

ENFORCEMENT

Enforcement involves the role of police, the disciplinary process, and the campus judicial system. It is linked to several other components of campus programs; in particular, the areas of policies and implementation and support services.

Several proactive approaches are represented. Student organizations planning a social event may receive training or special advice in advance; for example, police officers may meet with an organization to discuss laws governing noise, alcohol distribution, intoxication, trash and parking. Registration of social activities is another method of enforcement and often includes a training program for hosts on ways of keeping an event incident free. In the party-monitoring system, which is in effect on some campuses, students patrol the campus sites of student parties and intervene when flagrant violations are found. Related proactive approaches are a community coalition and a regularly scheduled community forum.

A related enforcement initiative focuses on individuals who violate campus policy or local laws. As noted under Support and Intervention Services, workshops for offenders of a campus alcohol policy include long-term and short-term programs; the program length depends on the nature of the violation and whether it is a first or subsequent policy infraction. Similar approaches can be implemented with local court-referred violations. Also included are peer approaches, where trained students serve as decision-makers regarding other students' judicial violations. Residence hall intervention programs are instituted to complement the policy enforcement programs; this illustrates the importance of the

educational aspect of enforcement. Also helpful is having students conduct a self-assessment.

In addition, campus professionals may review a student's record and assess the individual's background, medical history and level of risk. A clear system of response that is consistently enforced with follow-through helps promote accountability on the part of faculty, staff and students. This may be instituted for policy violations or for behaviors of concern. The need for the full support of various offices on campus, including residence halls, counseling center, the dean and the president's office, is identified.

Service activities may constitute part of a contractual agreement so that violators "work off" their penalty in ways that benefit the community. Students receive assistance from campus personnel as they interact with the judicial system in the community surrounding the campus. Related approaches include the use of computer software to build awareness and the use of fines and distribution of money received from this process. Probation or suspension from the institution is used when other approaches fail. These approaches illustrate the need for a contractual relationship between the student who violates the campus policy and the institution. Such an approach further enhances the theme of consistency cited earlier.

Finally, professionals reveal the need for strong provisions within the enforcement activities of the campus policies. They further recommend that some, if not all, of the sanctions be mandatory. Documentation of violations, consequences, satisfactory completion of consequences and ongoing behavior are seen as important.

Alcohol and Other Drug Education Program

Castleton State College

Contact:

Castleton State College
Enrollment: 2,028
Public, Four Year Institution

Julia Burke
Director
Wellness Center
Published in 1996 Sourcebook

Objectives:

- To consistently enforce alcohol and drug policies
- To provide education and appropriate sanctions for policy violators

Description:

While the Office of Alcohol and Other Drug Education at the college utilizes a comprehensive approach, a significant emphasis is on consistent enforcement of policies on the campus, which is essential in maintaining the health and quality of the educational environment. The intent of the campus-wide program is to reduce the number of substance related incidents on campus.

To accomplish these objectives, a progressive three-phase program was developed with each phase building on the goals and

activities of the preceding phase. The first phase of the program is a six-hour course that reviews the progression of substance abuse, evaluates one's personal abuse pattern use, reflects on individual and family dynamics, explores societal messages around substance use, discusses substance free methods of stress reduction and formulates new decisions around personal use. The three sessions that make up the course consist of values clarification, a party observation log, a personal usage form, a media slide show, communications skill building, brainstorming on healthy choices, and numerous exercises and discussions.

Phase two includes a monetary fine, community service hours, a meeting with the campus drug and alcohol director and a six-hour phase two course. The goals of phase two are to examine the progression of use since attending phase one, to explore the negative consequences of choices, to assess substance use as it relates to personal goals, to identify and discuss obstacles that prevent behavior change and to develop a personal plan of action.

The phase two course includes exercises on personal use and related negative consequences, clarification of goals and healthy behaviors. Course assignments are: redoing week-long alcohol use form, myths and realities regarding reasons for use, an influence log and a personal plan of action.

Phase three consists of a substance abuse assessment at the student's expense, a disciplinary hearing with the assistant dean for Campus Life, community service hours, and individual sessions with the drug and alcohol director. The goals of this phase are to assist the student in internalizing the need for change, to identify specific issues that are preventing the behavior from being modified and to identify available resources both on and off the campus.

Documentation is maintained by the campus with a referral form, a sanction completion checklist and a completion form. The project's success is the documented low repeat offender rate of less than 3% for students enrolled.

Alcohol and You

Ohio University

Contact:

Ohio University
Enrollment: 18,855
Public, Four Year Institution

Stephanie Dorgan, M.Ed.
Assistant Director, Health Education and
Wellness

Published in 1996 Sourcebook

Objectives:

- To provide self-awareness skills leading to healthier choices concerning alcohol use
- To present accurate information regarding the effects of alcohol
- To provide current information about available resources

Description:

This two-hour workshop is designed for those sanctioned to attend because of an alcohol policy violation. It offers accurate information about how the misuse and abuse of alcohol can affect an individual's physical, academic, social and emotional well-being. The program explores alcohol's effects and consequences, alcohol poisoning, risk-reduction methods and guidelines for responsible drinking. The intent is to help students remain an active, productive and healthy part of the university community.

Three ground rules have been established for the two-hour program. One, there will

be no debate on the legal drinking age. Two, there will be no discussion over the fairness of an individual's sanction. Three, respect will be shown toward others in the program and to the facilitator. Each student then introduces himself/herself and describes the situation that resulted in the sanction to attend the group meeting. This is helpful feedback to the facilitator regarding whether the individual is accepting responsibility for an action or whether he/she is projecting responsibility on to another. The goal is for students to accept responsibility for the behavior that resulted in the sanction.

Discussion about the student's relationship with alcohol begins with why the individual consumes alcohol, how much he/she consumes and how frequent the consumption is. The next section addresses how the body processes alcohol and contains information on metabolism, effects on the brain, response to alcohol and male/female differences. Information provides a picture about how physical health, thinking, emotions and behaviors are impacted with increasing amounts of alcohol.

Responsible use of alcohol is promoted through the introduction of the "zero, one, three principle." The "zero" limit is suggested for times when one should not

drink; the "one" stands for only one drink per hour sets the pace; and the "three" stands for the maximum number of drinks in one day. Other ways of using alcohol responsibly are identified through group discussion. The consequences of irresponsible alcohol use, with attention to physical, social and academic consequences, are identified. The next section addresses a model of student alcohol use and abuse, which introduces a continuum of alcohol use and provides an opportunity for students to evaluate their drinking behavior. The "Finding Out" video is shown to illustrate the negative effects of alcohol abuse.

Extensive evaluation is conducted of the Alcohol and You program. This is done through a survey that assesses the beliefs and behaviors of students who attended the program. Sixty students were interviewed by telephone and almost unanimously, they concluded that the program had provided useful information. The most useful part of the program was learning the effects of alcohol on the body. Overall, it seems that students had examined their behavior and had seen the need to make a change, thereby becoming more responsible in their drinking behavior.

Enforcement

Alcohol I.Q. Network

Indiana University – Bloomington

Contact:

Indiana University – Bloomington
Enrollment: 35,594
Public, Four Year Institution

Nancy Riggert

Director, Alcohol-Drug Information Center
Published in 1996 Sourcebook

Objectives:

- To heighten student awareness about drinking
- To provide students with positive reinforcement for low-risk drinking habits
- To offer non-judgmental suggestions for areas needing improvement

Description:

The Alcohol I.Q. Network is a computer software program developed by the Health Education Program at Cornell University's Health Services. It is an interactive computerized alcohol educational program, which is offered as part of the preventive services of the Indiana University Alcohol-Drug Information Center.

The I.Q. Network contains three interrelated modules:

- Spirited Information is a compendium of alcohol-related information in question and answer format, reviewing 10 key subject areas.
- Alcohol I.Q. Quest is a game that allows students to test their knowledge across seven different categories.
- Private Stock is an inventory of drinking behaviors and attitudes presented through a series objective statements. Students assess their drinking habits and learn about lower risk drinking options.

The Alcohol I.Q. Network is incorporated as an enforcement activity because it serves as a cost-effective way of providing information as well as challenging students. The program is also used as an educational intervention for students who violate the university's alcohol policy because it is a positive sanction that requires minimal staff time. Thus, the

computer software program fills the need for an economical alcohol education program for students that is provided in a timely, non-threatening way.

Two computers are housed in the Alcohol-Drug Information Center to accommodate students who wish to use the computer program. Although most of the students using the program are judicially sanctioned to do so, any student, staff or faculty member may select to use it. It is also taken to the annual campus Health Fair to promote its availability as a campus resource.

This process appears to be a successful approach, as judicial officers are pleased with it as a sanction option, and students view it as a non-threatening, non-judgmental way of receiving information on alcohol and their personal drinking practices.

Alternative Alcohol and Other Drug Rehabilitation Program

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To provide services to students who have been arrested for an alcohol/drug-related incident
- To help students maintain academic performance and stay in school following an arrest
- To provide appropriate assistance for students with serious abuse/addiction problems

Description:

The Alternative Alcohol and Other Drug Rehabilitation Program was designed to meet the needs of students who are mandated by the court to enroll in an alcohol/drug rehabilitation program. It is also available to students who contact the program prior to their first court date. The program incorporates different options and requirements based on the unique needs of each student and the varying degrees of the severity of the problems.

To enroll in the program, students contact the HEART Program and schedule an appointment with the program coordinator. During this meeting, a contract that stipulates specific program requirements and non-compliance consequences is completed.

All students in the program must complete two elements whether or not they have been mandated to enroll by the court. The first is an alcohol/drug assessment administered and interpreted by trained graduate students and advanced undergraduate interns. The second is a minimum of three individual counseling sessions. Other options are implemented based on the individual student's situation. The Recovery Group (an Alcoholics Anonymous-like group) is a requirement for students with serious alcohol/drug problems, students in recovery, and students who need support to achieve their personal substance abuse strategies and goals. The ACOA group is for students who have grown up in a family that includes a parent/step-parent who was/is addicted to drugs or alcohol.

Students may be required to attend one or more of the available education programs, which include Binge Drinking, Other Drug Education, Acute Alcohol Intoxication Assessment, and Men and Violence.

Other options that help address individual student needs include meeting with an academic advisor, participation in an appropriate support group, changing place of residence, "checking in on a daily basis," and a physical examination. When the program is successfully completed a compliance letter is forwarded to the court.

The UCONN Connects Program is a requirement for students who are on academic probation or who are struggling academically. Administered by the Dean of Students Office, this mentoring program provides

assistance during the process of dealing with the emotional distress of the arrest.

The Community Service Program is often mandated by the court, and requires the completion of a minimum number of community service hours. PARTY Time Hours at the Student Health Services is one of the HEART Program's community service activities. Students work night shifts from 9 p.m. to 2 a.m. at the Student Health Services assisting the night nurses in taking care of students who are hospitalized because of a drug/alcohol-related illness or injury. Students must attend a 2-hour Acute Alcohol Intoxication Assessment training session and become HEART certified by passing a test in order to be cleared to work the PARTY Time Hours.

The Alternative Rehabilitation Program is particularly important because of the rural location of the university, the no-car policy for first-year students, and the cost of off-campus services. Limited insurance coverage make it difficult for students to enroll in off-campus drug/alcohol rehabilitation programs or counseling services, or complete community service hours off campus.

The program appears successful because of the number of mandated court referrals from within the region, from throughout the state and from other states, as well as the number of arrested students who initiate contact with the HEART office before their first court date. Further, most students successfully complete the program and other students are referred to the program by prior participants.

Enforcement

Campus Assistance Team

Eastern Connecticut
State University

Contact:

Eastern Connecticut
State University
Enrollment: 4,590
Public, Four Year Institution
Sherry Bassi, R.N., M.S.
Substance Abuse Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote early identification of and intervention with students at risk for developing problems with drugs or alcohol
- To develop an orchestrated approach to addressing alcohol abuse problems

Description:

The Campus Assistance Team (CAT) is modeled after student assistance teams in secondary education settings. The CAT incorporates representatives from Athletics, Community Policing, Residential Life, Judicial Affairs, Health Service, Substance Abuse Prevention, Counseling, Academic Advisement, and the faculty. Meeting every two weeks, the team strives to identify students who may be having problems with drugs or alcohol or who are experiencing

other behaviors of concern that interfere with their ability to succeed at the institution.

Behaviors of concern include absence from classes, falling asleep in class, disheveled appearance, flat/depressed affect, lethargic/despondent/noticeable fatigue, lateness, writing quality that demonstrates disconnected or morbid content, poor eye contact, pattern of sickness, noticeable weight loss/gain, lack of participation, and poor written/verbal expression skills. Included in the checklist of behaviors of concern for housing or other staff members are disrespect of others' needs/property, over-sleeping, self-destructive behavior, substance abuse, pattern of perpetual crises, home sickness, sexual indiscretion, change in behaviors/appearance, being ostracized, lethargic, social isolation/withdrawn, and poor hygiene.

Referrals to CAT are made by any member of the university community who observes a behavior of concern. The initial referral can be done using a form that asks the student, faculty or staff member to describe briefly his/her reasons for referring the student to the Campus Assistance Team. When the referral is made, the referring person

notifies the student that this has occurred. A member of the team contacts the student to obtain a consent form and sets up an appointment for an interview. The student is then interviewed and completes the CAT Data Collection Form.

The CAT Data Collection Form includes strength and sources of support, the student's view of behaviors of concern and any other concerns, and the student's view of what would be helpful. The action plan includes behaviors of concern from the referral form and intake process, and definitions of short-term measurable successes for the student. The team then reviews the data collected from the referral form and intake process, forms an action plan, which includes definitions of short-term measurable success for the student, and nominates a team member to serve as the student's "manager." This case manager reviews the action plan with the student and provides any follow-up required if the student agrees to participate.

Evaluation of outcomes is monitored by faculty members on the team who have assumed responsibility for formal evaluation processes.

Citations, Fines and Follow-up

University of Rhode Island

Contact:

University of Rhode Island
Enrollment: 10,670
Public, Four Year Institution

Fran Cohen, M.A.
Director of Student Life
Published in 1996 Sourcebook

Objectives:

- To implement consistent follow-up of underage drinking, possession of alcohol and public consumption
- To improve the campus climate by addressing simple policy violations
- To promote self-evaluation of drinking behavior

Description:

The current alcohol policy and follow-up, initiated in 1991, requires mandatory sanctions for underage drinking, underage possession and public consumption for violations of community standards regarding alcohol. The required associated education program includes a self assessment and an educational workshop.

Staff are carefully trained and supervised to address every violation they encounter.

The policy is enforced by residence hall staff, security officers and campus police. In fact, most citations are given in residence halls by resident assistants. Carbonized "citation" forms are used for simple violations and the usual incident reports are used for complex violations involving alcohol and additional violations of community standards.

The citation form includes information about the student violator, the date, time and location of the violation and the specific nature of the violation. The citation copies are distributed to the student, the Office of Student Life, and the Housing and Residential Life Office.

Minimum sanctions for violations of the alcohol policy for the first offense include a \$50 fine, a semester's disciplinary probation and completion of a written self-assessment. The second offense results in a \$100 fine, a semester's disciplinary probation, and a seven-hour educational workshop. The third offense results in suspension from the university for two semesters. The fines collected go into a

substance abuse prevention account and are used for educational programs and materials, as well as to fund program grants to student groups for alcohol-free social opportunities on weekends. Students who fail to pay their fine after a warning cannot receive transcripts or their diplomas until the fine is paid. Payment plans are arranged for those students who need them.

The self-assessment after the first violation helps students evaluate their drinking behavior, compare it to national norms and access intervention and support services early. The review after eight semesters of the policy indicates improvements in the campus climate. The policy of suspending third-time offenders appears to be serving as a deterrent and to be motivating staff to address initial violations quickly. In the more than eight semesters that the policy has been implemented, only three students have been suspended. On average, almost 90% of students cited are not cited a second time.

Enforcement

Class for Policy Violators

Bowling Green State University
University of San Francisco

Contacts:

Bowling Green State University
Enrollment: 17,200
Public, Four Year Institution

Jeanne M. Wright, R.N., M.Ed.
Coordinator
Published in 1996 Sourcebook

University of San Francisco
Enrollment: 8,407
Private, Four Year Institution

Linda Pratt, M.A.
Coordinator
Substance Abuse Prevention
Published in 1996 Sourcebook

Objectives:

- To help participants to make informed choices about alcohol use
- To provide an educational option for students who have violated alcohol-related university regulations
- To better understand reasons why alcohol is used in an abusive manner
- To challenge students' perspectives of substance use

Description:

A three-hour class for violators of the campus alcohol policy is an option developed by several institutions. At the University of San Francisco, this was prepared by the Office of Residence Life and the coordinator of Substance Abuse Prevention. Their CHOICES (Choosing Healthy Options In Community Environments) program is designed to help participants gain knowledge and make more informed choices.

At Bowling Green State University, the Friday Perspective Education Program, coordinated by the Center for Wellness and Prevention, is a lifestyle risk-reduction program for students referred by the Office of Judicial Affairs.

In the latter program, students examine their perspectives about alcohol consumption, review normative behavior for college students, understand risk factors for alcohol-related problems and legal implementations, explore alcohol myths and facts, and identify risk reduction strategies.

The content of the CHOICES program is similar. It includes a self-assessment, an identification of warning signs of alcohol misuse, a personal profile of a drinking situation, information about the effects of alcohol (such as blood alcohol concentration, in toxication and personal effects), family background and guidelines for reducing risk. The CHOICES program also provides the zero-one-three model for responsible use of alcohol; since this model serves as an easy reminder for individuals interested in monitoring their use of alcohol. The Student Judicial Board is empowered to sanction students to attend CHOICES, which increases the role students take in monitoring one another.

Common to each of these programs is the development of a set of goals for responsible alcohol consumption by participants. At Bowling Green State University, participants

engage in personal goal-setting strategies and a discussion of healthy alternatives, including an action plan for the accomplishment of a specific objective. In this plan the student identifies what needs to be done to achieve the goal, rewards, possible setbacks, and strategies for overcoming setbacks. The University of San Francisco asks students to complete a personal commitment form, to create a guideline to reduce risk and personal alcohol use, and to identify situations that will increase or decrease the chances of meeting a specified goal. This form further identifies the strategies and skills to be used to meet the goal, with a way of monitoring their implementation. Students are required to attend a follow-up class three months later to review their progress toward meeting their goals. This also enables the program developers to evaluate the curriculum and make changes.

To further substantiate the importance of the program, Bowling Green State University has each student complete a "Consent to Participate" form, which specifies their agreement to complete a mandatory survey instrument and attend the entire two-hour session offered from 3:30-5:30 p.m. on Fridays. It is also noted that failure to participate will result in notification of the Judicial Affairs Office.

Comprehensive Process for Policy Enforcement

Georgia Southern University
Gettysburg College
Northeastern University

Towson State University
University of Northern Colorado
Villanova University

Contacts:

Georgia Southern University
Enrollment: 14,138
Public, Four Year Institution

Edward Bayens, Ph.D.
Director of Judicial Programs
Published in 1996 Sourcebook

Gettysburg College
Enrollment: 2,126
Private, Four Year Institution

Harriet Marritz, M.S.
Psychologist/Drug Education Coordinator
Published in 1996 Sourcebook

Northeastern University
Enrollment: 25,086
Private, Four Year Institution

Judy Phalen, M.P.H.
Coordinator
Alcohol and Drug Education
Published in 1996 Sourcebook

Towson State University
Enrollment: 12,722
Public, Four Year Institution

James R. Henschen, M.S.
Counselor
Published in 1996 Sourcebook

University of Northern Colorado
Enrollment: 10,426
Public, Four Year Institution

Ann Quinn-Zoback, M.A.
Coordinator
Drug Prevention/Education Program
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.A.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Objectives:

- To implement a consistent enforcement approach for campus alcohol policy violators
- To promote collaboration with local law enforcement personnel
- To promote collaborative interactions among campus offices and professional personnel
- To identify problem drinking and addictive behavior as early as possible

Description:

Campuses have employed a variety of strategies to implement an enforcement process for students found in violation of the campus alcohol policy. A primary foundation of these efforts is to have a consistent and structured approach for campus personnel involved in the enforcement.

A related initiative is to make it clear to students that a set of standards has been implemented on the campus. Generally included in these efforts is an educational and early intervention approach which is designed to supplement, not replace, disciplinary procedures.

A tiering of disciplinary procedures is typical in this process. First offenses generally are handled at the lowest tier; however, in some campus programs, such as Northeastern University's, students involved in a more serious incident are immediately referred to the second tier. The student is subject to judicial office procedures which can include suspension from Northeastern or referral to the next tier. Gettysburg College provides a good example

of this approach with their four levels of participation. The first level is a two-hour educational process group, Focus Group on Alcohol and Other Drugs. The second level, Risky Business, is a six-hour educational process based on the "On Campus Talking About Alcohol" and other prevention resources. Level three incorporates an on-campus substance use assessment by a professional substance abuse counselor, and level four is referral to an off-campus treatment provider for an assessment and or treatment.

Northeastern University has a three-tiered program. The first tier, TRAC (Thinking Responsible About Consumption) is a one-hour interaction format session for students living in the residence halls. The second tier is INSTEAD I (Involuntary Students Educated About Alcohol and Other Drugs) and consists of one and one-half hour sessions held weekly for students whose use of alcohol is causing problems for themselves and/or others. Participants gain information, clarify personal values and attitudes, and submit an observation paper. The third-tier, INSTEAD II, provides a more in-depth look at the effects of substance use on an individual. Learning is individualized to acknowledge the seriousness of alcohol and drug use. Since these students are considered at high risk for alcohol/drug-related problems, prior to participation students must attend two self-help meetings.

(Continued)

Enforcement

Comprehensive Process for Policy Enforcement *(continued)*

Collaboration with other offices on campus is a central theme found at Villanova University. When a minor infraction of the student code of conduct occurs, a referral is made to the university's judicial coordinator for due process and sanctioning. Once this process is complete, the student is then referred to the Center for Alcohol and Drug Assistance and he/she is required to attend an alcohol education program in the Center. When the referral is based on alcohol abuse, students must meet with a prevention specialist in the Center who conducts an intake interview, and many students are then referred to an expanded alcohol education class.

At Georgia Southern University, the students who have repeatedly misused alcohol are referred by the university judicial officer to a community alcohol rehabilitation facility for an alcohol assessment. The counselor's recommendations cover six levels of care: 1) no services are required; 2) attend a specific number of AA meetings; 3) attend AA meetings and have a urine drug screen on a monthly basis; 4) attend an outpatient, alcohol and drug education program (four-weeks long) and including four AA meetings, and have a random urine drug screen; 5) attend an outpatient program (eight-weeks long) with weekly counseling, attend AA meetings, and have random urine drug screens; 6) attend an in-patient alcohol and drug treatment program.

Linkages with the local court are integral to many programs. Towson State University, in

its attempts to increase appropriate court-approved treatment for student offenders of the state laws (e.g. drinking and driving), established its "Think Before You Drink" program. This six-week group process is intended to provide a true learning process, which parallels, although with less severity, the criminal justice system. Similarly, the district justice in the Gettysburg College area agreed to refer students arrested in town for underage drinking, public intoxication, disorderly conduct and related offenses to the campus' Risky Business program and agreed that their fine would be reduced if they successfully complete the program.

At the University of Northern Colorado, Focus Seminars are offered as part of a disciplinary action or in response to a local municipal court referral for underage drinking violations. The police departments from the university and the local city formed "saturation patrols" to hand out tickets for "minors in possession of alcohol." The city council, in conjunction with the city attorney's office, made underage drinking a municipal offense and require all violators to attend Focus classes.

Numerous approaches are incorporated in the strategies, such as small-group discussion, films, role play, participation from the university's theater troupe and facilitated "games" as found with Northeastern University. Written assessments are also part of many initiatives. Northeastern University students enrolled in the TRAC program, are asked to fill out a

questionnaire regarding their preconceived notions of the purpose of TRAC; after attending the sessions, students complete a survey and are required to submit reflection papers.

Follow through is another critical element. Georgia Southern University has students complete a "Release of Information Form" which allows any recommendations made by the counselor at the community alcohol rehabilitation facility to be forwarded to the university judicial officer. Further, the student is informed that the recommendations made by the counselor will be shared and that enrollment at the university is contingent upon compliance with the recommendations. Compliance is considered a part of the university's judicial sanction. Similarly, at Northeastern University students sign a contract/agreement during the first class (INSTEAD I) and acknowledge that they understand that there will be consequences imposed for non-compliance. This contract carries further weight since there is the potential that the university will mandate INSTEAD II, either in lieu of suspension or for students who return after being suspended from the university.

Evidence of the success of these efforts is varied; however, campuses report low recidivism rates and an increased awareness of the clear consequences associated with violations. Although students typically are not pleased with the program at its onset, many indicate that the program was helpful and beneficial to them personally.

Court Offenders Alcohol Program

Ball State University

Contacts:

Ball State University
Enrollment: 19,115
Public, Four Year Institution

Donna Dodson, M.S.N.
Coordinator
Student Health Education

Anna Lamb, M.A.
Coordinator
Alcohol and Drug Education
Published in 1997/98 Sourcebook

Objectives:

- To lower alcohol abuse among students
- To provide an entry point to the continuum of care for students who have dependency problems

Description:

The Court Offenders Alcohol Program is a peer-facilitated six-week educational program for students who have been arrested for a misdemeanor alcohol offense anywhere in the state. It is recognized by the state's judicial system as a legitimate alcohol education program, and referrals come from the courts, probation officers, attorneys, and other correctional programs attached to the judicial system.

Administered by the university, the program, which focuses on alcohol education and behavioral change, supplements the six-week educational course with an eight-week student commitment.

The program emerged in 1985 from the need to have a follow-up effort for alcohol law violators that was cost effective, age appropriate, and complementary with an individual's academic pursuits. Prior to

the program's initiation, if a student was arrested outside of the local area, he/she often had to drop out of the university to complete the court-mandated programming.

When the program was first established, requests for approval were sent to members of the state judicial system. This process included written communication introducing the program, individual interviews with members of the court, and submitting copies of the curriculum for approval. Since the program was approved in 1986, its marketing audience has been the university faculty in Social Work, Psychology, Counseling, and Health Science, who are sent e-mail messages and flyers at the beginning of each semester.

The program includes assessment, a behavioral contract, group sessions, and individual evaluations. Initially, each referred student has an hour-long assessment with the program coordinator, which is followed by six 1 1/2-hour sessions and attendance at an Alcoholics Anonymous meeting. Following completion of the group sessions, each student completes an exit interview and establishes alcohol behavioral goals for the following three to six months.

Two trained peer facilitators work with each group. Each facilitator completes 30 hours of Peer Health Education and 16 hours of specific training for the Court Offenders Alcohol Program, focusing on group facilitation. Each peer facilitator

receives a Court Offenders Facilitation Manual which outlines the objectives and educational points to be addressed in the sessions. The peer facilitators, from the academic disciplines of Social Work, Psychology, Counseling, and Health Science, develop the presentation for each session from this established outline.

The program emphasizes use, abuse, and dependency in the first session. Included are the alcohol content in various beverages, the physical effects of alcohol on the body, definitions of sensible drinking, how to handle an intoxicated person, enabling behaviors, and alcohol-free activities. The purpose is to identify one's own behavior on the continuum of chemical dependency. Another session focuses on alcohol and the law, including state laws and the university's alcohol policy. Penalties, cost, and fairness of laws are emphasized. Additional sessions focus on alcohol's impact on sexual activity and high-risk behaviors, marijuana and other drugs, and the development of behavioral goals.

The evaluation demonstrates positive satisfaction with the content and process of the program. Outcome evaluations are conducted with voluntary participants and measure consciousness raising, social liberation, and self-evaluation areas. Based on the Theory of Capital Change, preliminary findings demonstrate a positive movement toward change at the end of the program.

Enforcement

Difficulties With Alcohol

Baldwin – Wallace College

Contact:

Baldwin – Wallace College
Enrollment: 4,716
Private, Four Year Institution
Jan Gascoigne, Ph.D.
Director
Wellness Resource Center
Published in 1996 Sourcebook

Objectives:

- To implement consistent sanctioning for students who violate the campus alcohol policy
- To direct sanction fines in to proactive health promotion activities

Description:

As the result of a campus-wide review by a task force, the alcohol violation sanctioning system was revised to implement consistent sanctioning of alcohol violations. Automatic sanctions for first and second time offenders were created: first offenders are enrolled in a two-hour workshop and pay a \$25 fine; second offenders are enrolled in a six-hour workshop and pay a \$50 fine. Further offenses are dealt with by administrative hearings.

The Difficulties With Alcohol (DWA) program receives all fine monies and pools them into a fund, which awards grants for health promotion activities on the campus. Representatives of the Student Senate

developed the grant process, created the grant proposal form, prepared advertisement packets, marketed the program, and evaluated the applications and awarded grants.

The purpose of the Health Promotion Grant is to fund or partially fund activities on campus that promote wellness and good living and are in line with the current policies of the college. Health Promotion Grant funds are available to all campus organizations interested in sponsoring a wellness-oriented program to benefit the campus community. Individual groups may receive funding for up to one event per academic quarter, and may be used for programs, events or activities.

Disciplinary Referral Options

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution

Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To meet the disciplinary needs of various campus referral sources for drug/alcohol policy violations
- To expedite the referral and compliance process

Description:

Since the university currently does not have a comprehensive process for policy enforcement nor a unified intervention to deal with students who violate the campus drug and alcohol policy, the HEART Program encourages the decentralized

judicial offices to incorporate the program's services into their disciplinary processes. The Disciplinary Referral Options Program provides potential referral sources with information regarding available resources for students with substance misuse and abuse problems. Emphasizing the educational aspect of enforcement, this strategy encourages judicial officers to utilize a consistent, tiered enforcement approach. At the beginning of each semester, relevant material is disseminated to all potential referral sources. Referral options comprise four education options, three community service options, and one student assistance option.

The education options are group sessions of two hours duration, and cover four distinct topics: Binge Drinking, Acute Alcohol Intoxication Assessment, Other Drug Education, and Men and Violence.

The community service options include PARTY Time Hours, where students assist nurses in dealing with ill or injured students. Training consists of information dealing with intoxicated students, acute alcohol intoxication signs and symptoms, and health center guidelines. The student assistance option is an individualized program that includes an initial meeting, a drug/alcohol assessment, and three individual counseling sessions. Other interventions, such as a recovery group, an ACOA group, a mental health consultation and/or a physical examination, are used as needed.

Undergraduate interns are involved in presenting the education and community service programs, and graduate interns provide services to students who participate in the student assistance option.

Individualized Alcohol Sanction

Albertson College

Contact:

Albertson College
Enrollment: 627
Private, Four Year Institution

Jeffrey Green, M.E.
Director of Residence Life
Published in 1997/98 Sourcebook

Objectives:

- To provide a timely and consistent alcohol sanction consistent with staffing constraints
- To help alcohol policy violators succeed in meeting appropriate behavioral outcomes

Description:

The Individualized Alcohol Sanction is an educational disciplinary sanction used with students who are repeat alcohol policy violators or are first-time violators where there is an aggravating factor of damage, staff abuse, or service to underage drinkers. The sanction consists of a program of study that has the student assess his/her alcohol values and behaviors by completing a number of exercises, assessments, and questions. This approach makes use of the facilitated discussion concept employed in a group sanction but utilizes an activity packet format. Instead of having a

discussion with others, the student engages in a reflective discussion with him/herself and then responds in writing.

This sanction helps both the hearing officer and the student identify more effectively the fundamental thinking abilities, attitudes, and behaviors necessary for the student to be successful. Based on this understanding, strategies for removing the barriers to these outcomes are developed.

Students referred as alcohol policy violators initially meet with a judicial hearing officer. At his/her own pace, the student completes the exercises in the packet. Activities in the packet emphasize a continuum of acceptability, specific situations where individuals rank behaviors, a perception of others' behaviors, ranking of responsible behavior, and an understanding of the college's alcohol policies. Because of the nature of these materials, the student is forced to be an active participant in the sanction by completing the exercises and responding to the questions. Typically, this process is completed within 10 days.

Once the student has completed the packet, it is returned to the hearing officer.

The hearing officer reviews the packet and, if necessary, discusses the student's responses with the counseling staff or the staff from a local treatment center. The student and the hearing officer meet in a follow-up processing meeting at which time the packet is reviewed. Based on the responses in the packet, the hearing officer has a good understanding of the student and a clear plan about how to intervene with the student. The packet is helpful in identifying the student's developmental status and what issues are affecting the student (e.g., self-esteem, substance abuse, ethical decision making). This processing meeting usually requires less than 90 minutes.

The low number of alcohol policy violations that recur with students who have followed the Individualized Alcohol Sanction points to the program's success. Many students believe this is a more educational and effective sanction than is employed with other policy violations. An unexpected benefit is the development of a number of mentoring relationships between hearing officers and students who experience the sanction.

Judicial Community Service Contracts

Alfred University

Contact:

Alfred University
Enrollment: 2,363
Private, Four Year Institution

Ian Neuhard
Director, AOD Education
Published in 1996 Sourcebook

Objectives:

- To provide an opportunity for students to focus on their negative behavior
- To implement a service strategy that is consistent with the university's culture and norms
- To build upon the education approach
- To enhance the process of student self-assessment of behavior

Description:

Violators of the university's substance abuse policy often receive a sanction to attend a class where they learn about the negative impact of alcohol and drug abuse, conduct self-assessments and reflect upon

the consequences of their behavior. Part of every class is a service contract, which enables violators to return time and energy to the community they have disrupted. This non-traditional approach is valued at the university.

The service contracts build upon the unique needs, interests and desires of the students involved, as each individual negotiates for a specific service contract. Initially, violators receive a list of service opportunities that is designed to appeal to the unique student body (a large School of Art and Design and a large Engineering program). The service contract opportunities were developed by the director of AOD Education, the judicial coordinator and residence hall directors. The service opportunities are structured to meet the wide range of student learning styles and preferences. In addition to the listing, students may

suggest original projects to fulfill the service requirement.

A graduate assistant formalizes each student violator's service contract and establishes assessment criteria and monitoring guidelines. The graduate assistant also holds a concluding meeting with the student to process the experience and certify completion of the contract. Monitoring by appropriate university personnel, such as residence assistants, ensures compliance with the contract.

This process appears to work well with students, as they formally agree on expectations and outcomes. They appear to be less hostile and more motivated and empowered as a result of the process. Further, they learn interpersonal skills, such as negotiation, brainstorming, contracting, and community building through the service contract process.

Enforcement

LIFESKILLS Seminar

West Chester University

Contact:

West Chester University
Enrollment: 11,055
Public, Four Year Institution

Jacqueline S. Hodes, M.Ed.
Director
Student Development and Wellness
Programs
Published in 1997/98 Sourcebook

Objectives:

- To provide an alternative educational sanction for those in violation of certain campus policies
- To promote responsible decision making and community responsibility

Description:

Instituted in 1994, the LIFESKILLS Seminar is an educational program that addresses participants' attitudes and behavior concerning drug and alcohol use, violence,

and community responsibility. Focusing on an interactive process, the class addresses peer influence, community development, and decision making.

The two 2-hour classes use an educational approach in an interactive, experiential seminar setting. Participants engage in a series of exercises that help them examine their attitudes and behaviors within the community and, ultimately, make positive life-style changes. Not only must participants attend both sessions, they must also participate in each session and make an entry in their journal following each session. Activities incorporated in the seminar include a lifeline exercise, a decision-making graph, a fear of influence exercise, decision-making-skills building, a discussion of components of a community, discussions, and journal writing.

Finally, participants must attend a one-half-hour exit interview with the graduate student facilitator.

The seminar is facilitated by the Director of the Wellness Center and graduate students studying counseling and higher education. The graduate students who co-facilitate the seminar receive training at the beginning of each semester. Designed as a collaborative effort between the Wellness Center and the Office of Community Development, the seminar is inexpensive to implement.

The LIFESKILLS Seminar appears to have an impact on the students who participate. The evaluations reflect an understanding of decision making and the importance of thinking before acting. Few of those students who participate in the seminar have additional sanctions.

Peer Judicial Board

Doane College

Contact:

Doane College
Enrollment: 1,000
Private, Four Year Institution

George Clancy, M.A.
Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To promote a sense of discipline and awareness among the student body
- To deter alcohol violations through the institution of a student-based process

Description:

The Peer Judicial Board (PJB) is a process whereby students serve as decision makers regarding other students' judicial violations, which include alcohol as well as other code violations.

Students are selected to serve on the board through an application and interview process. A total of 50 students serve on the board on a rotating basis, and nine students are selected to serve as captains. At least five of the PJB students must be present to hear a case and determine sanctions. Confidentiality is stressed to

all PJB members. Members may also disqualify themselves in a particular case if they are unable to remain impartial or have been involved in the case to be heard. Staff members serve as advisors in a non-voting role.

In the process of handling a case, PJB members determine whether the trial should be formal or informal. The Peer Judicial Board process sheet provides a 23-step protocol to maintain consistency from one case to the next. This protocol includes such areas as opening statement, cross-examination, questions, closing remarks, closed-session process, determination of sanctions, and information about the written report that follows the hearing.

Incorporated in the process are typical sanctions provided by the PJB. For possession of alcohol by a minor, the first offense fine ranges from \$50 to \$200 and may incorporate additional disciplinary sanctions. For a second offense, the fine can reach \$500 and an additional disciplinary sanction. Further, submission for an alcohol evaluation, the expense of which is borne

by the student, may be required. For alcohol consumption in a public place, the first offense results in a fine ranging from \$25 to \$50, and a second offense has a fine ranging from \$50 to \$100; each offense may include additional disciplinary sanctions. The PJB also emphasizes the use of creative sanctions.

All money and fines collected from the "sanctions" are deposited into the treasury of the specific residence hall council in which the violation occurred. These "additional funds" provide hall councils with "creative opportunities" and permit supplemental programs that further develop pride in the residential community. Additional activities and educational programs enhance the efforts to "connect people" and build community, and to sponsor campus events.

The PJB has had tremendous success and is well received by the student body. The process and the sanctions have helped students with community and responsibility.

Enforcement

Public Safety Officers

Washington College

Contact:

Washington College
Enrollment: 955
Private, Four Year Institution
Gerald K. Roderick
Director, Department of Public Safety
Published in 1996 Sourcebook

Objectives:

- To address alcohol issues in ways that are consistent with college policies and tailored to alcohol use on campus
- To encourage community support for a cooperative approach
- To encourage responsible behavior and an understanding of consequences of dangerous and/or illegal alcohol behavior

Description:

Patrol officers are assigned to campus housing units to foster a trusting and friendly relationship between the officer and the residents. It is hoped that this relationship will foster open discussion of issues of concern and develop solutions to the problems identified, resulting in positive changes in the living environments.

An officer meets with small groups in the assigned residence halls at the each semester to discuss the college's alcohol policy. The discussion also covers how Public Safety officers respond to policy violations. In addition, each officer coordinates one program concerning public safety each semester.

The Residence Hall Staff and Public Safety Office use a citation to handle minor violations in a quick, fair and consistent manner. These citations may be issued by either the Resident Assistant staff or Public Safety officers. Officers follow-up on alcohol violations by meeting with the students responsible for the violation to establish agreements to prevent further violations.

Through this active involvement, officers can often identify students at risk of behavioral problems and initiate an appropriate response, thus providing a "safety net" for students at risk of abuse or addiction, prior to the occurrence of harm.

Residence Hall Intervention Programs

Indiana State University
James Madison University
Marymount University

University of Nebraska
at Kearney

Contacts:

Indiana State University
Enrollment: 11,641
Public, Four Year Institution

Julie Miller, M.S.
Assistant Director, Student Health
Promotion
Published in 1996 Sourcebook

James Madison University
Enrollment: 11,680
Public, Four Year Institution

Nancy Grembi, M.A.Ed.
Assistant Director, Health Center
Published in 1996 Sourcebook

Marymount University
Enrollment: 3,956
Private, Four Year Institution

Judith S. Baker, M.A.
Associate Dean of Students
Published in 1996 Sourcebook

University of Nebraska at Kearney
Enrollment: 7,584
Public, Four Year Institution

Gail Sims
Director, Case Hall

Kay McMinn, M.S.
REACH-UP Director
Published in 1996 Sourcebook

Objectives:

- To provide information sessions for first-time offenders with minor infractions
- To promote information on alcohol for students

Description:

An approach specific to residence halls is based on the nature of minor infractions or first offenses. Workshops that are primarily educational in nature have been developed to help students to better understand the role alcohol plays in their lives.

James Madison University offers a series of educational classes for students who have received judicial referrals for substance abuse violations. While the classes provide a continuum of information reinforcing conceptual ideas related to substance abuse, they also build in intensity and depth of information. The focus is on text-book assignments that provide information and on self-exploration exercises for students who may or may not have already used alcohol or drugs. This is followed by one-hour educational programs designed to provide thought-provoking discussion and basic health and substance abuse information. Examples of these programs are the Ethics Class, a workshop designed to address ethical considerations for a student decision-making process, and the Alcohol Short Course, which helps students learn the facts about alcohol and its use and also provides for self-reflection on one's patterns of use.

At the University of Nebraska at Kearney, the Explore Workshop motivates students to use self-discovery to determine the role that alcohol plays in their lives. Exercises are designed to promote self-awareness and open discussion among the participants. The emphasis is on assisting students to understand how they make choices regarding alcohol. At Indiana University, the First Step Program is a 90-minute, early intervention program for

first offenders, which provides accurate alcohol information for students. The goal is to prevent students from developing alcohol-related problems by intervening at the earliest possible stage.

Marymount University offers a unique approach, with a five-session series of 90-minute workshops on alcohol-related topics. Students may enter the series at any point, and the series is advertised campus-wide.

Student involvement in these programs takes a variety of forms. Indiana State University's program has only those students who are in violation of the campus alcohol policies. Marymount University, however, includes violators, students invited by faculty members, and interested others.

Instructors for these workshops also vary. At Indiana State University, graduate students from Student Health Promotion and Residential Life co-facilitate the programs. The University of Nebraska at Kearney program is co-facilitated by trained residence hall directors. James Madison University uses a combination of professional staff and graduate-level students.

Presentation strategies are typically field tested by program planners. Marymount University worked with student leaders and resident assistants to determine areas of perceived need and presentation strategies most appropriate for students. At James Madison University, the programs were field tested on residence hall directors.

Evaluation includes pre-and-post tests to assess new knowledge, program evaluations, and tracking of students who participate in the program.

Responsible Hospitality Council

University of Nebraska – Lincoln

Contact:

University of Nebraska – Lincoln
Enrollment: 25,000
Public, Four Year Institution

Linda Major
Coordinator
Drug and Alcohol Program
Published in 1997/98 Sourcebook

Objectives:

- To promote collaborative initiatives to address alcohol problems in the alcohol retail community
- To discuss common concerns about and identify creative solutions for problems that occur with the irresponsible sale and service of alcohol
- To promote positive norms and standards among alcohol retail establishments and patrons, especially students, served by those establishments

Description:

The Lincoln/Lancaster County Responsible Hospitality Council (RHC) is a community coalition composed of individuals who are committed to the responsible sale and service of alcohol. Initiated in 1993, the RHC maintains a balance of diverse perspectives among its membership. In addition to the university participation, members include those involved in the

sale or distribution of alcohol, law enforcement, government, MADD, substance abuse prevention, insurance companies, and trade associations.

While the primary target audience of the RHC is the commercial sector of 137 licensees whose retail establishments border the campus, benefits are also derived for the campus population. The most dramatic example of campus benefits that have resulted from RHC's activities is the end to the offering of free drinks – a tradition known as the “birthday beer crawl.” One of the activities in which the RHC provided leadership is the Community Covenant for Responsible Beverage Service. This document represents consensus by RHC participants on what constitutes responsible beverage service practices.

Another emphasis of the RHC is the regularly scheduled community forum. Designed to solicit input and/or receive feedback on relevant issues, the forum is an effective method for communicating new information and reaching consensus with retail establishments.

Two specialized publications represent the role of the RHC. The “Corporate Guide to Responsible Hospitality” is an 11-page

summary of responses to commonly asked questions about legal and social responsibilities. The “Practical Guide to Responsible Hospitality,” an 87-page document, provides detailed information on licensing, responsibilities, policies, penalties, intoxication, age identification, and the role of government.

The DECAL Program is another strategy developed by RHC. Designed to publicly recognize licensees who practice responsible beverage service, the DECAL Program encourages the community to patronize those establishments that display the RHC decal.

Funding for the majority of the RHC's activities comes from the Nebraska Office of Highway Safety. Additional resources come from the city's Council on Alcoholism and Drugs and in-kind support from RHC members.

Continued membership in and commitment to the program is the largest demonstration of the success of the program. Additional evidence of success is noted by the number of volunteer hours, attendance at community forums, technical assistance requests, and requests to solve specific problems.

Student Accountability Ladder

Colgate University

Contact:

Colgate University
Enrollment: 2,629
Private, Four Year Institution

Jane Jones, M.A.
Staff Counselor
Published in 1996 Sourcebook

Objectives:

- To implement a unified intervention approach on campus for students involved in problems with alcohol and drugs
- To promote a common language base from which the student can communicate with involved university personnel
- To respond at the earliest possible time to potential student addiction to alcohol

Description:

The Student Accountability Ladder is a sequential series of activities which comprise the university's response to students who have gotten into problems that were related to alcohol and drugs. The format is used by staff throughout the campus, including Residential Life Staff and the office of Judicial Programs. Prior to implementing this approach, responses to disciplinary issues may have missed the fact that the student was experiencing a problem with alcohol or drugs. A consistent educational intervention program was not in place to provide reliable information regarding the dangers of high-risk alcohol or drug use; in addition, there was not a staff member with a specialty in substance abuse counseling.

The Accountability Ladder has six steps: warning, education, evaluation, out-patient counseling, medical leave and return.

In each of these steps, the specific standards are listed and the areas of student accountability are outlined. In the first step, Warning, the first offense results in a review of the offense to determine potential or actual harm to self or others. If harm is determined, the second step is immediately implemented. For a first offense, the student discusses the outcome and the Student Accountability Ladder with the Dean. The student then signs off and is advised to practice responsible low-risk drinking. For a second offense, the student must attend a university-sponsored alcohol education group (Step two, Education). The "On Campus Talking About Alcohol" (OCTAA) curriculum is used for this program. Though students pay for the manuals used in the program, they are given the incentive of receiving academic credit for completion of the course, which helps to diffuse any anger about the sanction. The essential ingredient of this approach is ongoing communication: all staff are kept aware of referrals and recommendations, and students who have received mandated consequences are monitored on a regular basis. Student Accountability also includes parent notification should the Dean so advocate, and availability of university counseling services for those who wish to explore their patterns of chemical use.

Should a third offense occur, step three, Evaluation, is implemented: students are referred to Counseling and Psychological Services for a chemical dependency evaluation. The Student Accountability Ladder includes students participating in the evaluation, receiving diagnostic and treatment

impressions from the staff, and sharing a recommendation for treatment with the Dean should that result. In step four, Out-patient Counseling, the student works with Counseling and Psychological Services to develop an individualized treatment plan. Student involvement includes planning the treatment contract, compliance with this contract.

Step five, Medical Leave, is determined by the need for intense in-patient services or medically supervised detoxification with agreement by the student. The Student Accountability Ladder includes helping the student and the family understand the need for this referral. Releases are signed to allow the student's counseling history to be shared with the selected in-patient facility. Step six, Return, is the return to school that follows the successful completion of a rehabilitation program. Appropriate releases are signed so that after care goals can be accomplished with the appropriate university divisions.

The Accountability Ladder has been used consistently since its inception, thus presenting a united and consistent approach to chemical dependency issues at Colgate University. The educational component (step two) has had the desired effect of persuading numerous students to drink in low-risk amounts and/or to initiate a request for counseling. For students with ongoing issues, the educational intervention develops a common language to facilitate communication between staff and students. Emphasis is placed on the existence of a medical problem that requires aggressive intervention.

Enforcement

The CARE Program

Valparaiso University

Contact:

Valparaiso University
Enrollment: 1,859
Private, Four Year Institution

Judy Nagel, M.A.L.S.
Coordinator
Office of Alcohol and Drug Education
Published in 1996 Sourcebook

Objectives:

- To provide students with a foundation for making low-risk choices about future substance use by offering insight-based education
- To establish a systematic method of individual assessment to identify problem drinkers
- To foster collaboration between the local courts and the campus judicial system as well as campus and community agencies

Description:

The university established the Chemical Awareness Responsibility Education (CARE) program to serve students referred by the local court and the campus judicial system. The primary purpose of the program is prevention. Students are admitted to the class following an individual confidential screening appointment with the program coordinator. The sessions address the students' use of alcohol and provide information and skills designed to help students make responsible decisions about alcohol/drug use in the future.

Referrals to the CARE program can come from the county court system as well as from judicial and administrative sources on the campus. Further, concerned students

can refer an individual to the CARE program. Students referred may be policy offenders, those arrested, or those students displaying out-of-control behavior such as frequent drunkenness, aggressive behavior, or inability to meet academic requirements.

The objectives of the monthly CARE sessions are to:

- provide accurate information about drugs and alcohol and their effects on the human body
- explore and identify the students' drinking patterns, feelings, attitudes, values, family histories and the social/environmental factors that influence the decision to use/abuse substances
- increase understanding of how the misuse of alcohol/drugs can be detrimental to friendships, to a sense of personal worth and value, and to the healthy functioning of the individual
- promote positive peer pressure through discussion/confrontation that will facilitate low-risk use of alcohol or the decision to remain alcohol/drug free.

Topics included in the first session are physiological effects of alcohol use on the body and strategies for making low-risk decisions that reduce the risk of an alcohol-related problem. The second session focuses on two major topics: "drinking and driving" and "drugs other than alcohol." Emphasizing alternatives to drinking and ways to confront an alcohol problem (assertiveness training, peer responses and ways of responding to impairment) comprise the third session. Each participant is

given a 30-page program booklet which includes self-assessments, information on physiological effects of alcohol, a rating of one's problem-solving quotient, drug information, interaction of alcohol and drugs, problem situations, legal considerations, coping techniques, crisis intervention and caring confrontation.

The CARE program has four central operating rules: the first is consecutive attendance of the classes; the second is punctuality (class begins promptly at the designated hour); the third rule is confidentiality (members are asked to respect the confidentiality of fellow members); and the fourth is honest and cooperative participation encouraging positive peer pressure.

The CARE program costs \$300 annually which pays for the workbook and other incidental costs. The income is derived from a \$50 fee paid by each of the attending students. The local court has waived the collection of its \$50 educational fee, routing that money to the campus CARE program.

To evaluate the CARE program, a pre-test is conducted at the beginning of the sessions and an evaluation is completed at the conclusion. Positive results are visible; campus organizations serve as a support network for CARE and bolster referred students effort to make positive changes. Several students have become campus peer educators and student leaders as a result of their experience.