Description:

Awareness that the use of alcohol was becoming a problem and that campus policies were being ignored motivated student peer groups, the Counseling Center, the Health Center, Human Resources, Security and the Dean of Students to rewrite the policy and to make a commitment to

enforcing the policy and its sanctions. The new policy and sanctions were presented and explained to the college community, and the reasons for formulating the new plan and the student groups involved in writing it were discussed in-depth. Implementation and follow-through were stressed. The college policy clearly states that the abuse of alcohol and the use or possession of alcohol by anyone under 21 years of age is prohibited at all college locations, within any of its facilities or vehicles, and at any college sponsored or supervised activity on or off campus. Also specified is the fact that anyone who sells or serves alcohol to individuals under 21 is breaking the law.

Sanctions, approved for use with any student who is cited for "disruptive behavior" or "behavior unbecoming to a Hood student," are described in the Student Handbook. The handbook specifies that students will be held accountable for all policies and regulations.

For each of the first four offenses, course registration is blocked until the elements of the sanction are completed. In addition, the sanctions for a first offense are a \$100

fine and a one-hour educational program with the goal of assisting the student with self-assessment and early intervention. For a second offense the fine is \$150, writing an educational paper and providing 10 hours of service. For a third offense, the fine increases to \$200 and a four session educational program is specified. Ten hours of service and attending two Alcoholics Anonymous meetings, accompanied by a peer counselor or peer educator, are also required. The fourth offense results in a \$250 fine, a structured interview paper, 10 hours of service and a mandated assessment at a local substance abuse service agency. The fifth offense results in suspension or expulsion from the college. In the case of unpaid fines for all offenses, a financial hold is placed on a student's records and the student is unable to receive grades, to register or to graduate until the fine has been paid.

Any student who has been taken to the hospital for problems resulting from substance use must undergo a Drug and Alcohol Assessment at a local substance abuse services agency.

Alcohol Education Workshop

Stetson University

Contact:

Stetson University
Enrollment: 2,897
Private, Four Year Institution

Kirsten Fogle
Alcohol Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To provide information about alcohol, policies, and decision-making skills
- To prepare campus organizations to host responsible social events that serve alcohol

Description:

A policy change occurred when the university went from a dry campus to a campus that permitted alcohol in specific situations. Campus organizations who wish to serve alcohol at their functions are required to have 80 percent of their membership attend an information workshop once each year. The workshop is designed to help attendees understand the university's policy, to promote discussion, and to provide information about alcohol and

decision-making skills. To notify student leaders of the upcoming workshop, letters are sent to the campus organizations informing them of the times and ground rules for the session. Times and dates are also posted in the student newspaper and handbook, with sign-up sheets located in the student union building.

Coordinated by the university's Student Life Department, the workshop incorporates discussion, role play situations, and information and handouts. Policy information includes the drinking age laws, campus guidelines for service of alcohol, program registration, advertisement, and related judicial activity. State laws regarding possession of alcohol while under age 21, possession of a false identification card, open container in a vehicle, and open container on a street are highlighted. Conviction for these types of misdemeanors or felonies and the fact that this information is often requested on a job application are discussed.

A discussion of what constitutes responsible drinking and irresponsible drinking makes up a significant portion of the workshop. Responsible drinking is defined as "the use of alcohol in ways that harm neither the individual nor society." Irresponsible drinking encompasses behaviors such as gulping drinks, rationalization, behavior change, and blackouts. Discussion also emphasizes "do's and don't's" for the care of an intoxicated person, as well as the hazards associated with heavy drinking. Role play activities are also included.

These workshops have been highly rated by students, and information gained from the evaluation form provides information about additional topics that students would like to see addressed in campus programming.

Policies and Implementation

Alcohol Policy for Students and Employees

Milwaukee Institute of Art and Design

Contact:

Milwaukee Institute of Art and Design
Enrollment: 511
Public, Four Year Institution

Derek DeYarman
Residence Hall Director
Published in 1996 Sourcebook

Objectives:

- To reduce the short-term behavioral problems associated with alcohol
- To maintain a healthy and efficient atmosphere, free from the effects of alcohol abuse

Description:

The policy of the Milwaukee Institute of Art and Design (MIAD) addresses student and employee alcohol abuse on the campus, which is viewed as an offense against the MIAD community, inconsiderate to one's neighbors and poor role modeling. The policy presents the procedures for the use of alcohol and also serves as a support mechanism for individuals who believe they are suffering from a problem. Integral to the policy is the emphasis that students and employees should understand that civil laws become MIAD laws and that the Institute reserves the right to refer violations to civil authorities for prosecution. Central to the policy are two regulations: first, no individual should be found consuming or possessing alcoholic

beverages on the property of the Institute; second, no announcements and/or advertisements that encourage excessive alcohol consumption will be permitted on the campus.

MIAD distributes its policies in writing to all employees. The students' policy is included in the college catalog; students also receive information through the student handbook as well as through discussions in the residence hall. The policy includes a description of health risks, description of applicable legal sanctions, the availability of counseling, and rehabilitation or reentry programs for students.

Consequences for minor student violations are ten hours of community service plus disciplinary probation for the first offense. The second offense carries a fine of \$25 plus 10 hours of community service and a mandatory meeting with the Vice President for Student Life. The third offense results in a disciplinary action hearing. For the violation of providing alcohol to a minor, the first offense results in a disciplinary action hearing, and a second offense results in referral to the local police department. When a student is found in violation of the policy, the set of measures specified is tailored to the specific incident; sanctions are provided to the student in writing.

Major offenses are directly referred to the judicial committee.

Central to the implementation of the campus-wide policy is the role of Student Advisors (SAs). They frequently remind students of the consequences of drinking to their health and to their academics. The SAs are trained to recognize and confront drinking problems as well as to be good role models. The backbone of alcohol education is what is called the "teachable moment," and the SAs try to take advantage of the spontaneous, informal moment that inevitably presents itself to make a statement about alcohol abuse issues.

For the employee, the Policy and Procedures Manual states that involvement with drugs and alcohol can adversely affect job performance, jeopardize an employee's well-being and undermine the professional and academic stature of the Institute. Violation of the policy is grounds for immediate disciplinary sanctions (up to and including termination of employment and referral for legal prosecution). Disciplinary sanctions may include referrals to an appropriate rehabilitation program. Further, employees are advised that if they are convicted of any violation of an alcohol law or statute they must notify the president's office within five days of the conviction.

Campus Alcohol Policy

Luther College

Contact:

Luther College
Enrollment: 2,383
Private, Four Year Institution

Sally H. Mallam, M.S.
Chemical Health and Wellness Education
Published in 1996 Sourcebook

Objectives:

- To reduce the number of alcohol violations in the residence halls
- To implement an alcohol policy that is caring in nature, rather than punitive
- To have students be accountable for their actions

Description:

Following a 1995 task force report which recommended that the alcohol policy be reviewed, a revised alcohol policy for all students was established on the campus. The initial policy had specified that "the possession, consumption or sale of alcoholic beverages at any campus event is prohibited. Further no college or residence halls funds may be expended for the purchase of alcoholic beverages." Other aspects of the original policy included limitations of specific locations, no allowability of kegs, and the responsibility for one's own and others' behaviors and consequences. The new policy evolved from

faculty, staff and students who made up the Student Life/Human Relations Committee. The Committee wanted to implement a policy that would be caring rather than punitive. The basis of the revised policy is to curtail alcohol-focused events. Another aspect of the new policy is that students are accountable for their actions and that the residential life staff knows that students will experience consequences if they are found in violation of the alcohol policy.

The alcohol policy identifies numerous alcohol related violations including vandalism, excessive noise and harassing or disruptive behavior. Specific scenarios are indicated in the policy to provide guidance to the student and the staff (for example, alcohol's involvement in a noise situation, such as a party that overflows into hallway, is described).

Also new in the campus policy are the consequences associated with alcohol-related offenses. For a first offense the student has a conference with the Residence Hall Director. Sanctions include a letter of probation and the attendance at a two-hour alcohol education class. Discretionary actions include referral to the Student Life Office, referral to the Campus Hearing

Board, referral to an eight-hour Education Program and other educational activities. The second offense results in a conference with the Director of Residence Life or the Associate Dean for Student Life. Sanctions include notification of the student's Co-curricular Activity Director(s) and Academic Advisor, notification of parent or guardian, attendance at an eight-hour alcohol education program and a fine of \$100 and/or 12 hours of community service. Discretionary actions in addition to these consequences are referral to the Campus Hearing Board, residence hall eviction, referral for alcohol or psychological counseling (at the student's expense) and other educational activities. A third alcohol-related violation results in a conference with the Associate Dean for Student Life. Sanctions comprise all of the following: renotification of the Co-curricular Activity Director(s) and Academic Advisor, renotification of parent or guardian and off-campus psychological and alcohol/chemical abuse evaluation (at the student's expense), and a requirement that the student must follow-up with the recommendations of the psychological evaluation. Discretionary actions include referral to the Campus Hearing Board for consideration of suspension or expulsion and residence hall eviction.

Policies and Implementation

Campus-wide Alcohol Awareness Program

Eastern Oregon State College

Contact:

Eastern Oregon State College
Enrollment: 1,931
Public, Four Year Institution

Mike Daugherty, M.Ed.
Director, Residence Life Office
Published in 1996 Sourcebook

Objectives:

- To initiate a complete review of the college's alcohol policies and disciplinary practices
- To better educate the campus community, provide positive role modeling, and implement effective policies and practices
- To encourage students to be responsible in their decisions and actions regarding alcohol use
- To reduce alcohol-related disciplinary problems

Description:

A central element of the college's campus-wide effort is the clearly articulated policies which are complemented by extensive support services throughout the campus and community. The campus is noted for its dedication to the mission of the institution, undergraduate instruction and regional service. With this foundation, the Dean of Student Affairs initiated a complete review of the college's alcohol policies and disciplinary procedures and a special task force was established to review and recommend a new policy for the institution.

The current campus-wide effort in alcohol awareness, policies and programs is a direct result of strong leadership and support at the senior staff level of the institution. The college believes that an interdepartmental approach best fits the

campus environment. As such, Athletics, Student Health, Nursing, the Counseling Center, Residence Life and the Health and Physical Education faculty have worked together on the campus' issues related to alcohol use. A primary goal of this effort is to expose as myth the notion that abusing alcohol is an accepted part of the collegiate experience. Information sessions about the dangers of alcohol abuse are offered throughout the year. This service is provided by the counseling and health staff to assist to those who wish to address difficulties associated with alcohol abuse.

The policies are published each academic term in the Schedule of Classes. This "Drug and Alcohol Policies, Laws, Available Treatment, Health Risks" is distributed so that students are exposed to and made aware of the college's policies on substance use. These policies are also included in the Student Handbook and the Faculty/Staff Handbook. Both of these publications are revised and distributed annually.

Orientation programs for new students, faculty and staff include coverage of these policies. As part of the policy, the college acknowledges that consumption of alcohol by members of the college community at or above the age of 21 is "a lawful activity and matter of personal choice." The policy emphasizes that "the exercising of this right, however, requires knowledge, personal responsibility, and responsibility to the community. In addition to these, the institution has the obligation to promote well-being, to embark on reasonable enforcement of rules and regulations as a matter of institutional integrity, and to

protect the College and State of Oregon of legal liability." Advertising policies for alcohol-related activities are those adopted by the Inter-Association Task Force on Alcohol and Other Substance Abuse Issues.

Publicity regarding the policies emphasizes the fact that the majority of students do not abuse alcohol or tolerate behavior by persons under the influence of intoxicants. College leaders believe that the emphasis on positive peer values will reduce the incidence of alcohol abuse. Central to the program is the theme that "appropriate conduct is celebrated, inappropriate conduct is subject to discipline."

Policies appear to be consistently enforced and penalties administered in a fair and equitable manner. Alcohol policy infractions are handled through a system of fines, which was implemented to replace community service assignments which were not effectively communicating the seriousness of first-time offenses. It is clear that the college will impose appropriate sanctions upon those who do not abide by the policies. In this regard, an excellent working relationship exists between the college administrative leadership and the local police concerning law enforcement.

Central to the campus' policies on drug and alcohol abuse is that they are the same for all members of the campus community. Further, the college subscribes to the "principles of an institution wide policy on drug use and alcohol abuse for Oregon Higher Education," which was developed by the Oregon Business Council and Higher Education Leaders.

College Policy Discussion for Greeks

Rhodes College

Contact:

Rhodes College
Enrollment: 1,469
Private, Four Year Institution

Ricci Hellman, Ed.D.
Administrative Director
Health Services
Published in 1996 Sourcebook

Objectives:

- To inform fraternity and sorority members about the college alcohol policy
- To educate the student community about policy enforcement and available resources

Description:

A panel discussion by administrators and student leaders addressed the college alcohol policy and its enforcement, including the college's alcohol policy, how the policy is enforced and available resources for students with substance misuse problems. Information was also provided on how to properly register on-campus parties, how to be responsible in the use of alcohol and sanctions for policy infractions.

Because the campus is primarily residential with a heavy enrollment in fraternities and sororities, the program was targeted at the Greek organizations; all Greek organizations were encouraged to require members to attend. The program was held prior to the Greek organizations holding their

"swaps," which usually result in the issuing of alcohol violations. The Assistant Director of Counseling served as the coordinator and convener of the panel and the Assistant Dean of Student Affairs presented the college alcohol policy, enforcement and sanctions. The Director of Counseling explained how to recognize alcohol problems and noted that resources are available on and off campus for concerned students. A representative from the Student Peer Education Group discussed trends and alcohol use patterns during his years at the college and a student representative from the Rhodes Activities Board talked about how to properly register events on campus and how to be a responsible party host.

Policies and Implementation

Commission for the Prevention of Alcohol, Tobacco, and Other Drug Abuse

Penn State University

Contacts:

Penn State University
Enrollment: 72,000
Public, Four Year Institution

Natalie Croll, M. Ed.
Assistant Director
Health Promotion and Education

William Asbury, M.S.
Vice President for Student Affairs
Published in 1997/98 Sourcebook

Objectives:

- To designate a single policy body to promote changes in university policies, practices, and publications regarding substance issues
- To recommend programs that encourage a low risk "culture"

Description:

Convened in 1993, the Penn State Commission for the Prevention of Alcohol, Tobacco, and Other Drug Abuse was initiated as a policy body for substance issues. In 1996, the group was officially granted commission status to formally work to promote appropriate changes in university policies, practices, and publications. For three years, the commission undertook a strategic planning process that will guide its future actions and serve as a framework for the university.

The commission consists of thirty-five appointed members who are faculty, staff, students, administrators, and community members. Representing all campuses of the university and their communities, the

commission's members each have three-year terms; students are elected for the remainder of their tenure at the university. In addition, five ex-officio members, who are experts on alcohol or campus life, are permanently appointed to the commission as non-voting members.

The mission of the commission is to develop a university community that is "responsive to the life-threatening nature of alcohol, tobacco, and other drug (ATOD) abuse and specifically makes prevention, intervention, and treatment programs of substance abuse and related problems a priority." This vision emphasizes the commitment of all members of the university community to foster "a culture that values healthy lifestyle choices." The commission's four goals are to increase commitment from university leadership, decrease the number of students experiencing problems, decrease students' use of substances, and increase involvement of multiple constituencies in prevention and intervention efforts.

The commission's planning process used the Team Decision Center at Tennessee State University as a helpful tool. Through the use of a series of network computers, the computerized decision-making center allows individuals to plan simultaneously and anonymously. Participants provide feedback and questions, rank issues, vote and become actively involved.

Integral to the success of the commission is the emphasis on the need for a community-wide approach to changing the culture of high-risk use of alcohol by students. The diverse members of the commission use their linkages to the campus and community to facilitate change. The support of the Vice President for Student Affairs and the President of the University are essential. Specific strategies and successes within each of the four goal areas are noted by the commission. Strategies include a standard for alcohol intervention programs for all campuses, annual phone surveys, active involvement of the faculty senate, review of new student orientation, linkages with local vendors, development of a commission Web site, coverage in alumni publications, athletic events with public service announcements such as "Good fans are hard to come by: Celebrate safely" and a rewards and recognition ceremony.

In addition, the evaluation strategies incorporate information from numerous sources regarding the extent to which each of the four goals is accomplished. Strategies include references to drug or alcohol issues, attendance at meetings, survey of faculty, data collection from students, monitoring the judicial records, and documentation of behavioral change.

Documented Response To Substance Use

Binghamton University

Contact:

Binghamton University
Enrollment: 11,978
Public, Four Year Institution

Linda Salomons
Assistant Director of Campus Activities/
The SHAPE Project Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To summarize campus policies and resources on alcohol and other substances
- To provide information for faculty and staff as they assist students

Description:

The Campus Alcohol and Substance Abuse Education and Advisory Committee developed and adopted a university-wide philosophical statement, regarding substance abuse: Binghamton University's Philosophy Regarding Substance Use. The results of the Faculty and Staff Survey were reviewed and connected to the university's philosophy statement. The Alcohol Committee determined that an informative document would be helpful to faculty and staff members.

The intent of the document was to present policy, resources, philosophy and risks in a format that would be both informative and an easy reference for faculty and staff, as well as helpful to students and parents.

The brochure "Campus Response to Alcohol and Other Substance Use" was developed, finalized, and distributed to all faculty, administrators, support staff, student organizations, and residential life staff. In addition, it is available in many campus offices and departments.

Included in this 16-page document are a letter from the President, the university's philosophy on substance use, documentation about why drugs and alcohol are of concern, policies on drugs and alcohol, the campus' employee assistance program, how to identify a problem, the need to be a positive role model, health risks of various substances, federal and state laws, and campus resources.

Drug Education and Prevention Committee

Troy State University at Dothan

Contact:

Troy State University at Dothan
Enrollment: 2,273
Public, Four Year Institution

Pamela Williamson, M.Ed.
Director of Counseling Services
Published in 1997/98 Sourcebook

Objectives:

- To coordinate the dissemination of information on substances
- To promote cross-disciplined implementation of campus-wide events

Description:

The Drug Education and Prevention Committee is the primary vehicle for disseminating information and promoting

awareness programs on alcohol, tobacco, and drugs. The committee has representatives from each unit of the university, including the university's Public Relations Office. Student clubs and organizations also have voting members on the committee. While originally appointed by the university president, the current committee members are selected by their respective departmental units. Meeting quarterly, the committee approves or disapproves proposed events.

Serving a commuting student population, the committee develops awareness and information programming designed to meet these students' unique needs. Specific

activities are a rally and picnic at the beginning of the academic year, an annual wellness fair, and an in-service training program for faculty and staff.

Throughout the academic year, other events sponsored by student clubs are held. For example, the Tie-One-On Campaign is offered in conjunction with insurance agencies, and the Safe Spring Break is prepared in conjunction with the Outdoor Sign Association. Project Safe Graduation is a May activity prepared in conjunction with the local Substance Abuse Partnership Coalition. An annual consumer satisfaction rating is determined by incorporating several questions in the graduating senior questionnaire.

Policies and Implementation

DUI Prevention Program

University of South Alabama

Contact:

University of South Alabama
Enrollment: 12,254
Public, Four Year Institution

David Hodge, M.S.
Manager

Substance Abuse Counseling
Published in 1997/98 Sourcebook

Objectives:

- To counsel and educate students at risk for substance abuse
- To prevent future offenses by those in violation of campus substance abuse policies
- To establish a firm referral system that works for on-campus and off-campus referrals

Description:

The DUI Prevention Program was developed in response to the unusually high DUI rate on the campus. This confidential program assists those students who are charged with driving under the influence, are found to be in violation of the campus substance abuse policy, and/or are identified to be at risk for substance abuse. The Campus Substance Abuse Education/Prevention Training Center works with the courts and the disciplinary committee at the request and authorization of the student.

Students referred from three sources are considered for the program. (1) The campus substance abuse policy violator is a student who is consistently involved in campus "partying," which violates the policy identified in the Student Handbook. (2) The DUI offender, as identified by the court and

police, is someone who has been charged with driving under the influence of mind and/or mood altering substances. The program is geared toward first and second offenders, as identified through discipline hearings. (3) The "at risk" substance abuser, as identified by staff or peers, is someone who has suffered numerous negative consequences as a result of his/her use of mind and/or mood altering chemicals. Upon receiving a referral from any of these three sources, the student makes an appointment for a screening interview at the center.

The program consists of 12 hours of counseling/education groups over a six-week period. In addition, a screening interview and an exit interview are conducted with the Manager of Substance Abuse. During the screening interview, the center staff determine if the referred student is appropriate for this program; the students in need of intensive treatment are referred elsewhere, and students who have no issues with substance abuse are not accepted.

The counseling/education group, with a maximum of 10 students participating, is used because of the support and vicarious learning that takes place in a small group. Held on Fridays to avoid conflict with most classes, at least one group is offered each academic term. Each week, the group begins with a lecture from the group facilitator on a specific topic; this is supported by a video, reading materials, and assessment tools. An outside assignment is

completed each week and shared in group discussions the following week.

Before participation in the group, students are made aware of their rights and responsibilities. Rights include a commitment that there is no special observation occurring during the group, that the program is not engaging in research projects that use them as subjects, that they may refuse to participate in any or all part(s) of the program, that there are no hidden program costs, that information shared is completely confidential, and that they have a right to share grievances or complaints.

Responsibilities include the need to honor the confidentiality of all participants, to inform project staff of any health problem, to respect the rights of participants, and staff to be direct and honest about their lifestyles, to be on time for all program activities, to complete all assignments, and to practice discretion in dress, language and appearance.

To promote campus support, internal marketing is done through presentations to referral sources such as Counseling Staff, Student Health Staff, Housing Staff, Police Staff, and the Discipline Staff. External marketing includes a mailing to district court judges within a 50-mile radius of the university and follow-up telephone calls.

Evaluation of the program illustrates that students are pleased with the way that the program is handled. Although the DUI arrests have remained constant in recent years, no repeat offenders have been in the program.

Focus on Alcohol Referrals and Enforcement (FARE)

University of Colorado at Boulder

Contact:

University of Colorado at Boulder
Enrollment: 24,548
Public, Four Year Institution

Jean Kim, Ed.D.
Vice Chancellor of Student Affairs
Published in 1996 Sourcebook

Objectives:

- To promote awareness of the alcohol policies at the campus football games
- To enforce the policies swiftly and consistently

Description:

Alcohol abuse was cited as a significant problem at campus sporting events, particularly football games. The campus policy

was revised to reduce alcohol abuse and to promote more responsible behavior.

The Focus on Alcohol Referrals and Enforcement (FARE) program was designed to assure that everyone purchasing a ticket to a football game was aware of the alcohol policies. The policy specifies that no alcohol may be brought into the stadium and that visibly intoxicated individuals will be denied entry into the stadium.

Flyers were distributed throughout the campus; one flyer stated "Going to a CU football game this fall? Beware of FARE!" The flyer lists the consequences for not following the new policy. It also states that individuals under the age of 21 may not

purchase or be in the possession of any alcohol. Regarding purchase of alcohol, individuals between the ages of 21 and 25 may purchase one beer at a time; individuals ages 25 and over may purchase no more than two beers at a time.

The consequences for not following the policy are that the individual is contacted by security or a police officer, who then completes a university contact card and/or issues a Boulder County summons resulting in the violator having to go to court. In addition, the violator is escorted out of the stadium for the remainder of the game. Violators must also attend a Student Conduct Conference during the week following the game.

Policies and
Implementation

Fraternity Alcohol Policy for Theme Parties

Southern Louisiana University

Contact:

Southeastern Louisiana University
Enrollment: 14,344
Public, Four Year Institution

Jim McHodgkins, M.S.
Assistant Dean of Student Development
Published in 1997/98 Sourcebook

Objectives:

- To reduce the number of underage drinkers at parties
- To reduce the amount of alcohol available at social events
- To promote self-monitoring by fraternities at social events

Description:

Following changes in state laws and subsequent policy alterations by the university's Board of Trustees, the university's administration decided to stop permitting social events where underage drinking occurs. At the alcohol policy meetings for university Greek organizations, the fraternity presidents, advisors, and social chairpersons were asked for their help in developing a viable solution. A specific

proposal developed by one fraternity was adopted with minor changes. This new procedure promotes enforceable policies for registered events held by student organizations.

Each fraternity chapter forms a special eight-person committee, which includes the president, vice president, social chair, and treasurer, to uphold the laws and policies concerning alcohol consumption. When an event is planned, these eight individuals are required to meet as a group with the Assistant Dean of Student Development who reviews the campus alcohol policy and the state law. Once the committee agrees to uphold and enforce the policies and law, each member signs an alcohol agreement form. At this point the event becomes registered. The committee members attend the functions and act in three distinct roles: two members remain at the door to determine who gains access to the event, four members are floor monitors, and two members staff the bar. In addition, two policemen are present.

At the main entrance, guests must present a valid ID and their name must be on a guest list. Each guest's age is checked; those 21 years of age and older are given a wrist band and have their right hand stamped "yes" and those under age 21 have their left hand stamped "no." The alcoholic beverages brought by each individual are checked at the door and taken directly to the bar. The amount of beer brought in by any one individual is limited to six cans of beer. The four committee members who serve as floor monitors escort to the door any guests or members who break the under 21 law.

This policy was implemented during Theme Night Parties with very positive results. No fights or incidents occurred at any party; the only problem was someone trying to gain admittance when his/her name was not on the guest list. Numerous students mentioned how much fun they had at these social events.

Policies and Procedures: Chemical Dependency

University of Nebraska
Medical Center

Contact:

University of Nebraska
Medical Center
Enrollment: 2,770
Public, Four Year Institution

Kathy Kriegler, M.S.
Coordinator
Published in 1996 Sourcebook

Objectives:

- To provide consistent policies and procedures for students and employees with substance abuse or dependency concerns
- To demonstrate leadership to the campus community regarding appropriate and timely handling of substance abuse problems

Description:

The position of the University of Nebraska Medical Center (UNMC) is that "chemical dependency is a disease that can endanger the health and well-being of students, employees and faculty and can have a negative effect on the public they serve." With this foundation, UNMC is taking a community leadership role in health care professional education, research, and public education about substance use, abuse and dependency.

This policy outlines the procedures by which an individual with a substance abuse problem may seek confidential assistance from Student Counseling or the Faculty/Employee Assistance Program on a voluntary basis, or how they may be referred to these services on a mandatory basis.

Individuals from the campus community identified for mandatory referrals shall be those who demonstrate any of five behaviors related to drug or alcohol use. These behaviors include a pattern of poor job or academic performance; disciplinary problems (such as absenteeism and tardiness); violations of the law that impact job performance; the diversion of controlled substances; and other acts that violate the college substance abuse policy.

Procedures for mandatory referral begin with the designation of an administrator or faculty member in each academic unit who documents reports of impaired academic or clinical performance, confronts the impaired student, and coordinates their referral to student counseling for chemical dependency assessment and treatment.

This designee also monitors the student's progress during aftercare in cooperation with student counseling. Similar procedures are identified for employee or faculty members who become impaired to the degree that they are incapable of performing the requirements of their job adequately or safely.

Students, faculty and employees who are of mandatory referral status due to chemical impairment are required to sign written contracts stating the terms of assessment, treatment and ongoing recovery. Those who refuse to comply with contract requirements may be subject to further disciplinary action up to and including dismissal. Responsibility for costs of evaluation, treatment or aftercare shall be borne by the student, employee or faculty member.

The implementation of the policy is difficult to measure since the information regarding individuals who have obtained assistance for substance abuse problems through these channels is confidential.

Policies and
Implementation

Quality Improvement Team on AOD Prevention and Intervention

Syracuse University

Contact:

Syracuse University
Enrollment: 19,973
Private, Four Year Institution

Deborah A. McLean, MSW
Special Assistant to the Vice President
Published in 1996 Sourcebook

Objectives:

- To apply the university's quality management system to improving drug and alcohol prevention and intervention
- To implement a set of proactive administrative practices
- To increase awareness of policy goals, maintain consistency in enforcement and establish willingness to support policy enforcement.

Description:

Syracuse University Improving Quality (SUIQ) is the quality initiative designed to improve the effectiveness of administrative services, especially those that directly support learning. The principles of SUIQ have been applied to create a coordinated prevention and early intervention approach through the Division of Student Affairs. SUIQ is a systematic approach to improving administrative practices that are grounded in four basic principles. These include (1) meet the need of customers; (2) work toward continuous improvement; (3) manage by prevention; and (4) measure by the cost of quality.

Prior to the implementation of the Quality Improvement Team (QIT) and the Substance Abuse Prevention Project, the Student Affairs approach to drug and alcohol problems was fragmented, duplicative, inconsistent, and lacking in a long-term

strategic plan for the reduction of drug and alcohol abuse at the university.

The quality improvement efforts for drug and alcohol abuse prevention and intervention include the development of a university-wide, umbrella policy for drugs and alcohol, problem identification and judicial interventions.

The plan specifies support for substance-free and/or wellness promoting social and residential living options; educational programs geared toward raising consciousness; public information strategies to correct misperceived norms, and a systematic process to identify, triage and match problem-drinkers with appropriate risk-reduction interventions. The plan also identifies program evaluation as a critical action step with emphasis on outcomes and impact.

The plan specifies some long-term results that are expected from this comprehensive approach. They include reductions in alcohol-related disciplinary actions, alcohol-related damage/vandalism in residence halls, alcohol-related illnesses and injuries and students' frequent or heavy alcohol use.

Corrective actions accomplished so far include development and extensive campus-wide discussion on the university-wide proposed Policy on Alcohol and Other Drugs. The policy document acknowledges the university's mission to "promote learning through teaching, research, scholarship, creative accomplishments and service." It also links the policy to the university's Compact. The Compact is designed to prioritize the aspirations of the institution in accordance with its central mission and

identify those conditions essential for reaching these goals. The first goal is to support scholarly learning as the central mission of the university. The second is to promote a culturally and socially diverse climate that supports the development of each member of the community. The third is to uphold the highest ideals of personal and academic honesty. Finally, the policy emphasizes maintaining a safe and healthy environment for each member of the community.

Six guiding principles provide a philosophical framework for the policy. The first is the "university as a community" under which a demonstrable interest in the intellectual, physical, and psychological well-being of the community members is noted.

The second principle is "proactive approach" which emphasizes the institution of policies and procedures that sustain healthy community-wide norms. The third is "prevention and assistance" which emphasizes activities that the University provides to create as an environment that discourages the unacceptable use of alcohol and helps to prevent problems related to its use. The fourth principle is "comprehensiveness" which emphasizes a comprehensive, integrated set of policies and practices. "Jurisdiction" is the fifth principle and it describes the geographic and demographic characteristics of the population governed by the policy including students and student organization, faculty, staff, guests and visitors. The last principle is "values with regard to specific substances" which emphasizes the public health and safety concerns identified.

Recognition Agreements with Fraternities and Sororities

University of Washington

Contact:

University of Washington
Enrollment: 33,719
Public, Four Year Institution

Ricardo S. Galindez, J.D.
Assistant to the Vice President
for Student Affairs/Greek Relations
Published in 1996 Sourcebook

Objectives:

- To address a variety of problems growing out of the use and abuse of alcohol in Greek organizations
- To promote the positive qualities of Greek life, and compliance with applicable laws and policies

Description:

As a result of problems growing out of the use and abuse of alcohol, a campus task force recommended addressing the underlying issues. One specific recommendation was that all fraternities and sororities sign Recognition Agreements with the university. Under these agreements, if alcohol is to be served, fraternities and sororities are required to register parties with the university,

obtain Special Occasion Licenses or Banquet Permits from the Washington State Liquor Control Board and maintain and regulate access to their events. Initiated in 1993, the agreements are managed by a full-time university employee, who works closely with the student and alumni leadership of the Greek system as well as with enforcement agencies and community members. Currently all 16 sororities and 28 of the 29 fraternities have signed a Recognition Agreement in which the university extends official recognition to the fraternity/sorority chapter, if the requirements are met. One aspect of the requirement for recognition is that the chapter must be in compliance with existing policies including the Liability Management Policy, a Party Policy, a Dry Rush Policy, a Dry Event Policy (for sororities) and a Human Dignity Statement. Chapters must also take disciplinary or other appropriate actions against members, residents, invitees, and licensees who violate the applicable rules of the

chapter, the university or the terms of the agreement. Further, at least once a year the chapter must conduct educational programs on substance awareness and acquaintance rape for its members. When violations occur, reports are registered with the Vice President for Student Affairs. Relevant actions may include a written warning, a written reprimand, a monetary fine, restitution, probation, suspension or withdrawal of official recognition.

As a result of implementing the Recognition Agreements, the university has established strong working relationships with the organizations responsible for enforcing the laws, regulations, policies and standards governing members of the Greek system. Reports from enforcement agencies and members of the community suggest that the agreements have served as a catalyst for changes in the system, resulting in a decrease in problems such as noise complaints, vandalism and fighting, which are commonly associated with alcohol use and abuse.

Policies and Implementation

Social Events Sponsorship

Quinnipiac College
University of Missouri – Kansas City
Webster University

Contacts:

Quinnipiac College
Enrollment: 4,955
Private, Four Year Institution

Leonora P. Campbell, M.S.
Associate Dean
Office of Student Affairs
Published in 1996 Sourcebook

University of Missouri – Kansas City
Enrollment: 9,962
Public, Four Year Institution

James Waite, M.S., M.B.A.
Director
Office of Student Life
Published in 1996 Sourcebook

Webster University
Enrollment: 10,834
Private, Four Year Institution

Patrick Stack, D.Min.
Director of Counseling/Life Development
Published in 1996 Sourcebook

Objectives:

- To promote or encourage increased planning for social activities
- To promote greater individual responsibility at social events with alcohol

Description:

The planning of social events at which alcohol will be served or sold involves a variety of responsibilities that are implemented in various ways. Based on concerns that campuses have had with social events involving alcohol, specific policies and procedures have been implemented with different target audiences. For example, Quinnipiac College has implemented its approach for students in residence hall rooms whereas Webster University and the University of Missouri – Kansas City (UMKC) focus on student organizations.

Webster University's "Party Successfully" initiative was implemented by the Student Government Association which legislated that "Any student organization intending to serve alcohol at their event(s) must have a minimum of five members (two must be officers) participate in an alcohol/drug in-service program. This is required for each intended event." In a similar way, the UMKC policy requires that student organizations that sponsor events with alcoholic beverages must register in advance and attend a one-hour risk management workshop at the beginning of the semester.

Similarly, Quinnipiac College has a policy for students who reside in living units: when three-quarters of the residents of the room are of legal minimum age of purchase and want to host a party and/or have a keg, the event must be registered. Students in the living unit, including those who are not of the legal age, must attend a one-hour program. Topics included are Ways of Monitoring the Social Event, Personal Responsibility, Responsibilities of a Host and How to Handle Problematic Situations.

A major intent of the program at Quinnipiac College is to better educate students and hold them accountable. The College administration also hopes to have a better sense of the level of activity on the campus and to assure that students are also in personal contact with a staff member. Similarly, at UMKC the policy was designed as a way of monitoring social events.

Policies include numerous elements. At both UMKC and Quinnipiac College, part of the social event registration policy is derived from state statutes that address the legal drinking age (the need for official identification to verify age and that it is not allowable to provide alcohol to underage individuals). Other policies include completion of a Social Policy Registration Form. Further, the availability of alcohol at an event may not be included in the advertising nor may it state BYOB; also, no student fees are allowed to pay for alcoholic beverages. Organizations are expected to refuse to serve alcoholic beverages to an individual who is bordering upon intoxication or who is obviously already intoxicated. At UMKC, the hosts of social functions where alcohol is served may be held responsible and accountable for the actions of their guests.

At Quinnipiac College, the brochure "Hosts Party Planning" provides information about the rationale for planning, the incorporation of party themes, ways of organizing the party, activities and sample recipes, guidelines for helping a friend, how to deal with an intoxicated person, and helping resources both on and off the campus. The Webster University approach is preventive in nature and also helps student organizations take responsibility for the success or failure of a social event where alcohol is served. In addition, the university planners want the community in which the campus is located to be safer as the result of responsible behavior on the part of students.

Substance Abuse Education and Prevention

Baylor College of Dentistry

Contacts:

Baylor College of Dentistry
Enrollment: 484
Private, Four Year Institution

Eric Solomon, D.D.S.
Associate Dean
Student Services

Tommy W. Gage, D.D.S., Ph.D.
Professor
Published in 1996 Sourcebook

Objectives:

- To implement a policy of alcohol and drug abuse information
- To incorporate the alcohol program in the campus curriculum

Description:

The Baylor College of Dentistry has implemented a policy of alcohol and drug abuse information, standards of conduct, health risks, awareness, consequences, legal ramifications, counseling and referral for treatment and rehabilitation. The program is established in the required curriculum for dental and dental hygiene students. Thus, all students must complete

the prescribed curriculum related to the complex issues of alcohol and drug abuse, including theories and societal implications, the pharmacology of substances of abuse, hazards and legal implications. Treatment of patients with a current history of alcohol or drug addiction as well as patients in recovery is also included.

The American Dental Association has developed a model curriculum for teaching substance abuse education in the dental curriculum. This method was chosen because of convenience and faculty interest. The students must complete the curriculum and be examined on their mastery of the material. The faculty responsible for alcohol and drug abuse education in the dental colleges in Texas meet one to two times each year to share curriculum concepts and programming. The Texas State Board of Dental Examiners requires the completion of a written examination on drug and alcohol abuse topics. Questions for the exam are prepared by faculty responsible for alcohol and drug abuse

education in the dental colleges. A study booklet has been prepared as a guide for the examination. In addition, the college has provided Continuing Education course for the practicing dental community who are under adjudication by the State Board of Dental Examiners.

The college maintains an alcohol- and drug-free campus which is monitored by a committee of faculty, staff and students. Resources for confidential counseling, treatment and rehabilitation for any of the college's students or employees are also available. Confidentiality for all those involved is maintained and the Texas Peer Assistance Program provides assistance to those who request it.

Success of the college effort is documented by measurement of changes in attitudes and behavior patterns of students as they progress through the dental education years. Another measure of success is the student identification of patients with profiles consistent with substance abuse concerns.

Policies and
Implementation

ENFORCEMENT

Enforcement involves the role of police, the disciplinary process, and the campus judicial system. It is linked to several other components of campus programs; in particular, the areas of policies and implementation and support services.

Several proactive approaches are represented. Student organizations planning a social event may receive training or special advice in advance; for example, police officers may meet with an organization to discuss laws governing noise, alcohol distribution, intoxication, trash and parking. Registration of social activities is another method of enforcement and often includes a training program for hosts on ways of keeping an event incident free. In the party-monitoring system, which is in effect on some campuses, students patrol the campus sites of student parties and intervene when flagrant violations are found. Related proactive approaches are a community coalition and a regularly scheduled community forum.

A related enforcement initiative focuses on individuals who violate campus policy or local laws. As noted under Support and Intervention Services, workshops for offenders of a campus alcohol policy include long-term and short-term programs; the program length depends on the nature of the violation and whether it is a first or subsequent policy infraction. Similar approaches can be implemented with local court-referred violations. Also included are peer approaches, where trained students serve as decision-makers regarding other students' judicial violations. Residence hall intervention programs are instituted to complement the policy enforcement programs; this illustrates the importance of the

educational aspect of enforcement. Also helpful is having students conduct a self-assessment.

In addition, campus professionals may review a student's record and assess the individual's background, medical history and level of risk. A clear system of response that is consistently enforced with follow-through helps promote accountability on the part of faculty, staff and students. This may be instituted for policy violations or for behaviors of concern. The need for the full support of various offices on campus, including residence halls, counseling center, the dean and the president's office, is identified.

Service activities may constitute part of a contractual agreement so that violators "work off" their penalty in ways that benefit the community. Students receive assistance from campus personnel as they interact with the judicial system in the community surrounding the campus. Related approaches include the use of computer software to build awareness and the use of fines and distribution of money received from this process. Probation or suspension from the institution is used when other approaches fail. These approaches illustrate the need for a contractual relationship between the student who violates the campus policy and the institution. Such an approach further enhances the theme of consistency cited earlier.

Finally, professionals reveal the need for strong provisions within the enforcement activities of the campus policies. They further recommend that some, if not all, of the sanctions be mandatory. Documentation of violations, consequences, satisfactory completion of consequences and ongoing behavior are seen as important.

Alcohol and Other Drug Education Program

Castleton State College

Contact:

Castleton State College
Enrollment: 2,028
Public, Four Year Institution

Julia Burke
Director
Wellness Center
Published in 1996 Sourcebook

Objectives:

- To consistently enforce alcohol and drug policies
- To provide education and appropriate sanctions for policy violators

Description:

While the Office of Alcohol and Other Drug Education at the college utilizes a comprehensive approach, a significant emphasis is on consistent enforcement of policies on the campus, which is essential in maintaining the health and quality of the educational environment. The intent of the campus-wide program is to reduce the number of substance related incidents on campus.

To accomplish these objectives, a progressive three-phase program was developed with each phase building on the goals and

activities of the preceding phase. The first phase of the program is a six-hour course that reviews the progression of substance abuse, evaluates one's personal abuse pattern use, reflects on individual and family dynamics, explores societal messages around substance use, discusses substance free methods of stress reduction and formulates new decisions around personal use. The three sessions that make up the course consist of values clarification, a party observation log, a personal usage form, a media slide show, communications skill building, brainstorming on healthy choices, and numerous exercises and discussions.

Phase two includes a monetary fine, community service hours, a meeting with the campus drug and alcohol director and a six-hour phase two course. The goals of phase two are to examine the progression of use since attending phase one, to explore the negative consequences of choices, to assess substance use as it relates to personal goals, to identify and discuss obstacles that prevent behavior change and to develop a personal plan of action.

The phase two course includes exercises on personal use and related negative consequences, clarification of goals and healthy behaviors. Course assignments are: redoing week-long alcohol use form, myths and realities regarding reasons for use, an influence log and a personal plan of action.

Phase three consists of a substance abuse assessment at the student's expense, a disciplinary hearing with the assistant dean for Campus Life, community service hours, and individual sessions with the drug and alcohol director. The goals of this phase are to assist the student in internalizing the need for change, to identify specific issues that are preventing the behavior from being modified and to identify available resources both on and off the campus.

Documentation is maintained by the campus with a referral form, a sanction completion checklist and a completion form. The project's success is the documented low repeat offender rate of less than 3% for students enrolled.

Alcohol and You

Ohio University

Contact:

Ohio University
Enrollment: 18,855
Public, Four Year Institution

Stephanie Dorgan, M.Ed.
Assistant Director, Health Education and
Wellness

Published in 1996 Sourcebook

Objectives:

- To provide self-awareness skills leading to healthier choices concerning alcohol use
- To present accurate information regarding the effects of alcohol
- To provide current information about available resources

Description:

This two-hour workshop is designed for those sanctioned to attend because of an alcohol policy violation. It offers accurate information about how the misuse and abuse of alcohol can affect an individual's physical, academic, social and emotional well-being. The program explores alcohol's effects and consequences, alcohol poisoning, risk-reduction methods and guidelines for responsible drinking. The intent is to help students remain an active, productive and healthy part of the university community.

Three ground rules have been established for the two-hour program. One, there will

be no debate on the legal drinking age. Two, there will be no discussion over the fairness of an individual's sanction. Three, respect will be shown toward others in the program and to the facilitator. Each student then introduces himself/herself and describes the situation that resulted in the sanction to attend the group meeting. This is helpful feedback to the facilitator regarding whether the individual is accepting responsibility for an action or whether he/she is projecting responsibility on to another. The goal is for students to accept responsibility for the behavior that resulted in the sanction.

Discussion about the student's relationship with alcohol begins with why the individual consumes alcohol, how much he/she consumes and how frequent the consumption is. The next section addresses how the body processes alcohol and contains information on metabolism, effects on the brain, response to alcohol and male/female differences. Information provides a picture about how physical health, thinking, emotions and behaviors are impacted with increasing amounts of alcohol.

Responsible use of alcohol is promoted through the introduction of the "zero, one, three principle." The "zero" limit is suggested for times when one should not

drink; the "one" stands for only one drink per hour sets the pace; and the "three" stands for the maximum number of drinks in one day. Other ways of using alcohol responsibly are identified through group discussion. The consequences of irresponsible alcohol use, with attention to physical, social and academic consequences, are identified. The next section addresses a model of student alcohol use and abuse, which introduces a continuum of alcohol use and provides an opportunity for students to evaluate their drinking behavior. The "Finding Out" video is shown to illustrate the negative effects of alcohol abuse.

Extensive evaluation is conducted of the Alcohol and You program. This is done through a survey that assesses the beliefs and behaviors of students who attended the program. Sixty students were interviewed by telephone and almost unanimously, they concluded that the program had provided useful information. The most useful part of the program was learning the effects of alcohol on the body. Overall, it seems that students had examined their behavior and had seen the need to make a change, thereby becoming more responsible in their drinking behavior.

Enforcement

Alcohol I.Q. Network

Indiana University – Bloomington

Contact:

Indiana University – Bloomington
Enrollment: 35,594
Public, Four Year Institution

Nancy Riggert

Director, Alcohol-Drug Information Center
Published in 1996 Sourcebook

Objectives:

- To heighten student awareness about drinking
- To provide students with positive reinforcement for low-risk drinking habits
- To offer non-judgmental suggestions for areas needing improvement

Description:

The Alcohol I.Q. Network is a computer software program developed by the Health Education Program at Cornell University's Health Services. It is an interactive computerized alcohol educational program, which is offered as part of the preventive services of the Indiana University Alcohol-Drug Information Center.

The I.Q. Network contains three interrelated modules:

- Spirited Information is a compendium of alcohol-related information in question and answer format, reviewing 10 key subject areas.
- Alcohol I.Q. Quest is a game that allows students to test their knowledge across seven different categories.
- Private Stock is an inventory of drinking behaviors and attitudes presented through a series objective statements. Students assess their drinking habits and learn about lower risk drinking options.

The Alcohol I.Q. Network is incorporated as an enforcement activity because it serves as a cost-effective way of providing information as well as challenging students. The program is also used as an educational intervention for students who violate the university's alcohol policy because it is a positive sanction that requires minimal staff time. Thus, the

computer software program fills the need for an economical alcohol education program for students that is provided in a timely, non-threatening way.

Two computers are housed in the Alcohol-Drug Information Center to accommodate students who wish to use the computer program. Although most of the students using the program are judicially sanctioned to do so, any student, staff or faculty member may select to use it. It is also taken to the annual campus Health Fair to promote its availability as a campus resource.

This process appears to be a successful approach, as judicial officers are pleased with it as a sanction option, and students view it as a non-threatening, non-judgmental way of receiving information on alcohol and their personal drinking practices.

Alternative Alcohol and Other Drug Rehabilitation Program

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To provide services to students who have been arrested for an alcohol/drug-related incident
- To help students maintain academic performance and stay in school following an arrest
- To provide appropriate assistance for students with serious abuse/addiction problems

Description:

The Alternative Alcohol and Other Drug Rehabilitation Program was designed to meet the needs of students who are mandated by the court to enroll in an alcohol/drug rehabilitation program. It is also available to students who contact the program prior to their first court date. The program incorporates different options and requirements based on the unique needs of each student and the varying degrees of the severity of the problems.

To enroll in the program, students contact the HEART Program and schedule an appointment with the program coordinator. During this meeting, a contract that stipulates specific program requirements and non-compliance consequences is completed.

All students in the program must complete two elements whether or not they have been mandated to enroll by the court. The first is an alcohol/drug assessment administered and interpreted by trained graduate students and advanced undergraduate interns. The second is a minimum of three individual counseling sessions. Other options are implemented based on the individual student's situation. The Recovery Group (an Alcoholics Anonymous-like group) is a requirement for students with serious alcohol/drug problems, students in recovery, and students who need support to achieve their personal substance abuse strategies and goals. The ACOA group is for students who have grown up in a family that includes a parent/step-parent who was/is addicted to drugs or alcohol.

Students may be required to attend one or more of the available education programs, which include Binge Drinking, Other Drug Education, Acute Alcohol Intoxication Assessment, and Men and Violence.

Other options that help address individual student needs include meeting with an academic advisor, participation in an appropriate support group, changing place of residence, "checking in on a daily basis," and a physical examination. When the program is successfully completed a compliance letter is forwarded to the court.

The UCONN Connects Program is a requirement for students who are on academic probation or who are struggling academically. Administered by the Dean of Students Office, this mentoring program provides

assistance during the process of dealing with the emotional distress of the arrest.

The Community Service Program is often mandated by the court, and requires the completion of a minimum number of community service hours. PARTY Time Hours at the Student Health Services is one of the HEART Program's community service activities. Students work night shifts from 9 p.m. to 2 a.m. at the Student Health Services assisting the night nurses in taking care of students who are hospitalized because of a drug/alcohol-related illness or injury. Students must attend a 2-hour Acute Alcohol Intoxication Assessment training session and become HEART certified by passing a test in order to be cleared to work the PARTY Time Hours.

The Alternative Rehabilitation Program is particularly important because of the rural location of the university, the no-car policy for first-year students, and the cost of off-campus services. Limited insurance coverage make it difficult for students to enroll in off-campus drug/alcohol rehabilitation programs or counseling services, or complete community service hours off campus.

The program appears successful because of the number of mandated court referrals from within the region, from throughout the state and from other states, as well as the number of arrested students who initiate contact with the HEART office before their first court date. Further, most students successfully complete the program and other students are referred to the program by prior participants.

Enforcement

Campus Assistance Team

Eastern Connecticut
State University

Contact:

Eastern Connecticut
State University
Enrollment: 4,590
Public, Four Year Institution
Sherry Bassi, R.N., M.S.
Substance Abuse Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote early identification of and intervention with students at risk for developing problems with drugs or alcohol
- To develop an orchestrated approach to addressing alcohol abuse problems

Description:

The Campus Assistance Team (CAT) is modeled after student assistance teams in secondary education settings. The CAT incorporates representatives from Athletics, Community Policing, Residential Life, Judicial Affairs, Health Service, Substance Abuse Prevention, Counseling, Academic Advisement, and the faculty. Meeting every two weeks, the team strives to identify students who may be having problems with drugs or alcohol or who are experiencing

other behaviors of concern that interfere with their ability to succeed at the institution.

Behaviors of concern include absence from classes, falling asleep in class, disheveled appearance, flat/depressed affect, lethargic/despondent/noticeable fatigue, lateness, writing quality that demonstrates disconnected or morbid content, poor eye contact, pattern of sickness, noticeable weight loss/gain, lack of participation, and poor written/verbal expression skills. Included in the checklist of behaviors of concern for housing or other staff members are disrespect of others' needs/property, over-sleeping, self-destructive behavior, substance abuse, pattern of perpetual crises, home sickness, sexual indiscretion, change in behaviors/appearance, being ostracized, lethargic, social isolation/withdrawn, and poor hygiene.

Referrals to CAT are made by any member of the university community who observes a behavior of concern. The initial referral can be done using a form that asks the student, faculty or staff member to describe briefly his/her reasons for referring the student to the Campus Assistance Team. When the referral is made, the referring person

notifies the student that this has occurred.

A member of the team contacts the student to obtain a consent form and sets up an appointment for an interview. The student is then interviewed and completes the CAT Data Collection Form.

The CAT Data Collection Form includes strength and sources of support, the student's view of behaviors of concern and any other concerns, and the student's view of what would be helpful. The action plan includes behaviors of concern from the referral form and intake process, and definitions of short-term measurable successes for the student. The team then reviews the data collected from the referral form and intake process, forms an action plan, which includes definitions of short-term measurable success for the student, and nominates a team member to serve as the student's "manager." This case manager reviews the action plan with the student and provides any follow-up required if the student agrees to participate.

Evaluation of outcomes is monitored by faculty members on the team who have assumed responsibility for formal evaluation processes.

Citations, Fines and Follow-up

University of Rhode Island

Contact:

University of Rhode Island
Enrollment: 10,670
Public, Four Year Institution

Fran Cohen, M.A.
Director of Student Life
Published in 1996 Sourcebook

Objectives:

- To implement consistent follow-up of underage drinking, possession of alcohol and public consumption
- To improve the campus climate by addressing simple policy violations
- To promote self-evaluation of drinking behavior

Description:

The current alcohol policy and follow-up, initiated in 1991, requires mandatory sanctions for underage drinking, underage possession and public consumption for violations of community standards regarding alcohol. The required associated education program includes a self assessment and an educational workshop.

Staff are carefully trained and supervised to address every violation they encounter.

The policy is enforced by residence hall staff, security officers and campus police. In fact, most citations are given in residence halls by resident assistants. Carbonized "citation" forms are used for simple violations and the usual incident reports are used for complex violations involving alcohol and additional violations of community standards.

The citation form includes information about the student violator, the date, time and location of the violation and the specific nature of the violation. The citation copies are distributed to the student, the Office of Student Life, and the Housing and Residential Life Office.

Minimum sanctions for violations of the alcohol policy for the first offense include a \$50 fine, a semester's disciplinary probation and completion of a written self-assessment. The second offense results in a \$100 fine, a semester's disciplinary probation, and a seven-hour educational workshop. The third offense results in suspension from the university for two semesters. The fines collected go into a

substance abuse prevention account and are used for educational programs and materials, as well as to fund program grants to student groups for alcohol-free social opportunities on weekends. Students who fail to pay their fine after a warning cannot receive transcripts or their diplomas until the fine is paid. Payment plans are arranged for those students who need them.

The self-assessment after the first violation helps students evaluate their drinking behavior, compare it to national norms and access intervention and support services early. The review after eight semesters of the policy indicates improvements in the campus climate. The policy of suspending third-time offenders appears to be serving as a deterrent and to be motivating staff to address initial violations quickly. In the more than eight semesters that the policy has been implemented, only three students have been suspended. On average, almost 90% of students cited are not cited a second time.

Enforcement

Class for Policy Violators

Bowling Green State University
University of San Francisco

Contacts:

Bowling Green State University
Enrollment: 17,200
Public, Four Year Institution

Jeanne M. Wright, R.N., M.Ed.
Coordinator
Published in 1996 Sourcebook

University of San Francisco
Enrollment: 8,407
Private, Four Year Institution

Linda Pratt, M.A.
Coordinator
Substance Abuse Prevention
Published in 1996 Sourcebook

Objectives:

- To help participants to make informed choices about alcohol use
- To provide an educational option for students who have violated alcohol-related university regulations
- To better understand reasons why alcohol is used in an abusive manner
- To challenge students' perspectives of substance use

Description:

A three-hour class for violators of the campus alcohol policy is an option developed by several institutions. At the University of San Francisco, this was prepared by the Office of Residence Life and the coordinator of Substance Abuse Prevention. Their CHOICES (Choosing Healthy Options In Community Environments) program is designed to help participants gain knowledge and make more informed choices.

At Bowling Green State University, the Friday Perspective Education Program, coordinated by the Center for Wellness and Prevention, is a lifestyle risk-reduction program for students referred by the Office of Judicial Affairs.

In the latter program, students examine their perspectives about alcohol consumption, review normative behavior for college students, understand risk factors for alcohol-related problems and legal implementations, explore alcohol myths and facts, and identify risk reduction strategies.

The content of the CHOICES program is similar. It includes a self-assessment, an identification of warning signs of alcohol misuse, a personal profile of a drinking situation, information about the effects of alcohol (such as blood alcohol concentration, in toxication and personal effects), family background and guidelines for reducing risk. The CHOICES program also provides the zero-one-three model for responsible use of alcohol; since this model serves as an easy reminder for individuals interested in monitoring their use of alcohol. The Student Judicial Board is empowered to sanction students to attend CHOICES, which increases the role students take in monitoring one another.

Common to each of these programs is the development of a set of goals for responsible alcohol consumption by participants. At Bowling Green State University, participants

engage in personal goal-setting strategies and a discussion of healthy alternatives, including an action plan for the accomplishment of a specific objective. In this plan the student identifies what needs to be done to achieve the goal, rewards, possible setbacks, and strategies for overcoming setbacks. The University of San Francisco asks students to complete a personal commitment form, to create a guideline to reduce risk and personal alcohol use, and to identify situations that will increase or decrease the chances of meeting a specified goal. This form further identifies the strategies and skills to be used to meet the goal, with a way of monitoring their implementation. Students are required to attend a follow-up class three months later to review their progress toward meeting their goals. This also enables the program developers to evaluate the curriculum and make changes.

To further substantiate the importance of the program, Bowling Green State University has each student complete a "Consent to Participate" form, which specifies their agreement to complete a mandatory survey instrument and attend the entire two-hour session offered from 3:30-5:30 p.m. on Fridays. It is also noted that failure to participate will result in notification of the Judicial Affairs Office.

Comprehensive Process for Policy Enforcement

Georgia Southern University
Gettysburg College
Northeastern University

Towson State University
University of Northern Colorado
Villanova University

Contacts:

Georgia Southern University
Enrollment: 14,138
Public, Four Year Institution

Edward Bayens, Ph.D.
Director of Judicial Programs
Published in 1996 Sourcebook

Gettysburg College
Enrollment: 2,126
Private, Four Year Institution

Harriet Marritz, M.S.
Psychologist/Drug Education Coordinator
Published in 1996 Sourcebook

Northeastern University
Enrollment: 25,086
Private, Four Year Institution

Judy Phalen, M.P.H.
Coordinator
Alcohol and Drug Education
Published in 1996 Sourcebook

Towson State University
Enrollment: 12,722
Public, Four Year Institution

James R. Henschen, M.S.
Counselor
Published in 1996 Sourcebook

University of Northern Colorado
Enrollment: 10,426
Public, Four Year Institution

Ann Quinn-Zoback, M.A.
Coordinator
Drug Prevention/Education Program
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.A.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Objectives:

- To implement a consistent enforcement approach for campus alcohol policy violators
- To promote collaboration with local law enforcement personnel
- To promote collaborative interactions among campus offices and professional personnel
- To identify problem drinking and addictive behavior as early as possible

Description:

Campuses have employed a variety of strategies to implement an enforcement process for students found in violation of the campus alcohol policy. A primary foundation of these efforts is to have a consistent and structured approach for campus personnel involved in the enforcement.

A related initiative is to make it clear to students that a set of standards has been implemented on the campus. Generally included in these efforts is an educational and early intervention approach which is designed to supplement, not replace, disciplinary procedures.

A tiering of disciplinary procedures is typical in this process. First offenses generally are handled at the lowest tier; however, in some campus programs, such as Northeastern University's, students involved in a more serious incident are immediately referred to the second tier. The student is subject to judicial office procedures which can include suspension from Northeastern or referral to the next tier. Gettysburg College provides a good example

of this approach with their four levels of participation. The first level is a two-hour educational process group, Focus Group on Alcohol and Other Drugs. The second level, Risky Business, is a six-hour educational process based on the "On Campus Talking About Alcohol" and other prevention resources. Level three incorporates an on-campus substance use assessment by a professional substance abuse counselor, and level four is referral to an off-campus treatment provider for an assessment and or treatment.

Northeastern University has a three-tiered program. The first tier, TRAC (Thinking Responsible About Consumption) is a one-hour interaction format session for students living in the residence halls. The second tier is INSTEAD I (Involuntary Students Educated About Alcohol and Other Drugs) and consists of one and one-half hour sessions held weekly for students whose use of alcohol is causing problems for themselves and/or others. Participants gain information, clarify personal values and attitudes, and submit an observation paper. The third-tier, INSTEAD II, provides a more in-depth look at the effects of substance use on an individual. Learning is individualized to acknowledge the seriousness of alcohol and drug use. Since these students are considered at high risk for alcohol/drug-related problems, prior to participation students must attend two self-help meetings.

(Continued)

Enforcement

Comprehensive Process for Policy Enforcement *(continued)*

Collaboration with other offices on campus is a central theme found at Villanova University. When a minor infraction of the student code of conduct occurs, a referral is made to the university's judicial coordinator for due process and sanctioning. Once this process is complete, the student is then referred to the Center for Alcohol and Drug Assistance and he/she is required to attend an alcohol education program in the Center. When the referral is based on alcohol abuse, students must meet with a prevention specialist in the Center who conducts an intake interview, and many students are then referred to an expanded alcohol education class.

At Georgia Southern University, the students who have repeatedly misused alcohol are referred by the university judicial officer to a community alcohol rehabilitation facility for an alcohol assessment. The counselor's recommendations cover six levels of care: 1) no services are required; 2) attend a specific number of AA meetings; 3) attend AA meetings and have a urine drug screen on a monthly basis; 4) attend an outpatient, alcohol and drug education program (four-weeks long) and including four AA meetings, and have a random urine drug screen; 5) attend an outpatient program (eight-weeks long) with weekly counseling, attend AA meetings, and have random urine drug screens; 6) attend an in-patient alcohol and drug treatment program.

Linkages with the local court are integral to many programs. Towson State University, in

its attempts to increase appropriate court-approved treatment for student offenders of the state laws (e.g. drinking and driving), established its "Think Before You Drink" program. This six-week group process is intended to provide a true learning process, which parallels, although with less severity, the criminal justice system. Similarly, the district justice in the Gettysburg College area agreed to refer students arrested in town for underage drinking, public intoxication, disorderly conduct and related offenses to the campus' Risky Business program and agreed that their fine would be reduced if they successfully complete the program.

At the University of Northern Colorado, Focus Seminars are offered as part of a disciplinary action or in response to a local municipal court referral for underage drinking violations. The police departments from the university and the local city formed "saturation patrols" to hand out tickets for "minors in possession of alcohol." The city council, in conjunction with the city attorney's office, made underage drinking a municipal offense and require all violators to attend Focus classes.

Numerous approaches are incorporated in the strategies, such as small-group discussion, films, role play, participation from the university's theater troupe and facilitated "games" as found with Northeastern University. Written assessments are also part of many initiatives. Northeastern University students enrolled in the TRAC program, are asked to fill out a

questionnaire regarding their preconceived notions of the purpose of TRAC; after attending the sessions, students complete a survey and are required to submit reflection papers.

Follow through is another critical element. Georgia Southern University has students complete a "Release of Information Form" which allows any recommendations made by the counselor at the community alcohol rehabilitation facility to be forwarded to the university judicial officer. Further, the student is informed that the recommendations made by the counselor will be shared and that enrollment at the university is contingent upon compliance with the recommendations. Compliance is considered a part of the university's judicial sanction. Similarly, at Northeastern University students sign a contract/agreement during the first class (INSTEAD I) and acknowledge that they understand that there will be consequences imposed for non-compliance. This contract carries further weight since there is the potential that the university will mandate INSTEAD II, either in lieu of suspension or for students who return after being suspended from the university.

Evidence of the success of these efforts is varied; however, campuses report low recidivism rates and an increased awareness of the clear consequences associated with violations. Although students typically are not pleased with the program at its onset, many indicate that the program was helpful and beneficial to them personally.

Court Offenders Alcohol Program

Ball State University

Contacts:

Ball State University
Enrollment: 19,115
Public, Four Year Institution

Donna Dodson, M.S.N.
Coordinator
Student Health Education

Anna Lamb, M.A.
Coordinator
Alcohol and Drug Education
Published in 1997/98 Sourcebook

Objectives:

- To lower alcohol abuse among students
- To provide an entry point to the continuum of care for students who have dependency problems

Description:

The Court Offenders Alcohol Program is a peer-facilitated six-week educational program for students who have been arrested for a misdemeanor alcohol offense anywhere in the state. It is recognized by the state's judicial system as a legitimate alcohol education program, and referrals come from the courts, probation officers, attorneys, and other correctional programs attached to the judicial system.

Administered by the university, the program, which focuses on alcohol education and behavioral change, supplements the six-week educational course with an eight-week student commitment.

The program emerged in 1985 from the need to have a follow-up effort for alcohol law violators that was cost effective, age appropriate, and complementary with an individual's academic pursuits. Prior to

the program's initiation, if a student was arrested outside of the local area, he/she often had to drop out of the university to complete the court-mandated programming.

When the program was first established, requests for approval were sent to members of the state judicial system. This process included written communication introducing the program, individual interviews with members of the court, and submitting copies of the curriculum for approval. Since the program was approved in 1986, its marketing audience has been the university faculty in Social Work, Psychology, Counseling, and Health Science, who are sent e-mail messages and flyers at the beginning of each semester.

The program includes assessment, a behavioral contract, group sessions, and individual evaluations. Initially, each referred student has an hour-long assessment with the program coordinator, which is followed by six 1 1/2-hour sessions and attendance at an Alcoholics Anonymous meeting. Following completion of the group sessions, each student completes an exit interview and establishes alcohol behavioral goals for the following three to six months.

Two trained peer facilitators work with each group. Each facilitator completes 30 hours of Peer Health Education and 16 hours of specific training for the Court Offenders Alcohol Program, focusing on group facilitation. Each peer facilitator

receives a Court Offenders Facilitation Manual which outlines the objectives and educational points to be addressed in the sessions. The peer facilitators, from the academic disciplines of Social Work, Psychology, Counseling, and Health Science, develop the presentation for each session from this established outline.

The program emphasizes use, abuse, and dependency in the first session. Included are the alcohol content in various beverages, the physical effects of alcohol on the body, definitions of sensible drinking, how to handle an intoxicated person, enabling behaviors, and alcohol-free activities. The purpose is to identify one's own behavior on the continuum of chemical dependency. Another session focuses on alcohol and the law, including state laws and the university's alcohol policy. Penalties, cost, and fairness of laws are emphasized. Additional sessions focus on alcohol's impact on sexual activity and high-risk behaviors, marijuana and other drugs, and the development of behavioral goals.

The evaluation demonstrates positive satisfaction with the content and process of the program. Outcome evaluations are conducted with voluntary participants and measure consciousness raising, social liberation, and self-evaluation areas. Based on the Theory of Capital Change, preliminary findings demonstrate a positive movement toward change at the end of the program.

Enforcement

Difficulties With Alcohol

Baldwin – Wallace College

Contact:

Baldwin – Wallace College
Enrollment: 4,716
Private, Four Year Institution
Jan Gascoigne, Ph.D.
Director
Wellness Resource Center
Published in 1996 Sourcebook

Objectives:

- To implement consistent sanctioning for students who violate the campus alcohol policy
- To direct sanction fines in to proactive health promotion activities

Description:

As the result of a campus-wide review by a task force, the alcohol violation sanctioning system was revised to implement consistent sanctioning of alcohol violations. Automatic sanctions for first and second time offenders were created: first offenders are enrolled in a two-hour workshop and pay a \$25 fine; second offenders are enrolled in a six-hour workshop and pay a \$50 fine. Further offenses are dealt with by administrative hearings.

The Difficulties With Alcohol (DWA) program receives all fine monies and pools them into a fund, which awards grants for health promotion activities on the campus. Representatives of the Student Senate

developed the grant process, created the grant proposal form, prepared advertisement packets, marketed the program, and evaluated the applications and awarded grants.

The purpose of the Health Promotion Grant is to fund or partially fund activities on campus that promote wellness and good living and are in line with the current policies of the college. Health Promotion Grant funds are available to all campus organizations interested in sponsoring a wellness-oriented program to benefit the campus community. Individual groups may receive funding for up to one event per academic quarter, and may be used for programs, events or activities.

Disciplinary Referral Options

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To meet the disciplinary needs of various campus referral sources for drug/alcohol policy violations
- To expedite the referral and compliance process

Description:

Since the university currently does not have a comprehensive process for policy enforcement nor a unified intervention to deal with students who violate the campus drug and alcohol policy, the HEART Program encourages the decentralized

judicial offices to incorporate the program's services into their disciplinary processes. The Disciplinary Referral Options Program provides potential referral sources with information regarding available resources for students with substance misuse and abuse problems. Emphasizing the educational aspect of enforcement, this strategy encourages judicial officers to utilize a consistent, tiered enforcement approach. At the beginning of each semester, relevant material is disseminated to all potential referral sources. Referral options comprise four education options, three community service options, and one student assistance option.

The education options are group sessions of two hours duration, and cover four distinct topics: Binge Drinking, Acute Alcohol Intoxication Assessment, Other Drug Education, and Men and Violence.

The community service options include PARTY Time Hours, where students assist nurses in dealing with ill or injured students. Training consists of information dealing with intoxicated students, acute alcohol intoxication signs and symptoms, and health center guidelines. The student assistance option is an individualized program that includes an initial meeting, a drug/alcohol assessment, and three individual counseling sessions. Other interventions, such as a recovery group, an ACOA group, a mental health consultation and/or a physical examination, are used as needed.

Undergraduate interns are involved in presenting the education and community service programs, and graduate interns provide services to students who participate in the student assistance option.

Individualized Alcohol Sanction

Albertson College

Contact:

Albertson College
Enrollment: 627
Private, Four Year Institution

Jeffrey Green, M.E.
Director of Residence Life
Published in 1997/98 Sourcebook

Objectives:

- To provide a timely and consistent alcohol sanction consistent with staffing constraints
- To help alcohol policy violators succeed in meeting appropriate behavioral outcomes

Description:

The Individualized Alcohol Sanction is an educational disciplinary sanction used with students who are repeat alcohol policy violators or are first-time violators where there is an aggravating factor of damage, staff abuse, or service to underage drinkers. The sanction consists of a program of study that has the student assess his/her alcohol values and behaviors by completing a number of exercises, assessments, and questions. This approach makes use of the facilitated discussion concept employed in a group sanction but utilizes an activity packet format. Instead of having a

discussion with others, the student engages in a reflective discussion with him/herself and then responds in writing.

This sanction helps both the hearing officer and the student identify more effectively the fundamental thinking abilities, attitudes, and behaviors necessary for the student to be successful. Based on this understanding, strategies for removing the barriers to these outcomes are developed.

Students referred as alcohol policy violators initially meet with a judicial hearing officer. At his/her own pace, the student completes the exercises in the packet. Activities in the packet emphasize a continuum of acceptability, specific situations where individuals rank behaviors, a perception of others' behaviors, ranking of responsible behavior, and an understanding of the college's alcohol policies. Because of the nature of these materials, the student is forced to be an active participant in the sanction by completing the exercises and responding to the questions. Typically, this process is completed within 10 days.

Once the student has completed the packet, it is returned to the hearing officer.

The hearing officer reviews the packet and, if necessary, discusses the student's responses with the counseling staff or the staff from a local treatment center. The student and the hearing officer meet in a follow-up processing meeting at which time the packet is reviewed. Based on the responses in the packet, the hearing officer has a good understanding of the student and a clear plan about how to intervene with the student. The packet is helpful in identifying the student's developmental status and what issues are affecting the student (e.g., self-esteem, substance abuse, ethical decision making). This processing meeting usually requires less than 90 minutes.

The low number of alcohol policy violations that recur with students who have followed the Individualized Alcohol Sanction points to the program's success. Many students believe this is a more educational and effective sanction than is employed with other policy violations. An unexpected benefit is the development of a number of mentoring relationships between hearing officers and students who experience the sanction.

Judicial Community Service Contracts

Alfred University

Contact:

Alfred University
Enrollment: 2,363
Private, Four Year Institution

Ian Neuhard
Director, AOD Education
Published in 1996 Sourcebook

Objectives:

- To provide an opportunity for students to focus on their negative behavior
- To implement a service strategy that is consistent with the university's culture and norms
- To build upon the education approach
- To enhance the process of student self-assessment of behavior

Description:

Violators of the university's substance abuse policy often receive a sanction to attend a class where they learn about the negative impact of alcohol and drug abuse, conduct self-assessments and reflect upon

the consequences of their behavior. Part of every class is a service contract, which enables violators to return time and energy to the community they have disrupted. This non-traditional approach is valued at the university.

The service contracts build upon the unique needs, interests and desires of the students involved, as each individual negotiates for a specific service contract. Initially, violators receive a list of service opportunities that is designed to appeal to the unique student body (a large School of Art and Design and a large Engineering program). The service contract opportunities were developed by the director of AOD Education, the judicial coordinator and residence hall directors. The service opportunities are structured to meet the wide range of student learning styles and preferences. In addition to the listing, students may

suggest original projects to fulfill the service requirement.

A graduate assistant formalizes each student violator's service contract and establishes assessment criteria and monitoring guidelines. The graduate assistant also holds a concluding meeting with the student to process the experience and certify completion of the contract. Monitoring by appropriate university personnel, such as residence assistants, ensures compliance with the contract.

This process appears to work well with students, as they formally agree on expectations and outcomes. They appear to be less hostile and more motivated and empowered as a result of the process. Further, they learn interpersonal skills, such as negotiation, brainstorming, contracting, and community building through the service contract process.

Enforcement

LIFESKILLS Seminar

West Chester University

Contact:

West Chester University
Enrollment: 11,055
Public, Four Year Institution

Jacqueline S. Hodes, M.Ed.
Director
Student Development and Wellness
Programs
Published in 1997/98 Sourcebook

Objectives:

- To provide an alternative educational sanction for those in violation of certain campus policies
- To promote responsible decision making and community responsibility

Description:

Instituted in 1994, the LIFESKILLS Seminar is an educational program that addresses participants' attitudes and behavior concerning drug and alcohol use, violence,

and community responsibility. Focusing on an interactive process, the class addresses peer influence, community development, and decision making.

The two 2-hour classes use an educational approach in an interactive, experiential seminar setting. Participants engage in a series of exercises that help them examine their attitudes and behaviors within the community and, ultimately, make positive life-style changes. Not only must participants attend both sessions, they must also participate in each session and make an entry in their journal following each session. Activities incorporated in the seminar include a lifeline exercise, a decision-making graph, a fear of influence exercise, decision-making-skills building, a discussion of components of a community, discussions, and journal writing.

Finally, participants must attend a one-half-hour exit interview with the graduate student facilitator.

The seminar is facilitated by the Director of the Wellness Center and graduate students studying counseling and higher education. The graduate students who co-facilitate the seminar receive training at the beginning of each semester. Designed as a collaborative effort between the Wellness Center and the Office of Community Development, the seminar is inexpensive to implement.

The LIFESKILLS Seminar appears to have an impact on the students who participate. The evaluations reflect an understanding of decision making and the importance of thinking before acting. Few of those students who participate in the seminar have additional sanctions.

Peer Judicial Board

Doane College

Contact:

Doane College
Enrollment: 1,000
Private, Four Year Institution

George Clancy, M.A.
Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To promote a sense of discipline and awareness among the student body
- To deter alcohol violations through the institution of a student-based process

Description:

The Peer Judicial Board (PJB) is a process whereby students serve as decision makers regarding other students' judicial violations, which include alcohol as well as other code violations.

Students are selected to serve on the board through an application and interview process. A total of 50 students serve on the board on a rotating basis, and nine students are selected to serve as captains. At least five of the PJB students must be present to hear a case and determine sanctions. Confidentiality is stressed to

all PJB members. Members may also disqualify themselves in a particular case if they are unable to remain impartial or have been involved in the case to be heard. Staff members serve as advisors in a non-voting role.

In the process of handling a case, PJB members determine whether the trial should be formal or informal. The Peer Judicial Board process sheet provides a 23-step protocol to maintain consistency from one case to the next. This protocol includes such areas as opening statement, cross-examination, questions, closing remarks, closed-session process, determination of sanctions, and information about the written report that follows the hearing.

Incorporated in the process are typical sanctions provided by the PJB. For possession of alcohol by a minor, the first offense fine ranges from \$50 to \$200 and may incorporate additional disciplinary sanctions. For a second offense, the fine can reach \$500 and an additional disciplinary sanction. Further, submission for an alcohol evaluation, the expense of which is borne

by the student, may be required. For alcohol consumption in a public place, the first offense results in a fine ranging from \$25 to \$50, and a second offense has a fine ranging from \$50 to \$100; each offense may include additional disciplinary sanctions. The PJB also emphasizes the use of creative sanctions.

All money and fines collected from the "sanctions" are deposited into the treasury of the specific residence hall council in which the violation occurred. These "additional funds" provide hall councils with "creative opportunities" and permit supplemental programs that further develop pride in the residential community. Additional activities and educational programs enhance the efforts to "connect people" and build community, and to sponsor campus events.

The PJB has had tremendous success and is well received by the student body. The process and the sanctions have helped students with community and responsibility.

Enforcement

Public Safety Officers

Washington College

Contact:

Washington College
Enrollment: 955
Private, Four Year Institution
Gerald K. Roderick
Director, Department of Public Safety
Published in 1996 Sourcebook

Objectives:

- To address alcohol issues in ways that are consistent with college policies and tailored to alcohol use on campus
- To encourage community support for a cooperative approach
- To encourage responsible behavior and an understanding of consequences of dangerous and/or illegal alcohol behavior

Description:

Patrol officers are assigned to campus housing units to foster a trusting and friendly relationship between the officer and the residents. It is hoped that this relationship will foster open discussion of issues of concern and develop solutions to the problems identified, resulting in positive changes in the living environments.

An officer meets with small groups in the assigned residence halls at the each semester to discuss the college's alcohol policy. The discussion also covers how Public Safety officers respond to policy violations. In addition, each officer coordinates one program concerning public safety each semester.

The Residence Hall Staff and Public Safety Office use a citation to handle minor violations in a quick, fair and consistent manner. These citations may be issued by either the Resident Assistant staff or Public Safety officers. Officers follow-up on alcohol violations by meeting with the students responsible for the violation to establish agreements to prevent further violations.

Through this active involvement, officers can often identify students at risk of behavioral problems and initiate an appropriate response, thus providing a "safety net" for students at risk of abuse or addiction, prior to the occurrence of harm.

Residence Hall Intervention Programs

Indiana State University
James Madison University
Marymount University

University of Nebraska
at Kearney

Contacts:

Indiana State University
Enrollment: 11,641
Public, Four Year Institution

Julie Miller, M.S.
Assistant Director, Student Health
Promotion
Published in 1996 Sourcebook

James Madison University
Enrollment: 11,680
Public, Four Year Institution

Nancy Grembi, M.A.Ed.
Assistant Director, Health Center
Published in 1996 Sourcebook

Marymount University
Enrollment: 3,956
Private, Four Year Institution

Judith S. Baker, M.A.
Associate Dean of Students
Published in 1996 Sourcebook

University of Nebraska at Kearney
Enrollment: 7,584
Public, Four Year Institution

Gail Sims
Director, Case Hall

Kay McMinn, M.S.
REACH-UP Director
Published in 1996 Sourcebook

Objectives:

- To provide information sessions for first-time offenders with minor infractions
- To promote information on alcohol for students

Description:

An approach specific to residence halls is based on the nature of minor infractions or first offenses. Workshops that are primarily educational in nature have been developed to help students to better understand the role alcohol plays in their lives.

James Madison University offers a series of educational classes for students who have received judicial referrals for substance abuse violations. While the classes provide a continuum of information reinforcing conceptual ideas related to substance abuse, they also build in intensity and depth of information. The focus is on text-book assignments that provide information and on self-exploration exercises for students who may or may not have already used alcohol or drugs. This is followed by one-hour educational programs designed to provide thought-provoking discussion and basic health and substance abuse information. Examples of these programs are the Ethics Class, a workshop designed to address ethical considerations for a student decision-making process, and the Alcohol Short Course, which helps students learn the facts about alcohol and its use and also provides for self-reflection on one's patterns of use.

At the University of Nebraska at Kearney, the Explore Workshop motivates students to use self-discovery to determine the role that alcohol plays in their lives. Exercises are designed to promote self-awareness and open discussion among the participants. The emphasis is on assisting students to understand how they make choices regarding alcohol. At Indiana University, the First Step Program is a 90-minute, early intervention program for

first offenders, which provides accurate alcohol information for students. The goal is to prevent students from developing alcohol-related problems by intervening at the earliest possible stage.

Marymount University offers a unique approach, with a five-session series of 90-minute workshops on alcohol-related topics. Students may enter the series at any point, and the series is advertised campus-wide.

Student involvement in these programs takes a variety of forms. Indiana State University's program has only those students who are in violation of the campus alcohol policies. Marymount University, however, includes violators, students invited by faculty members, and interested others.

Instructors for these workshops also vary. At Indiana State University, graduate students from Student Health Promotion and Residential Life co-facilitate the programs. The University of Nebraska at Kearney program is co-facilitated by trained residence hall directors. James Madison University uses a combination of professional staff and graduate-level students.

Presentation strategies are typically field tested by program planners. Marymount University worked with student leaders and resident assistants to determine areas of perceived need and presentation strategies most appropriate for students. At James Madison University, the programs were field tested on residence hall directors.

Evaluation includes pre-and-post tests to assess new knowledge, program evaluations, and tracking of students who participate in the program.

Responsible Hospitality Council

University of Nebraska – Lincoln

Contact:

University of Nebraska – Lincoln
Enrollment: 25,000
Public, Four Year Institution

Linda Major
Coordinator
Drug and Alcohol Program
Published in 1997/98 Sourcebook

Objectives:

- To promote collaborative initiatives to address alcohol problems in the alcohol retail community
- To discuss common concerns about and identify creative solutions for problems that occur with the irresponsible sale and service of alcohol
- To promote positive norms and standards among alcohol retail establishments and patrons, especially students, served by those establishments

Description:

The Lincoln/Lancaster County Responsible Hospitality Council (RHC) is a community coalition composed of individuals who are committed to the responsible sale and service of alcohol. Initiated in 1993, the RHC maintains a balance of diverse perspectives among its membership. In addition to the university participation, members include those involved in the

sale or distribution of alcohol, law enforcement, government, MADD, substance abuse prevention, insurance companies, and trade associations.

While the primary target audience of the RHC is the commercial sector of 137 licensees whose retail establishments border the campus, benefits are also derived for the campus population. The most dramatic example of campus benefits that have resulted from RHC's activities is the end to the offering of free drinks – a tradition known as the “birthday beer crawl.” One of the activities in which the RHC provided leadership is the Community Covenant for Responsible Beverage Service. This document represents consensus by RHC participants on what constitutes responsible beverage service practices.

Another emphasis of the RHC is the regularly scheduled community forum. Designed to solicit input and/or receive feedback on relevant issues, the forum is an effective method for communicating new information and reaching consensus with retail establishments.

Two specialized publications represent the role of the RHC. The “Corporate Guide to Responsible Hospitality” is an 11-page

summary of responses to commonly asked questions about legal and social responsibilities. The “Practical Guide to Responsible Hospitality,” an 87-page document, provides detailed information on licensing, responsibilities, policies, penalties, intoxication, age identification, and the role of government.

The DECAL Program is another strategy developed by RHC. Designed to publicly recognize licensees who practice responsible beverage service, the DECAL Program encourages the community to patronize those establishments that display the RHC decal.

Funding for the majority of the RHC's activities comes from the Nebraska Office of Highway Safety. Additional resources come from the city's Council on Alcoholism and Drugs and in-kind support from RHC members.

Continued membership in and commitment to the program is the largest demonstration of the success of the program. Additional evidence of success is noted by the number of volunteer hours, attendance at community forums, technical assistance requests, and requests to solve specific problems.

Student Accountability Ladder

Colgate University

Contact:

Colgate University
Enrollment: 2,629
Private, Four Year Institution

Jane Jones, M.A.
Staff Counselor
Published in 1996 Sourcebook

Objectives:

- To implement a unified intervention approach on campus for students involved in problems with alcohol and drugs
- To promote a common language base from which the student can communicate with involved university personnel
- To respond at the earliest possible time to potential student addiction to alcohol

Description:

The Student Accountability Ladder is a sequential series of activities which comprise the university's response to students who have gotten into problems that were related to alcohol and drugs. The format is used by staff throughout the campus, including Residential Life Staff and the office of Judicial Programs. Prior to implementing this approach, responses to disciplinary issues may have missed the fact that the student was experiencing a problem with alcohol or drugs. A consistent educational intervention program was not in place to provide reliable information regarding the dangers of high-risk alcohol or drug use; in addition, there was not a staff member with a specialty in substance abuse counseling.

The Accountability Ladder has six steps: warning, education, evaluation, out-patient counseling, medical leave and return.

In each of these steps, the specific standards are listed and the areas of student accountability are outlined. In the first step, Warning, the first offense results in a review of the offense to determine potential or actual harm to self or others. If harm is determined, the second step is immediately implemented. For a first offense, the student discusses the outcome and the Student Accountability Ladder with the Dean. The student then signs off and is advised to practice responsible low-risk drinking. For a second offense, the student must attend a university-sponsored alcohol education group (Step two, Education). The "On Campus Talking About Alcohol" (OCTAA) curriculum is used for this program. Though students pay for the manuals used in the program, they are given the incentive of receiving academic credit for completion of the course, which helps to diffuse any anger about the sanction. The essential ingredient of this approach is ongoing communication: all staff are kept aware of referrals and recommendations, and students who have received mandated consequences are monitored on a regular basis. Student Accountability also includes parent notification should the Dean so advocate, and availability of university counseling services for those who wish to explore their patterns of chemical use.

Should a third offense occur, step three, Evaluation, is implemented: students are referred to Counseling and Psychological Services for a chemical dependency evaluation. The Student Accountability Ladder includes students participating in the evaluation, receiving diagnostic and treatment

impressions from the staff, and sharing a recommendation for treatment with the Dean should that result. In step four, Out-patient Counseling, the student works with Counseling and Psychological Services to develop an individualized treatment plan. Student involvement includes planning the treatment contract, compliance with this contract.

Step five, Medical Leave, is determined by the need for intense in-patient services or medically supervised detoxification with agreement by the student. The Student Accountability Ladder includes helping the student and the family understand the need for this referral. Releases are signed to allow the student's counseling history to be shared with the selected in-patient facility. Step six, Return, is the return to school that follows the successful completion of a rehabilitation program. Appropriate releases are signed so that after care goals can be accomplished with the appropriate university divisions.

The Accountability Ladder has been used consistently since its inception, thus presenting a united and consistent approach to chemical dependency issues at Colgate University. The educational component (step two) has had the desired effect of persuading numerous students to drink in low-risk amounts and/or to initiate a request for counseling. For students with ongoing issues, the educational intervention develops a common language to facilitate communication between staff and students. Emphasis is placed on the existence of a medical problem that requires aggressive intervention.

Enforcement

The CARE Program

Valparaiso University

Contact:

Valparaiso University
Enrollment: 1,859
Private, Four Year Institution

Judy Nagel, M.A.L.S.
Coordinator
Office of Alcohol and Drug Education
Published in 1996 Sourcebook

Objectives:

- To provide students with a foundation for making low-risk choices about future substance use by offering insight-based education
- To establish a systematic method of individual assessment to identify problem drinkers
- To foster collaboration between the local courts and the campus judicial system as well as campus and community agencies

Description:

The university established the Chemical Awareness Responsibility Education (CARE) program to serve students referred by the local court and the campus judicial system. The primary purpose of the program is prevention. Students are admitted to the class following an individual confidential screening appointment with the program coordinator. The sessions address the students' use of alcohol and provide information and skills designed to help students make responsible decisions about alcohol/drug use in the future.

Referrals to the CARE program can come from the county court system as well as from judicial and administrative sources on the campus. Further, concerned students

can refer an individual to the CARE program. Students referred may be policy offenders, those arrested, or those students displaying out-of-control behavior such as frequent drunkenness, aggressive behavior, or inability to meet academic requirements.

The objectives of the monthly CARE sessions are to:

- provide accurate information about drugs and alcohol and their effects on the human body
- explore and identify the students' drinking patterns, feelings, attitudes, values, family histories and the social/environmental factors that influence the decision to use/abuse substances
- increase understanding of how the misuse of alcohol/drugs can be detrimental to friendships, to a sense of personal worth and value, and to the healthy functioning of the individual
- promote positive peer pressure through discussion/confrontation that will facilitate low-risk use of alcohol or the decision to remain alcohol/drug free.

Topics included in the first session are physiological effects of alcohol use on the body and strategies for making low-risk decisions that reduce the risk of an alcohol-related problem. The second session focuses on two major topics: "drinking and driving" and "drugs other than alcohol." Emphasizing alternatives to drinking and ways to confront an alcohol problem (assertiveness training, peer responses and ways of responding to impairment) comprise the third session. Each participant is

given a 30-page program booklet which includes self-assessments, information on physiological effects of alcohol, a rating of one's problem-solving quotient, drug information, interaction of alcohol and drugs, problem situations, legal considerations, coping techniques, crisis intervention and caring confrontation.

The CARE program has four central operating rules: the first is consecutive attendance of the classes; the second is punctuality (class begins promptly at the designated hour); the third rule is confidentiality (members are asked to respect the confidentiality of fellow members); and the fourth is honest and cooperative participation encouraging positive peer pressure.

The CARE program costs \$300 annually which pays for the workbook and other incidental costs. The income is derived from a \$50 fee paid by each of the attending students. The local court has waived the collection of its \$50 educational fee, routing that money to the campus CARE program.

To evaluate the CARE program, a pre-test is conducted at the beginning of the sessions and an evaluation is completed at the conclusion. Positive results are visible; campus organizations serve as a support network for CARE and bolster referred students effort to make positive changes. Several students have become campus peer educators and student leaders as a result of their experience.

ASSESSMENT AND EVALUATION

Assessment and evaluation can be quantitative or qualitative in nature; projects are best served when evaluation begins at program inception. The category of assessment and evaluation encompasses needs assessments, evaluation protocols, instrumentation, use of research findings, dissemination of results, and preparation of journal articles. The framework for documenting program outcomes and strategies, assessment and evaluation efforts are critical aspects of campus programs, as they yield information that is helpful in modifying and improving campus efforts.

Campus program staff acknowledge the importance of evaluations; assessment and evaluations are particularly helpful in identifying a program's strengths and weaknesses. These professionals believe that information gathered through a needs assessment process is especially helpful, in identifying needs as well as in monitoring trends over time and they know that such data can be used for social marketing, publicity, program review and future funding.

A very popular approach is to conduct a student questionnaire on a variety of topics. Instruments that gather information over time can be a helpful resource in providing baseline information, as well as in tracking changes in student knowledge, attitudes, and behaviors concerning alcohol. The Core Survey is widely used to document these changes, particularly in federally-funded programs. Individual programs provide a rich source of information.

Topics covered in assessment instruments are knowledge, attitudes, behavior, consequences of alcohol use, awareness of policies,

understanding of local resources, and campus services. Assessment information can also be used as a program strategy. Assessments can also determine faculty and staff members' perceptions of student use and related problems. Parents' perspectives can also be documented.

Data can be collected, not only in written form, but through the use of police reports, health center reports, or incident reports. Information can also be gathered through audits of the campus environment, through institutional self-assessments, and from observations of faculty and staff. Key informant interviews and focus groups are also informative.

The implementation of assessment and evaluation can occur in a variety of ways: through trained peers, graduate research associates, professional campus staff, institutional research offices, administrators, existing environmental assessment approaches, and faculty. This information can be gathered through the use of existing methodologies or approaches that build upon and ultimately test the campus' hypotheses regarding student knowledge, attitudes, and behaviors.

Ultimately, a comprehensive evaluation effort including numerous approaches is desired. Project staff emphasize the importance of linking evaluation with the institution's mission. They recommend that the format of gathering and reporting assessment and evaluation results be as simple as possible and they recommend an interactive process of data collection.

Alcohol: Norms, Values and Responsibilities

Washington State University

Contact:

Washington State University
Enrollment: 19,500
Public, Four Year Institution

John A. Miller, M.S.
Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Objectives:

- To identify students' perceptions of other students' drinking behavior and correct existing misperceptions
- To document the effectiveness of a campaign to address student misperceptions
- To reduce alcohol use and abuse and the resulting problems at the university

Description:

This program is based on the premise that most college students believe that peers have more liberal attitudes toward drinking than in fact they do. It also assumes that most students believe that their peers drink to a greater excess than they do. An additional premise is that these misperceptions might encourage students to drink more than they would if they had accurate information concerning their peers' use.

Based on prior research at the university, as well as documentation by others, the program planners identified that misperceptions exist and developed a questionnaire, which was distributed to a random sample of students' at the beginning of the school year. The questionnaire determines

actual attitudes and behaviors among students; it also assesses what respondents believe other students' attitudes and behaviors are.

When a living group requests an alcohol awareness program, several days prior to the program, the questionnaire is distributed to members of the organization; during the program, trained student peer educators present the findings to the living group and facilitate the discussion.

Results gathered from this evaluation process indicate that those students whose misperceptions were changed (that is, had their perceptions of others' use corrected) actually reduced the amount of alcohol they consumed; however, the frequency with which they consumed alcohol remained about the same.

Assessment of Faculty/ Staff Program

Northwestern University

Contacts:

Northwestern University
Enrollment: 14,014
Private, Four Year Institution

Sandra Derks, M.S.
Alcohol and Substance Abuse Educator/
Co-director, Health Education

Annann Hong, M.P.H.
Alcohol/Substance Abuse Educator
Published in 1996 Sourcebook

Objectives:

- To provide information for planning the Natural Helpers program
- To document short-term and long-term effectiveness of the Natural Helpers program

Description:

The university implemented a Natural Helpers program to build a sense of community between campus components, and to increase availability of trained resources to provide support regarding drug and alcohol issues. The goal of the Natural Helpers program is to provide faculty and staff members with adequate knowledge and skills to serve as Natural Helper Resources for the Alcohol and Substance Abuse Education Department. The training provides knowledge and skills regarding assessment, intervention, treatment and recovery. Participants are given opportunities to network with other Natural Helpers, as well as to practice counseling and intervention skills.

At the beginning of the Natural Helpers process, an assessment form solicits

participants' thoughts about what they hope to get out of the training, what they think the role of the Natural Helper is, difficulties they may encounter as a Natural Helper, some of the symptoms to look for in a student who has a drug or alcohol problem, skills or information needed to be the kind of Natural Helper that they would like to be and what they would like to offer the program. The results of this needs assessment help the university planners to choose which specific activities to present in the three-stage training program.

The first set of questions addresses the participants' perceptions of the university's use and abuse of substances by asking the ways in which the use of alcohol and drugs has an impact on students' study behaviors, class attendance, student performance in class, or social maturity. Respondents are also asked about their concern regarding the level of substance use, as well as ways they can make a difference. Three questions about the university's policies regarding alcohol and drugs are included.

Four questions serve as the focus of awareness of campus-based intervention and services and determine if the respondent is able to recognize a substance use problem in students or colleagues. The level of involvement in campus efforts or other seminars is assessed as is the number of occasions when substance abuse issues are raised with students or colleagues. Faculty members are asked about their

incorporation of substance abuse issues in their courses.

Seven knowledge questions, rated on a true/false/don't know scale, are included in the instrument, as are six questions regarding the comfort level of talking with students, colleagues or family members about their use of substances, and the respondent's ability to identify individuals under the influence of substances. Finally, questions are raised about perceptions of student substance use and of the prevalence of use of alcohol and other specific substances.

A final assessment is an evaluation form regarding the training program's presentation issues, the educational experience and ways of improving it. Training is a key question to be answered in the assessment of whether answers on the items changed as a result of training, and whether more training makes a difference. Another question is the extent to which changes are maintained over time.

Outcomes are assessed via tracking in interventions in which Natural Helpers have participated. The nature and outcome of each incident is documented and collated on a quarterly basis. Overall, the data received from the variety of sources provide helpful insight to the Natural Helper program staff. Different responses on each campus (Chicago or Evanston) help to provide targeted training activities for the faculty and staff.

Athlete to Athlete Evaluation

St. John's University

Contact:

St. John's University
Enrollment: 1,816
Private, Four Year Institution

Daniel Casey, M.A.
Counselor
Published in 1997/98 Sourcebook

Objectives:

- To reduce alcohol use and its negative consequences
- To engage students in establishing and maintaining team guidelines about alcohol use and non-use
- To document effectiveness of changes among student athletes

Description:

The Athlete to Athlete Program was designed in 1988 to assist student athletes to establish and maintain key team guidelines about alcohol use and non-use. Conducted by an alumnus of St. John's University, the program is implemented with team captains from each sport. The initial discussions take place in four 2-hour training sessions held with all coaches and trainers. These sessions address the role of drugs and alcohol among college athletes, the role of athletic departments, ways of preventing and responding to substance use problems, and strategies for helping student athletes set personal and team guidelines for the use of substances. Following these training sessions, each team conducts, on an annual basis, a

meeting prior to the sports season, at which time team members discuss the risks associated with drug and alcohol use. Each team sets its own guidelines for the use and non-use of substances.

The evaluation process has three components. Interviews were conducted with all college staff members involved in some aspect of alcohol education on campus including those with administrative leadership, as well as community representatives. Throughout these interviews, it was clear that each interviewee was concerned about alcohol use in general and its impact on student development. The staff members cited the Athlete to Athlete Program as a significant and consistent component of prevention efforts on the campus. Virtually all of the perceptions of the program's impact are positive. Although not initially accepted by all members of the Athletics Department, the program currently is implemented in all varsity sports and has consistently favorable assessments from coaches, administrators, and counseling staff.

Focus groups serve as the second component of the evaluation process. Groups interviewed included Athletics Department programming personnel, as well as student leaders, student athletes, team leaders, and representatives from the general student population. This process demonstrated that student athletes are willing and able to

talk with peers about alcohol use, choices, and problems. Both student athletes and non-athletes believe that student athletes drink less than other students. Further, student athletes tend to report less intoxication.

The third method of evaluation is a survey. Both the quantity and frequency patterns of drinking by athletes, compared to non-athletes, have reversed since the program began; currently student athletes report a lower consumption level than non-athletes. Marked declines in the instances of negative consequences of alcohol use, being intoxicated, doing something that was later regretted, driving a car when drunk, and similar behaviors have been reported among the student athletes over the 10-year period.

The results of these evaluation methods suggest that the Athlete to Athlete Program is having a positive impact on the behavior of student athletes, their alcohol use choices, and alcohol-related behavior. The survey data show an increased rate of abstinence and more moderate rates of consumption by program participants and a marked decline of negative consequences due to alcohol. The qualitative measure suggests a generally positive feeling about the program among staff and student participants.

Broad-Based Evaluation Efforts

Cuyahoga Community College
Southwest Texas State University
University of Pennsylvania

University of Washington

Contacts:

Cuyahoga Community College
Enrollment: 24,758
Public, Two Year Institution

Sharon Bell, M.P.A.
Program Coordinator
Published in 1996 Sourcebook

Southwest Texas State University
Enrollment: 20,889
Public, Four Year Institution

Judy Row, M.Ed.
Director
ADEPT Center
Published in 1996 Sourcebook

University of Pennsylvania
Enrollment: 22,684
Private, Four Year Institution

Kate Ward-Gaus, M.S.Ed.
Health Educator
Published in 1996 Sourcebook

University of Washington
Enrollment: 33,719
Public, Four Year Institution

Deborah J. Costar, M.A.
Assistant to the Vice President for
Student Affairs
Published in 1996 Sourcebook

Objectives:

- To gather information from students on an ongoing basis
- To use diverse approaches to evaluate overall campus efforts

Description:

The efforts on four campuses exemplify the importance of integrating evaluation throughout campus strategies. These surveys were implemented to help provide the campus alcohol program administrators with ongoing information on the effectiveness of their efforts.

A common approach is the implementation of the Core Survey by colleges; this addresses substance use, age of first use, average weekly alcohol consumption, perceptions of other student use, consequences of use, attitudes toward use and related issues. Cuyahoga Community College used the Core Survey and incorporates the results into its campus-based effort; Southwest Texas State University administers the Core Survey utilizing results in their community-wide (faculty, staff and students) education efforts. Student perspectives are also gathered through locally based instrumentation such as the University Life and Substance Use Survey, developed by the University of Washington. In addition to assessing student use of alcohol and drugs, the effectiveness of educational efforts undertaken is addressed.

Another approach used by campuses is participant evaluations of prevention education efforts. Cuyahoga Community College conducts this type of evaluation for every prevention event, and the University of Pennsylvania prepares post-educational workshop evaluations. Southwest Texas State University evaluates peer education training, peer education discussions, class presentations, counseling services and the Alcohol Education Seminar. An annual quality assurance review is another

approach used; Cuyahoga Community College conducts an annual review of goals and assessment data, as required by the county's Drug and Alcohol Services Board. Other approaches include evaluation of the peer education course, processes and presentations, and the reception by students of each event (used by Southwest Texas State University). The University of Pennsylvania uses quantifiable data from Health Services, Counseling, Residential Life, Judicial Affairs and Public Safety to determine service needs.

A variety of campus offices are involved in the implementation of these various approaches. At the University of Washington, the Office of Educational Assessment conducts the survey. Southwest Texas State University's ADEPT Center evaluates counseling/referral services and maintains the results on file.

The use of these findings is particularly important. The University of Washington conducts its own survey to evaluate university policies and programs and the survey results are used in program planning on an ongoing basis. Cuyahoga Community College's Planning and Action Committee uses the long- and short-term evaluation to monitor its project objectives. Southwest Texas State University reviews the qualitative and quantitative data by semester to make its student-based effort as effective and efficient as possible. At the University of Pennsylvania, planners have the goal of having programming and resources available for each type of drinking or non-drinking behavior; thus, the evaluation information generated is used to monitor the success of resources and programming, as well as policies.

Campus Environment Evaluation

Longwood College
The College of Saint Rose

Contacts:

Longwood College
Enrollment: 3,351
Public, Four Year Institution

Susan Bruce, M.Ed.
Coordinator
The Wellness Center
Published in 1996 Sourcebook

The College of Saint Rose
Enrollment: 3,879
Private, Four Year Institution

John R. Ellis, M.Ed.
Director of Alcohol and Other
Drug Prevention Services
Published in 1996 Sourcebook

Objectives:

- To gather information about the campus environment
- To generate ongoing information to guide the campus alcohol abuse prevention effort

Description:

Longwood College and The College of Saint Rose consider the overall campus environment as a way of dealing with alcohol abuse and design strategies to blend the assessment efforts with the implementation of alcohol abuse prevention strategies.

The Campus Climate Council (CCC) at The College of Saint Rose is charged with assessing the overall climate of the campus and recommends appropriate programs and activities for all campus constituencies. The CCC's Assessment Subcommittee has implemented several distinct efforts: a campus needs assessment and numerous specific assessments. The results of these

assessments are reported to the CCC and the Programming Subcommittee of the CCC utilizes the results to recommend and/or implement appropriate campus programming.

The campus needs assessment identifies student perceptions of the nature of the educational, social and safety environment of the campus. Students are randomly selected and mailed the survey. To motivate completion, the names of those who complete the survey are entered into a raffle for a gift certificate from the campus store. Ongoing mini-surveys are also conducted informally on a bi-weekly basis to learn students' perceptions, knowledge and behaviors regarding alcohol and drug use. One question asked is, "When did you take your first drink and why?" (71% indicated that they had their first drink by the age of 15). Another question is "What does the slogan 'think before you drink' mean to you?" Coverage of this bi-weekly informal survey is provided in the campus newspaper.

Longwood College's approach of gathering information on the overall environment also incorporates the information gathered on student alcohol use. A Culture Audit highlights aspects of the campus environment. The audit's evaluators note that students define involvement in high-risk behaviors primarily in terms of social activities, which are often perceived to be in competition with academic involvement. Teaching students the information and prevention skills necessary to intervene

when they are aware of a substance abuse problem and engaging them in valued and valuable activities that do not include alcohol consumption are recommended. Following the review of these data, the campus planners' resolve is to build a critical mass of students who are willing to challenge their peers to adopt health-enhancing attitudes and behaviors.

A related environmental strategy was a study on sexual assault, which identified levels of physical abuse in a dating relationship and documented high-risk and abusive behaviors in many students. Based on the finding that many students are at risk of experiencing substance abuse problems as a result of suffering from sexual abuse, the campus planners determined that prevention efforts to address substance abuse must be combined with those identified to address sexual violence.

On an ongoing basis, Longwood College personnel assess attitudes of students on these environmental issues. For example, they ask agree/disagree questions such as, "If a man who is drunk forces a woman to have sex, he is not really at fault because he didn't know what he was doing," or "If a woman who is drunk is forced into having sex, she is at fault, because she should have known what she was doing." Positive changes in attitudes regarding the use of alcohol and appropriate dating behaviors have been demonstrated, and blending these approaches with other campus efforts is a way of addressing the overall climate.

Comprehensive Evaluation Efforts

Dartmouth College

Contact:

Dartmouth College
Enrollment: 4,283
Private, Four Year Institution

John Pryor, M.A.
Coordinator of Evaluation and Research
Published in 1996 Sourcebook

Objectives:

- To understand the role that alcohol plays at the college
- To assess the effectiveness of the current prevention programs

Description:

A campus-wide survey indicated that the vast majority of students felt that the social atmosphere contributed to alcohol abuse. In addition, determining the effectiveness of current programs was deemed to be essential to evaluating the campus efforts. Based on recommendations of the campus task force, several in-depth assessment and evaluation strategies to determine the role of alcohol at the college, including beliefs about use, consequences of use,

understanding of policies and the effect on the social climate were implemented.

The campus effort uses quantitative and qualitative approaches. From a quantitative perspective, the Core Survey is used annually to measure student behavior, attitudes and beliefs. An addendum to the Core instrument asks more specific questions about the quantity and frequency of alcohol use, as well as some additional questions on the consequences of alcohol use. Campus personnel receive the data on disk to run their own analysis. Periodic special reports are also prepared for campus administrators.

Another quantitative approach is a pre-test/post-test using the On Campus Talking About Alcohol program, which contains two follow-up post-tests (at one month and six months) to be completed after the alcohol education program. The data documents whether students learn key components of the curriculum and maintain them over time, as well as report some behavioral changes. Program modifications are made

based on the evaluation and have been received positively by students involved.

Focus groups are conducted throughout the academic year with numerous constituencies to further examine alcohol and its effects on both individual students and the social structure at the college. Specific groups are fraternity officers, students living in the Alcohol/Other Drug-Free Residence Hall, students attending non-alcohol social events, and other targeted groups. Some focus groups have emphasized gathering information on topics such as the experience of the living group situation, while others have asked participants to expand on responses to a question from the campus Core Survey. Questions are also raised to gather reactions to some of the survey findings.

A final evaluative approach is a policy analysis, which compares this institution's alcohol policies with those of peer institutions to study the methods being used to deal with alcohol on campus.

Employers Survey

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,313
Public, Four Year Institution

Kim Dude, M.Ed.

Assistant Director of Student Life
Published in 1997/98 Sourcebook

Objectives:

- To communicate information on substance use to students throughout the university community
- To gather information regarding the role of drink “specials” in the alcohol use of young adults
- To communicate the risk of negative consequences that could hurt students’ chances of future employment

Description:

In an effort to provide students with current information on a range of issues, the ADAPT Program implemented several distinct surveys. These telephone surveys gather information that can be used to enhance the quality of student life, as well as to inform students of their employment opportunities following college.

One survey addresses the role of drink specials in the alcohol use of young adults and asks questions about times when

alcoholic beverages are sold at a discount (such as “penny pitchers,” “two-for-one specials,” “quarter draws,” and “ladies’ nights”). Questions address frequency of going to bars and nightclubs, importance of drink specials, and feelings about a law that prohibits drink specials.

This survey, conducted by ADAPT peer educators, is administered to students who have been to a bar in the college town and also to students who have not been to a local bar. The findings of this survey suggest that student alcohol consumption would decrease if drink specials were regulated. This information was shared with the Community 2000 organization as well as state legislators and other state government officials.

The other survey gathers information that indicates the negative consequences of students’ use of drugs and alcohol during college on their chances for future employment. The university’s ADAPT Program prepared an Employers Survey to examine how employers deal with drug and alcohol issues in the workplace. This five-minute survey was administered by telephone to the personnel directors of the largest businesses in the area surrounding the

university, including insurance companies, hospitals, local government, private business, and universities. These companies employ approximately 50 percent of the region’s labor force. Questions include the likelihood of hiring a person who had a drug/alcohol-related offense on his/her record and any assistance that companies provide to employees with substance use problems.

The results were presented in programs conducted by the ADAPT staff and peer educators. They were also presented during a panel discussion called “Alcohol, Drugs and Careers,” offered during alcohol awareness month. The findings were also distributed through the office’s “Reality Check” advertisement in the student newspaper. The purpose of these advertisements is to raise students’ awareness of actual substance use norms on campus as well as the potential negative consequences of substance use.

A formal evaluation of the “Alcohol, Drugs and Careers” program found that most students felt that the program was of at least some value while approximately one-third felt that it was of either considerable or great value.

Focus Group Project

Troy State University

Contact:

Troy State University
Enrollment: 6,449
Public, Four Year Institution

Brooke Faulk, M.A., M.S.
STEP Project Coordinator
Published in 1996 Sourcebook

Objectives:

- To assess the campus culture through qualitative assessments
- To provide comparisons over a two-year period

Description:

Pre- and post-tests using the Core Survey and an Assessment of STEP Survey gauge administrator, faculty and staff knowledge of alcohol and drug policies, programs, enforcement and assessment. Focus groups are conducted to gain a better understanding of the student culture.

There are 10 groups in this study: four groups consist of randomly selected

university students; the other six groups represent athletic teams, sorority women, fraternity men, religious organizations, band members and minority students. Students may sign the consent form to participate, which is distributed on arrival at the session, or they may leave.

The session begins with an explanation of the research process and the staff planners express their concern about current trends among college students' alcohol use. The fact that students are in the best position to help campus leaders understand the campus culture is stressed. Student facilitators indicate that the participants were randomly selected, and that all comments made in the Focus Group are confidential. They are also told that the discussion will be videotaped to help the research process; however, the tape will be erased after the researchers review the videotape.

To frame the discussion, the Focus Group members are asked the following questions:

- What are some of the reasons why students drink alcohol?
- Do most students on campus drink more now than they did in high school?
- Is it easier to get alcohol in college than in high school? What makes it easier?
- What is it about the university culture that contributes to alcohol use and abuse?
- Do any of your friends have problems with alcohol and other drugs? What do you suggest that we do about the problems? Are there any solutions?
- Have you ever tried to do anything about someone's alcohol use or your own?

The data gathered from the Focus Groups are compared over time. Pre-test results provide guidance for the campus program and the post-test comparisons provide additional insight.

Greek Community Improvement Initiative

Mansfield University

Contact:

Mansfield University
Enrollment: 2,954
Public, Four Year Institution

Carmen Bianco
Director
Office of Alcohol and Other Drugs
Education
Published in 1997/98 Sourcebook

Objectives:

- To improve the Greek community's image by reducing the level of heavy drinking
- To identify problems associated with the overall "health" of fraternity and sorority members
- To disseminate accurate information about fraternity and sorority members' attitudes and behavior

Description:

Based on national statistics and local anecdotes, fraternities and sororities are high-risk groups for problems related to alcohol use. A large portion of the campus population has a negative perception of the fraternity and sorority communities due to the drinking by members of these groups. In addition, the health of the fraternity/sorority group has been a concern for

university officials, as well as the leaders of these organizations. The leaders of the Greek organizations were invited to be part of the effort to improve the image of the fraternity/sorority community by reducing the extent of heavy drinking. Three needs assessment methodologies were implemented to identify the nature and scope of the problem and to provide baseline information for subsequent evaluation.

The first instrument, designed for Greek members, was taken from the "Our Chapter, Our Choice" survey, which is distributed nationally by the National Interfraternity Conference. This "opinionnaire" identifies attitudes and levels of drug and alcohol use.

Questions emphasize perceptions of the chapter, its social activities, and policy enforcement. Questions also focus on the individual, including positive activities, problem behaviors, and their use of drugs and alcohol.

The second instrument is the Greek Organization Assessment which asks fraternity/sorority students questions in 10 different areas to help them identify their role as part of the solution regarding

the image of fraternities and sororities on the campus. General topic areas include academics, community service/public relations, social activities, pledging, leadership development, the advisor, the Greek Affairs coordinator, university support, and strategies to help improve Greek affairs.

The third instrument is the Focus Group Assessment of Greek Organizations. Students who are not in a fraternity or sorority are asked a series of questions about their perception of Greek organizations, including perception of activities related to Greek affairs (such as pledging or service projects) and a rating of the Greek community on specific issues.

Implementation of the needs assessment protocol was conducted through the Greek Affairs coordinator with the assistance of an intern. A president's council has also been formed to collect information, to discuss the data, to make recommendations, and to formulate an action plan.

Costs of the assessment are covered by the campus Office of Alcohol and Other Drugs Education and have been kept to a minimum.

Hologram Peer Research Model

Montana State University –
Bozeman

Contacts:

Montana State University –
Bozeman

Enrollment: 10,692

Public, Four Year Institution

Jennifer Haubenreiser, M.A.

Program Evaluation/Research Specialist

Jeff Linkenbach, Ed.D.

Director

Department of Health Promotion

Student Health Service

Published in 1996 Sourcebook

Objectives:

- To guide campus efforts on health-related norms and behaviors
- To provide meaningful research projects designed and implemented by students

Description:

The Hologram Peer Research Model was designed by the health promotion staff to guide the campus' efforts on health-related norms and behaviors. The Hologram is comprised of seven components: research, social marketing, behavior change, health reciprocity (service learning), membership/leadership development, organizational

continuity and financial responsibility. Emphasizing research and evaluation activities, projects designed and implemented by health promotion staff and students are used to help focus programming and training.

The first step in implementing this research based model was the hiring of a full-time research/evaluation specialist to conduct both qualitative and quantitative studies to assess needs and evaluate existing health promotion efforts. Strategies include the Core Survey, focus groups with specific audiences, and the assistance of undergraduates with research experiences and evaluation projects. Examples of evaluation activities facilitated by the specialist and a baseline summary of incoming freshman and an evaluation of the outdoor orientation program. These projects help faculty, staff and students better understand the unique roles they play on the campus and how they can contribute to changing the myths about campus substance use.

Students are mentored through the research and evaluation process by the Health Promotion Research/Evaluation Specialist. Student Health leadership classes also include research as part of the curriculum and a new course has been developed to involve students in the process of research and evaluation within the field of health promotion.

One result of the Hologram Model is the development of a cost-effective way to generate data and improve health promotion programs on the campus. A related outcome is that the information received provides guidance in the process of spending resources to improve the health of university students. Finally, a yearly publication documenting health promotion research and evaluation activities is prepared. Collection and dissemination of relevant data (for assessing needs and for use in social marketing campaigns) has made the department of Health Promotion a valuable source of information on campus.

Institutional Self-Assessment

Villanova University

Contact:

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.A.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Objectives:

- To evaluate the effectiveness of services offered to students
- To acquire internal and external evaluation data

Description:

The Center for Alcohol and Drug Assistance evaluates the effectiveness of its student services by distributing anonymous questionnaires to its constituents each academic year.

One evaluation is conducted with students who are mandatory judicial referrals. A 12-item program evaluation asks the respondents to indicate the extent to which each of the specified items has been successful. Each of the items is rated on a five-point scale, from poor to excellent. Questions have to do with the scheduling of appointments, quality of Center personnel and facilities, the degree to which they feel they were listened to and

treated fairly during their appointments, confidentiality, quality of the educational program and information presented, and degree to which information shared made them think and will influence their behavior in the future. The students were also asked whether they felt comfortable using the services of the Center, if they would refer the Center to a friend, and whether they think the Alcohol and Drug Program should continue. The results for one academic year illustrate that 95% of the respondents indicate that the presented information made them think and influenced their behavior. In addition, 90% felt that the mandatory referral program should continue, and 90% felt comfortable utilizing Center services.

The second type of evaluation is conducted with self-referrals, as well as all short-term and long-term counseling. Again, the questions are assessed on a five-point scale (from poor to excellent) and address issues of scheduling of appointments, quality of Center facilities, availability of support services, availability of resource literature, degree to which Center staff greeted them warmly and made them feel comfortable, degree to which Center services met their personal expectations, degree to which confidentiality was respected, and degree

of personal support received from Center staff and services. In addition, the individual counselor was rated on a four-point scale (from poor to excellent) on issues of his/her knowledge about addiction, ability to accept the student in a supportive and non-judgmental way, promptness in keeping appointments, ability to positively promote change in the student's life and ability to respect confidentiality. Additional questions about recommending the Center to a friend and plans to continue using the services provided were asked; as was a question regarding whether the students think the Alcohol and Drug Program should continue. All of the Center's clients responded that they would recommend the Center to a friend and think that the program should continue.

In addition to these two evaluations, Center staff conduct self-assessments using internal and external resources. Guidelines from the Council on the Advancement of Standards for Alcohol and Drug Programs provide a basis for self-analysis. In addition, regular external analysis is conducted through benchmarking studies with the University's peer group. Further, intra-divisional feedback is solicited from offices most involved in outreach activities.

Justifying Assessments and Evaluations

Mansfield University

Contact:

Mansfield University
Enrollment: 2,954
Public, Four Year Institution

Carmen Bianco
Director
Office of Alcohol and Other Drugs
Education
Published in 1997/98 Sourcebook

Objectives:

- To define the purpose of and direction for the campus drug and alcohol education effort
- To produce drug and alcohol educational efforts that are outcome-based, cost-effective, and reflective of student needs
- To facilitate a process for ongoing review and dialogue

Description:

The campus alcohol education efforts were initiated many years ago with a theme week. Educational programming was conducted without a defined purpose and without goals, objectives, or an action plan. Through use of assessments and evaluation approaches, refinements in the purpose and direction of campus drug and alcohol education efforts have been accomplished.

Three specific strategies are used to provide information for direction setting: a Student Background and Behavior Survey, which is conducted during the new student orientation; assessment methodologies used with the fraternity and sorority members; and implementation of the processes from the Council for the Advancement of Standards (CAS) for Student Services/Development Program, the Alcohol and Other Drug Program.

The Student Background and Behavior Survey is designed to profile student information including personal habits and behavior, particularly relating to the use of drugs and alcohol. The results are used to learn more about the factors that facilitate or inhibit a student's academic success and to improve services to students on campus. A complementary survey is conducted during the students' third year on campus. This instrument consists of 33-items that address family background, use of drugs and alcohol, beliefs about alcohol and its effects, perceptions of drinking problems, and experiences with negative consequences.

The approach used with the fraternity and sorority communities includes the "Our Chapter, Our Choice" survey, which identifies attitudes and levels of drug and alcohol use. Conducted simultaneously, another survey instrument, the Greek Organization Assessment, identifies weaknesses in the Greek system that interfere with community development and success. Each of these instruments and protocols is summarized in a separate abstract.

The third assessment and evaluation activity uses the CAS programs. The preliminary review consists of an internal self-assessment. A committee of students, faculty, and staff conducts an evaluation of the campus drug and alcohol program in 13 areas on a scale from noncompliance to compliance. The format specifically includes the identification of documentation and rationale, description of deficiencies, actions needed for compliance, and program enhancement.

The second phase includes having an external auditor on campus who interviews students, faculty, and staff; reviews CAS internal assessments; and identifies strengths and weaknesses of the program, internal opportunities and external threats. This review provides the program with a needed focus. In addition to these three standard methodologies, all educational efforts are evaluated by participants for content, satisfaction, and application, and suggestions are encouraged. Educational programs receiving such evaluation include T.I.P.S. training, Safe Spring Break, theme weeks and the policy violator class (utilizing On Campus Talking About Alcohol).

Finally, other campus departments provide data for evaluation, such as Residence Life violation frequencies, campus police arrests, and counseling and health center referrals. A yearly review is conducted and revisions of the goals and objectives, including the extent to which the objectives are measurable and whether they have been met, are made. Accountability of individuals and offices is inherent in this assessment and evaluation process. Sharing the information garnered with appropriate offices helps to facilitate the institutionalization of the program and to broaden support. Inclusion of faculty and staff with interest in drug and alcohol concerns helps broaden the scope. Evaluation processes are disseminated through campus-wide newsletter, radio, TV, and other media.

Normative Assessment Survey of Incoming Students

Boston College

Contact:

Boston College
Enrollment: 14,698
Private, Four Year Institution

Kimberley Timpf, M.Ed.
Assistant Dean for AOD Education
Published in 1996 Sourcebook

Objectives:

- To gather information during new student orientation to present to parents and students
- To influence norms and behaviors on the campus
- To empower the majority of students who make positive choices and do not engage in abusive behavior

Description:

During the summer the college offers three-day orientation sessions for incoming first-year students. A survey, developed by the Office of Alcohol and Drug Education with the assistance of the director of the First Year Experience, is administered during each session by 35 orientation advisors. On the first day, students are given a survey

on attitudes about drinking and drug use, quantity and frequency of drinking over the past year, consequences resulting from alcohol abuse (such as blackouts, vomiting, or unplanned/unwanted sexual experiences, or low grades) and perceptions regarding student substance use to both parents and students at the college. The information is compiled and presented on the following day in separate sessions on community standards. The Assistant Dean for Alcohol and Drug Education and the Dean for Student Affairs conduct these sessions.

Professional staff acknowledge that the norms of campus life are, to a large extent, the result of perceived behaviors. The orientation program was initiated because much of the campus alcohol abuse is believed to result from the reputation that students feel they must live up to once arriving on campus. The aim of addressing norms is to empower the majority of students who make positive choices and do not engage in abusive behavior. Further, it

increases students' awareness of the services and programs available on campus.

Providing information during the summer orientation program, to both parents and students, provides an opportunity for parents and their children to discuss positive choices prior to enrollment. It further provides an opportunity for expectations to be shared, prior to the fall classes.

One insight gained from conducting this effort has been the realization by parents that many behaviors and attitudes are fairly well established before the student arrives at college and this creates a context for discussing alcohol and drug use. Informal observations include an increase in first-year student membership in substance abuse peer education efforts, an increase in first-year students identifying themselves as persons in recovery from addiction and an increase in applications for substance free housing in the freshman areas.

Parents Association Alcohol Survey

University of Colorado at Boulder

Contact:

University of Colorado at Boulder
Enrollment: 24,548
Public, Four Year Institution

Sara Borst
Coordinator, CU Parents Association
Published in 1996 Sourcebook

Objectives:

- To gather insights from students' parents regarding alcohol issues on campus
- To gain parental support for and in participation for designing programs

Description:

Following the highly publicized alcohol-related death of a university student, the Parents Association wanted to identify ways that they could be helpful in reducing alcohol abuse on the campus. They decided to conduct an informal survey of other parents to determine the variety of views on campus alcohol abuse and to use the survey information to assist in the planning of future campus policies and prevention programs. The three specific objectives of the parent survey were: to obtain an understanding of parental views of

whether alcohol use on campus was a problem; to learn parents' perceptions of the extent of problems associated with alcohol; and to learn parents' perspectives on the viability of certain potential solutions.

Representatives of the university's Parents Association worked with the Research Department to develop the "fax it in" questionnaire. This was published as part of a regular parent newsletter. Specific concerns on the questionnaire included:

- How parents felt about campus drinking
- Whether parents were able to get information about campus substance abuse efforts
- Whether beer should be served at football games (for those age 21 and older)

The questionnaire was prepared by the university Research Office. A research office in student affairs tabulated the returns and then distributed the results to the Parents Association.

The written responses, coded by the research office staff, revealed that there

was a wide diversity of opinion about campus drinking, at the football games and with other issues, providing helpful insights for campus planning. Questions were raised by parents regarding the implementation of policies, the availability of support services on campus and the need for enforcement. Comments also showed appreciation of the Parents Association for addressing this issue "head-on."

University personnel cite the questionnaire as successful since information on the three specific areas was ascertained. Also, 400 questionnaires were returned out of the 20,000 mailed, which allowed the planners to make some qualified generalizations. In addition, the information provided by the respondents was quite complete. Specific actions taken by the university demonstrated to the parents that their involvement has impact on current campus activities. Parents have expressed a willingness to participate in other joint ventures.

Program Evaluation Processes

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,136
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director Student Life
Published in 1996 Sourcebook

Objectives:

- To obtain prompt feedback from students about campus prevention programs
- To provide accountability to use for ongoing program planning purposes

Description:

ADAPT and the Wellness Resource Center staff administer a one-page questionnaire after most of their sponsored programs and events. The Program Evaluation Questionnaire was constructed with the goal of having a single, all-purpose, easy to administer questionnaire that could be used to evaluate different kinds of programs, events and services. It is typically administered during the Alcohol Awareness Month activities, Peer Educator presentations, Wellness Month events and other organized programs. Students can complete the survey in one minute, resulting in the extremely high response rate of 95% of program attendees.

Information about the respondent is asked, including gender, year in school, fraternity/sorority affiliation and typical alcohol consumption. Four questions focus on the event just attended. One question is, "How much did today's program make you think about alcohol abuse among college students?" Another question is, "How much did today's program make you think about your own alcohol use?" A third question asks about whether the information received in the program makes respondents more or less interested in using alcohol, and the final question asks him/her to assess the value of the program.

One question on the survey provides a quick measure of a student's "state of change." This question provides three choices in response to the question, "Which of the following best describes your feelings about your own alcohol use?" Responses are: "I don't think I drink too much"; "Sometimes I think I should cut down on my drinking"; and "I am actually changing my drinking habits right now." This particular question helps the staff understand how well they are reaching students who consume large amounts of

alcohol, but who do not feel that they have a drinking problem.

The information gathered from these surveys is compiled and compared with the university norms to determine how those who attended the program are similar to or different from the "typical" university student. When examining the results of the survey, the responses of different groups are compared (men versus women, fraternity/sorority member versus not). Another comparison is whether students have different responses based on their level of alcohol consumption. With this type of analysis, one event can be compared with another to determine which was more effective with a particular group of students.

Program results are typically available the day after the program or event. Tables and graphs are prepared and personal comments are compiled. While this is often done by a graduate research assistant, peer educators frequently tabulate the results by hand.

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Auburn University
Bevill State Community College
Bishop State Community College
Enterprise State Junior College
Gadsden State Community College
Marion Military Institute
Sparks State Technical College
Spring Hill College
Troy State University
Troy State University at Dothan
Troy State University Montgomery
Tuskegee University
University of Alabama, The
University of South Alabama

Alaska

University of Alaska Anchorage

Arizona

Arizona State University
Mesa Community College
Northern Arizona University
Pima County Community College District
University of Arizona

Arkansas

Lyon College
Mid – South Community College
Quachita Baptist University
University of Arkansas at Pine Bluff

California

American College of Traditional Chinese
Medicine
California Christian College
California State Polytechnic University –
Pomona
California State University – Fresno
California State University – Fullerton
California State University – Long Beach
Chapman University
Claremont Colleges, The
Concordia University
D-Q University
DeVry Institute of Technology
Kings River Community College
Loyola Marymount University
Marymount College
Marymount College Palos Verdes
Merced College
Mira Costa College
Mission College
Napa Valley College
Occidental College
Palmer College of Chiropractic – West
Palomar College
San Bernardino Valley College
San Diego Miramar College
San Diego State University
San Francisco State University
San Jose State University
Santa Clara University
Stanford University
Thomas Jefferson School of Law
United States International University

University of California – Santa Barbara
University of California – Irvine
University of San Diego
University of San Francisco
University of the Pacific
University of the Redlands

Colorado

Aims Community College
Colorado Mountain College
Colorado State University
Pikes Peak Community College
Regis University
University of Colorado at Boulder
University of Northern Colorado

Connecticut

Central Connecticut State University
Eastern Connecticut State University
Fairfield University
Manchester Community-Technical College
Naugatuck Valley Community – Technical
College
Quinnipiac College
Sacred Heart University
Southern Connecticut State University
University of Connecticut
University of Hartford
University of New Haven
Wesleyan University

Delaware

Delaware State University

Participating Campuses:
1995-2000

Participating Campuses *(continued)*

District of Columbia
American University
Catholic University of America, The
Gallaudet University

Federated States of Micronesia
College of Micronesia – FSM

Florida
Edward Waters College
Florida Atlantic University
Florida College
Florida International University
Florida State University
Hillsborough Community College
Indian River Community College
Lynn University
Miami – Dade Community College
Okaloosa – Walton Community College
Palm Beach Atlantic College
Pasco – Hernando Community College
Ringling School of Art and Design
Saint Leo University
Santa Fe Community College
Stetson University
University of Central Florida
University of Florida
University of Miami
University of North Florida
University of South Florida
University of West Florida

Georgia
Armstrong State College
Berry College
Brenau University
Georgia Institute of Technology
Georgia Southern University
Georgia Southwestern State University
Kennesaw State University
LaGrange College
Morris Brown College

Oglethorpe University
Savannah College of Art & Design
University of Georgia
Valdosta State University
Waycross College

Guam
University of Guam

Idaho
Albertson College
Boise State University
North Idaho College
Ricks College

Illinois
Belleville Area College
Bradley University
College of Du Page
College of Lake County
Eastern Illinois University
Governors State University
Illinois Central College
Illinois State University
Joliet Junior College
McHenry County College
McKendree College
North Central College
North Park College and Theological
Seminary
Northeastern Illinois University
Northern Illinois University
Northwestern University
Oakton Community College
Parks College of Saint Louis University
Prairie State College
Quincy University
Richland Community College
Sauk Valley Community College
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago

University of Illinois at Springfield
University of Illinois at Urbana-Champaign
Western Illinois University
William Rainey Harper College

Indiana
Ball State University
Grace College
Indiana State University
Indiana University at Bloomington
Indiana University – Fort Wayne
Ivy Tech State College – Central Indiana
Ivy Tech State College at Indianapolis
Purdue University
Saint Joseph's College
University of Notre Dame
Valparaiso University

Iowa
Buena Vista University
Central College
Dordt College
Graceland College
Iowa State University
Kirkwood Community College
Luther College
Maharishi University of Management
North Iowa Area Community College
Simpson College
Southeastern Community College
University of Iowa
University of Northern Iowa

Kansas
Cowley County Community College
Fort Hays State University
Fort Scott Community College
Haskell Indian Nations University
Kansas State University
Pittsburgh State University
Saint Mary College
University of Kansas

Kentucky

Bellarmino College
 Brescia College
 Centre College
 Eastern Kentucky University
 Georgetown College
 Jefferson Community College
 Murray State University
 Northern Kentucky University
 Saint Catherine College
 Spalding University
 University of Kentucky
 University of Louisville

Louisiana

Louisiana State University and Agricultural
 and Mechanical College
 Loyola University New Orleans
 Northwestern State University
 Southeastern Louisiana University
 University of Southwestern Louisiana
 University of New Orleans

Maine

Bates College
 Colby College
 Northern Maine Technical College
 Southern Maine Technical College
 University of Maine

Maryland

Anne Arundel Community College
 Baltimore City Community College
 Carroll Community College
 Charles County Community College
 Coppin State College
 Dundalk Community College
 Frostburg State University
 Hood College
 Montgomery College Germantown Campus
 Montgomery College Rockville Campus
 Prince George's Community College
 Towson State University
 United States Naval Academy

University of Maryland Baltimore County
 University of Maryland Eastern Shore
 University of Maryland in College Park, The
 Washington College
 Western Maryland College

Massachusetts

Assumption College
 Bentley College
 Berkshire Community College
 Boston College
 Boston University
 Bradford College
 Bridgewater State College
 College of the Holy Cross
 Dean College
 Emerson College
 Mansfield University
 Massachusetts College of Liberal Arts
 Merrimack College
 Middlesex Community College
 Montserrat College of Art
 Mount Holyoke College
 Mount Wachusettes College of Liberal Arts
 North Adams State College
 Northeastern University
 Springfield Technical Community College
 Tufts University
 University of Massachusetts Boston
 University of Massachusetts Dartmouth
 Wellesley College
 Westfield State College
 Williams College

Michigan

Adrian College
 Alma College
 Baker College of Muskegon
 Central Michigan University
 Eastern Michigan University
 Ferris State University
 Lansing Community College
 Lawrence Technological University
 Michigan State University

Mid Michigan Community College
 Oakland University
 University of Michigan – Flint
 University of Michigan – Ann Arbor
 Wayne County Community College
 Western Michigan University

Minnesota

Augsburg College
 Bethel College
 Carleton College
 Century College
 College of Saint Benedict
 Gustavus Adolphus College
 Rochester Community College
 Saint John's University
 University of Minnesota – Duluth

Mississippi

Itawamba Community College
 Jackson State University
 Jones County Junior College
 Mississippi Gulf Coast Community College
 Mississippi State University
 Tougaloo College
 University of Mississippi
 University of Southern Mississippi

Missouri

Central Missouri State University
 Conception Seminary College
 Culver-Stockton College
 Logan College of Chiropractic
 Maryville University of Saint Louis
 Nazarene Theological Seminary
 Northeast Missouri State University
 Park College
 Rockhurst College
 St. Louis College of Pharmacy
 St. Louis Community College at Meramec
 Saint Louis University
 Southeast Missouri State University
 Southwest Missouri State University
 Stephens College

Participating
 Campuses: 1995-2000

Participating Campuses *(continued)*

University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – Rolla
University of Missouri – Saint Louis
Washington University
Webster University

Montana

Montana State University – Bozeman
Rocky Mountain College
University of Montana, The

Nebraska

Creighton University
Doane College
Hastings College
Nebraska Wesleyan University
Southeast Community College
University of Nebraska at Kearney
University of Nebraska – Lincoln
University of Nebraska Medical Center
Wayne State College
Western Nebraska Community College

Nevada

Great Basin College
University of Nevada – Las Vegas

New Hampshire

Daniel Webster College
Dartmouth College
Keene State College
New England College
New Hampshire College
Plymouth State College

New Jersey

Berkeley College
Bloomfield College
Burlington County College
Caldwell College
Centenary College
County College of Morris
Jersey City State College

Middlesex County College
Monmouth University
Ramapo College of New Jersey
Raritan Valley Community College
Richard Stockton College of New Jersey, The
Rider University
Rowan University
Rutgers, The State University of New Jersey
Saint Peter's College
Salem Community College
Seton Hall University
Sussex County Community College
University of Medicine and Dentistry
of New Jersey

New Mexico

College of the Southwest
New Mexico State University
University of New Mexico

New York

Alfred State University
Alfred University
Broome Community College
Buffalo State College
Canisius College
City University of New York City College
City University of New York College of
Staten Island
City University of New York Queens College
Colgate University
College of Saint Rose, The
Cornell University
Culinary Institute of America
D'Youville College
Dowling College
Elmira College
Fordham University
Hamilton College
Hartwick College
Hilbert College
Hobart and William Smith Colleges
Hofstra University
Ithaca College

Manhattan College
Marist College
Mount Saint Mary College
Nazareth College of Rochester
New York Institute of Technology
New York Institute of Technology –
Central Islip Campus
New York University
Oswego State University
Saint Bonaventure University
Samaritan Hospital School of Nursing
Saint John's University – Queens Campus
Southampton College of Long Island
St. John Fisher College
State University of New York at Albany
State University of New York at
Binghamton
State University of New York at Brockport
State University of New York at
Farmingdale
State University of New York at New Paltz
State University of New York College at
Cortland
State University of New York College at
Fredonia
State University of New York College at
Geneseo
State University of New York College at
Oneonta
State University of New York College at
Plattsburgh
State University of New York College of
Agriculture and Technology at
Morrisville
State University of New York College of
Technology at Delhi
Syracuse University
United States Military Academy
University of Buffalo
Wagner College

North Carolina

Chowan College
Craven Community College

Davidson College
 Duke University
 Duke University Medical Center
 East Carolina University
 Elon College
 Isothermal Community College
 Louisburg College
 Montgomery Community College
 Mount Olive College
 North Carolina State University
 North Carolina Wesleyan College
 Rockingham Community College
 Sampson Community College
 Shaw University
 Stanly Community College
 University of North Carolina – Charlotte
 University of North Carolina at Greensboro
 University of North Carolina at Pembroke
 University of North Carolina at Wilmington
 Wake Forest University
 Wilkes Community College

North Dakota

North Dakota State University Main
 Campus
 University of Mary
 University of North Dakota

Ohio

Ashland University
 Baldwin – Wallace College
 Bluffton College
 Bowling Green State University
 Capital University
 Case Western Reserve University
 College of Wooster
 Columbus College of Art and Design
 Cuyahoga Community College
 Denison University
 Hocking Technical College
 John Carroll University
 Kent State University
 Kenyon College
 Malone College

Marietta College
 Mercy College of Northwest Ohio
 Methodist Theological School in Ohio
 Miami University
 Miami University Middletown Campus
 Mount Vernon Nazarene College
 Oberlin College
 Ohio Dominican College
 Ohio State University, The
 Ohio University
 Ohio Wesleyan University
 Shawnee State University
 Sinclair Community College
 Union Institute
 University of Akron, The
 University of Cincinnati
 University of Toledo
 Ursuline College
 Walsh University
 Wilberforce University
 Wright State University

Oklahoma

Langston University
 Northeastern State University
 Oklahoma City Community College
 Oral Roberts University
 Southeastern Oklahoma State University
 University of Central Oklahoma
 University of Tulsa

Oregon

Eastern Oregon State College
 Oregon State University
 Portland State University
 University of Oregon
 University of Portland

Pennsylvania

Allegheny College
 Beaver College
 Bloomsburg University of Pennsylvania
 Bradford School
 Bucknell University

Cabrini College
 California University of Pennsylvania
 Central Pennsylvania Business School
 CHI Institute/RETS Campus
 Community College of Allegheny County
 Allegheny Campus
 Community College of Allegheny County
 Boyce Campus
 Community College of Allegheny County
 South Campus
 Dickinson College
 Duquesne University
 Elizabethtown College
 Franklin & Marshall College
 Gannon University
 Gettysburg College
 Indiana University of Pennsylvania
 King's College
 Kutztown University
 La Salle University
 Lafayette College
 Lehigh Carbon Community College
 Lock Haven University of Pennsylvania
 Lycoming College
 Mansfield University of Pennsylvania
 Marywood College
 Medical College of Pennsylvania and
 Hahnemann University
 Millersville University of Pennsylvania
 Muhlenberg College
 Northampton County Area Community
 College
 Pennsylvania State University Altoona
 Campus
 Pennsylvania State University Berks
 Campus
 Pennsylvania State University Lehigh Valley
 Campus
 Pennsylvania State University Main
 Campus
 Pennsylvania State University Mont Alto
 Campus
 Pennsylvania State University Worthington –
 Scranton Campus

Participating Campuses:
 1995-2000

Participating Campuses *(continued)*

Philadelphia College of Pharmacy and
Science
Philadelphia College of Textiles and Science
Rosemont College
Saint Joseph's University
Saint Vincent College & Seminary
Seton Hill College
Temple University
University of Pennsylvania
University of Pittsburgh – Pittsburgh
Campus
University of Pittsburgh Greensburg
Campus
University of Scranton
Villanova University
West Chester University of Pennsylvania
Westminster College
Widener University
Wilkes University

Puerto Rico

Inter American University of Puer to Rico
San German Campus
Sistema Universitario Ana G. Mendez
Universidad del Sagrado Corazon
University of Puerto Rico Mayaguez
Campus
University of Puerto Rico Rio Piedras
Campus

Rhode Island

Brown University
Bryant College
Johnson and Whales University
Rhode Island College
Roger Williams University
University of Rhode Island

South Carolina

Clemson University
Coastal Carolina University
College of Charleston
Francis Marion University
Greenville Technical College

Horry – Georgetown Technical College
Midlands Technical College
Technical College of the Lowcountry
University of South Carolina – Columbia
Voorhees College
Winthrop University
Wofford College

South Dakota

Black Hills State University
Dakota State University
Mitchell Technical Institute
Northern State University
South Dakota School of Mines and
Technology
South Dakota State University
University of South Dakota

Tennessee

Austin Peay State University
East Tennessee State University
Memphis College of Art
Rhodes College
Roane State Community College
Tennessee State University
Trevecca Nazarene University
University of Memphis, The
University of Tennessee at Chattanooga
University of Tennessee, Knoxville
Volunteer State Community College
Walters State Community College

Texas

Austin College
Baylor University
Brookhaven College
El Centro College
Hill College
Mountain View College
Northeast Texas Community College
Panola College
Prairie View A&M University
Rice University
St. Mary's University

Southern Methodist University
Southwest Texas State University
Texas A&M University System at Baylor
College of Dentistry
Texas Christian University
Texas Tech University
Trinity University
University of Houston
University of North Texas
University of Saint Thomas
University of Texas at Arlington
University of Texas at Austin
University of Texas – Pan American
West Texas A&M University

Utah

College of Eastern Utah
Salt Lake Community College
University of Utah
Utah State University
Utah Valley State College

Vermont

Castleton State College
Green Mountain College
Johnson State College
Saint Michael's College
Sterling College
University of Vermont

Virginia

Central Virginia Community College
Christopher Newport University
College of William and Mary
Eastern Mennonite University
Ferrum College
George Mason University
Hampden-Sydney College
James Madison University
John Tyler Community College
Longwood College
Lynchburg College
Marymount University
Mountain Empire Community College

Norfolk State University
Radford University
Roanoke College
Saint Paul's College
Shenandoah University
Tidewater Community College
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia Union University
Virginia Wesleyan College
Washington and Lee University

Washington

Central Washington University
Evergreen State College, The
Grays Harbor College
Heritage College
Skagit Valley Community College
University of Puget Sound
University of Washington
Walla Walla Community College
Washington State University
Western Washington University
Whatcom Community College
Yakima Valley Community College

West Virginia

Bluefield State College
College of West Virginia
Davis & Elkins College
Fairmont State College
Marshall University
West Virginia University
West Virginia University at Parkersburg
West Virginia Wesleyan College
Wheeling Jesuit College

Wisconsin

Alverno College
College of the Menominee Nation
Concordia University Wisconsin
Lakeland College

Marquette University
Milwaukee Area Technical College
Milwaukee Institute of Art & Design
Mount Mary College
Southwest Wisconsin Technical College
University of Wisconsin – Green Bay
University of Wisconsin – Madison
University of Wisconsin La Crosse
University of Wisconsin – Parkside
University of Wisconsin – Stevens Point
University of Wisconsin – Whitewater
Waukesha County Technical College
Wisconsin Indianhead Technical College

Wyoming

Casper College
Central Wyoming College
Western Wyoming Community College

Applications were also received from:

BACCHUS/GAMMA

Chungbuk National University (South Korea)

New York Office of Alcoholism and Substance Abuse Services

St. Francis Xavier University (Nova Scotia, Canada)

Participating
Campuses: 1995-2000

Sourcebook Promising Practices: Campus Alcohol Strategies

THE CENTURY COUNCIL

The Century Council, founded in May 1991, is a national, not-for-profit organization. It is dedicated to promoting responsible decision-making about the drinking or non-drinking of beverage alcohol as well as combatting all forms of irresponsible drinking. Funded by America's leading distillers, the Council focuses on drunk driving and underage drinking – two of the public's top safety concerns.

Headquartered in Washington, D.C., The Century Council has an independent Advisory Board composed of leaders in the fields of business, government, academia, medicine and other relevant disciplines to provide guidance on all programs and policies.

The Century Council is based on the philosophy that collective action can have a greater impact than many individual efforts. Using its

resources as a catalyst for action, the Council involves all three tiers of the beverage alcohol industry – producers, wholesalers and retailers – with law enforcement, public officials, educators, insurers, health care professionals and private citizen organizations in programs to combat alcohol abuse.

For additional information please call or write:

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The Century Council