

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

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

Debora 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

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.

