

STAFFING AND RESOURCES

Staffing and resources are essential components of a comprehensive campus program. Staffing ranges from professional, graduate level or paraprofessional, to permanent, part-time or periodic. Resources may be specifically allocated or provided through personnel services or facilities. Training may be incorporated to maximize consistency.

A key element of this component is support from the highest levels of the college or university, often demonstrated by the implementation of a task force, coalition, or committee to identify needs as well as to provide direction for the campus-wide effort. In many cases the task force reviews and monitors the campus effort on a regularly scheduled basis. Another approach is to have a task force meet for a limited period of time. Membership of the task force may include key representatives from on and off the campus. On-campus members represent various student services offices, academic affairs, security, maintenance personnel, student organizations and student leaders; off-campus members may include local public officials, service providers, retail establishment owners, citizen representatives and local police. Others represented may include alumni or parents.

The actual staffing of the campus effort may include a full-time professional staff member who is trained in alcohol abuse prevention issues or an individual may have the campus alcohol initiatives as part of his/her broader professional responsibilities. Graduate and undergraduate students often provide educational counseling and/or advising, or serve in some other resource capacity. These may be drawn from paid, volunteer, or internship sources. Focused emphasis is also noteworthy with individuals accomplishing specific tasks appropriate to their area of expertise (e.g., research, evaluation, marketing, or counseling). Personnel are often drawn from various

parts of the campus, such as the health center, student activities or residence life. They may be involved by assignment, or may collaborate and offer their services.

Campus leaders cite the importance of the campus' leadership providing a level of staffing commensurate with the project's efforts. They recommend identifying resources on the campus and being creative in the budget; this may include budget line items in an administrative or student government budget, or fees from student activities or health services.

Other resources for the campus effort include budget allocations and in-kind donations, such as printing, publications, audiovisual resources and publicity. Resources may also include space dedicated for a resource center, space for peer educators, resource guides, training, a library, or related activities.

This component provides a significant foundation for implementing a comprehensive approach for the campus. The blending of overall guidance (such as a task force), skilled leadership (such as personnel services) and tangible resources (such as printed materials or resource locations) helps demonstrate the institution's commitment and sustained implementation of the campus effort. Professionals stress that a high level of dedication by staff members is critical. Typically, campus alcohol abuse prevention efforts are not well staffed and personnel are often overworked. Thus, it is critical to maintain positive attitudes in order to sustain the campus effort. Clearly defined goals within the scope of available staffing and resources helps specify reasonable levels of effort, and an appropriate balance between resources and activities.

Campus-wide Initiative

South Dakota School of Mines
and Technology

Contact:

South Dakota School of Mines
and Technology

Enrollment: 2,463

Public, Four-Year Institution

Ruth Stoddard, M.S.

Assistant Director of Residence Life

Published in 1996 Sourcebook

Objectives:

- To achieve healthy improvements in students' use of alcohol
- To actively promote responsibility concerning alcohol issues
- To reaffirm the expectations of responsible behaviors within the campus community

Description:

Through the collaborative efforts of the associate dean of students, a SADD chapter and the residence life alcohol and drug task force, this campus-wide program deals with the alcohol culture found throughout the campus.

A variety of approaches were implemented utilizing existing staff, student organizations and resources on the campus. Since the school was dominated for years by fraternities and sororities, the emphasis

was on reducing many of the traditions which incorporated abuse of alcohol.

A primary initiative was to make Homecoming alcohol free and a healthy, family-oriented event. Alcohol Awareness Week reaffirmed the themes of responsible behavior through movies, handouts, videotapes, a candlelight vigil, a police presentation and a drunk-driving display.

Cooperation of existing staff was critical to campus efforts. The resident assistants (RAs), who are in a position of leadership, serve as role models with respect to their own drinking patterns and related behavior, and their positions as role models is given careful consideration when they are selected. Through this emphasis the campus has seen a decrease in the quantity and frequency of alcohol consumption by RAs. RAs have also improved their skills in dealing with intoxicated students coming from off-campus parties, in knowing when to call for help, and in ensuring the safety of the intoxicated individual.

Risk management for fraternities and sororities has been established with an emphasis on educational rather than punitive measures. Having more campus

events beyond the fraternity and sorority social calendar is also a consideration.

A central motivating source for the campus, staff and resources has been the establishment of a Students Against Drunk Driving (SADD) chapter on the campus. This was developed when a student (who was an athlete, an RA, a student government presidential candidate and a fraternity member) was involved in a major incident involving impaired driving. In addition to being removed from various positions of responsibility, he was sanctioned to begin a student organization that would educate students about drunk and impaired driving. Many students have joined this organization (SADD). These members wear T-shirts at every planned fraternity/sorority party and offer to drive people home.

This broad-based effort has motivated staff RAs and students to report incidents. Students are receiving the message about responsible behavior and not drinking and driving. Attention to reexamining individual behavior is being encouraged throughout the campus.

Center for Alcohol and Drug Assistance

Villanova University

Contact:

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

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

Objectives:

- To promote comprehensive alcohol and drug prevention and intervention for all students
- To offer a variety of programs and services for the entire university community

Description:

The Center for Alcohol and Drug Assistance is staffed by a full-time Master's level director, who is a certified addictions counselor, a full-time Master's level counselor and a part-time prevention specialist. These professionals are assisted by counselor interns, who are provided through the university's counseling education department; a full-time secretary is also employed. Student volunteer peer assistance is also available through the Center for Individual Assistance and Programming.

The center maintains a resource Library of books, videotapes, pamphlets and audio tapes related to substance abuse and chemical dependency. Many brochures

and pamphlets are available at no cost. However, some resources are available on an on-loan basis only. Students use the resource library on a regular basis of ten in preparation for speeches and papers. Others utilize the library for personal and family use. The center utilizes electronic services to connect with the drug and alcohol clearinghouses and resources worldwide. Recent cable acquisitions within the university enable the center to reach students through cable programming and advertisements.

The Center is sustained by the university, as funding comes from the generosity of a university alumnus and former board of trustee member, as well as from other grants and gifts.

Get A Grip

Iowa State University

Contact:

Iowa State University
Enrollment: 24,990
Public, Four-Year Institution

Lisa Safaeinili, M.P.H.
Manager, Safety and Health Development
Published in 1996 Sourcebook

Objectives:

- To develop teen leadership skills that will have a positive effect on the health-related choices of youth
- To provide new ideas and strategies for addressing community-based issues
- To provide college students with the opportunity to demonstrate leadership with youth

Description:

Initially implemented in 1991, "Get A Grip" is a leadership institute designed for teens from communities throughout the state. It enables teens to participate in a two and one-half day training workshop. Community teams that include one adult for every four teens are invited to participate. The adults provide support, serve as "cheerleaders," and work as equals with the teens. Teens are encouraged to take a leadership role in addressing alcohol-related issues.

During the training workshop, activities include panel discussions, small breakout

sessions, keynote speakers, leadership and team building activities and resource sharing. Action planning includes identifying the needs of their community, preparing measurable objectives and developing a plan that includes a timeline as part of the program. A 200-page resource manual includes camera-ready handouts and step-by-step activities to use with teens; it incorporates sections on leadership, team building, student involvement, community involvement, marketing, youth and violence, alcohol and dating, prevention strategies and networking resources.

Health Promotion Research/Evaluation Specialist

Montana State University –
Bozeman

Contact:

Montana State University –
Bozeman

Enrollment: 10,962

Public, Four-Year Institution

Jennifer Haubenreiser, M.A.

Program Evaluation/Research Specialist

Published in 1996 Sourcebook

Objectives:

- To make research and evaluation a priority within health promotion activities
- To involve students in gathering information relating to various health promotion groups on campus
- To ground education and preventative activities within current and valid data

Description:

The “Hologram Model”, developed to promote health on the MSU campus, consists of seven components designed to affect health-related norms and behaviors of students. The components are described in the evaluation segment of this document. The uniqueness of the “Hologram Model” is the emphasis it places on research and evaluation activities.

Insights gained from using the model in various areas of health promotion activities indicated the need for staff assistance and

a full-time research/evaluation specialist was added to the health promotion staff in 1995. The creation of this position demonstrates the value placed on research and evaluation within health promotion activities ensuring that efforts are more likely to meet the needs of students. The specialist is responsible for conducting qualitative and quantitative studies to assess student needs and evaluate existing health promotion efforts. Ultimately, limited resources for improving student health will be spent more wisely. For example, five distinct approaches are being used currently for gathering this information:

1. The Core Alcohol and Drug Survey provides useful information to various campus groups such as the athletic department, the residence halls and Greek organizations.
2. Monthly focus meetings with specific groups assist in defining health-related problems and evaluating existing programs; groups include the Campus Wellness Coalition, Native Americans, peer advisors and nursing staff.
3. A baseline survey of incoming freshmen is conducted during orientation to assess the attitudes, behaviors and perceptions of students coming into college.

4. The Student Health Survey assesses alcohol and tobacco use, as well as perceptions of “heavy, moderate, light” use.
5. Encouragement and support is provided for smaller institutions to implement the Core Survey for the purposes of data dissemination and social marketing.

The specialist also works closely with student staff members and interns to incorporate research and evaluation into peer programming and training. A course has been established, co-taught with the director of health promotion, to provide hands-on research experiences in Health Promotion and semester-long projects. This course helps to define health issues and problems facing students and provides them with an opportunity to make a positive impact on the campus.

The cost of this effort is the salary and benefits of the research/evaluation specialist as well as software, printing and related costs for various aspects of the program. Two student research assistant positions are also funded.

Health Promotion Research Team

Montana State University –
Bozeman

Contact:

Montana State University –
Bozeman

Enrollment: 11,267

Public, Four Year Institution

Jennifer Haubenreiser, M.S.

Health Promotion Research/Evaluation
Specialist

Published in 1997/98 Sourcebook

Objectives:

- To promote a research-driven health promotion program
- To strengthen the role of the Health Promotion Research/Evaluation Specialist

Description:

The position of Health Promotion Research/Evaluation Specialist was established in 1995 to assist in implementing the Health Promotion Program on campus and in coordinating the campus-based research activities regarding student health. A significant emphasis within this position is to make research and evaluation a priority within health promotion activities.

Students are involved in the process of gathering, analyzing, and utilizing data; and, in order to increase evaluation and research efforts, a class to train

undergraduate students was established as a synergistic approach to obtaining the necessary information. Through these combined efforts, all peer groups and activities are becoming research driven and outcome based.

The professional time of the Health Promotion Research/Evaluation Specialist is maximized through organized and coordinated training and research efforts. For example, a "Hands On Research in Health Promotion" class is offered each year. Students from the class have the opportunity to become either paid or volunteer staff members who continue to assist with research projects throughout the year. Internships are encouraged and created to engage even more students in the outcome-driven elements of the program.

Additional leadership comes from collaboration with other Student Affairs departments on campus. Through this effort the scope of health promotion is seen as having a proactive role in the institution. Since the work of the Health Promotion Program incorporates sound research, it has credibility, and the success of its future efforts is enhanced.

Ongoing support for this position is, in part, based on demonstrated competence in collecting and analyzing data as well as in strong communication and presentation skills. Engaging the enthusiasm of the students is also helpful in demystifying the research process and empowering student involvement in program development.

Funding for the position comes from student fees through the Student Health Service: student research positions have been incorporated as part of the regular student staff. Some of the funding initially used to prepare programming is now reallocated to peer research. In addition, cost sharing is arranged through collaboration with other campus departments around specific studies. Further funding for research staff comes from external sources, such as grants.

A high level of satisfaction among campus personnel is evident by the level of interest in studies and requests for technical assistance. Anecdotal evidence suggests that the quality of the programming focused on outcomes has risen tremendously. The variety, quantity, and quality of the studies themselves are also evidence of the success of this position.

Staffing and Resources

Partners In Prevention

Northeastern Illinois University

Contact:

Northeastern Illinois University
Enrollment: 10,288
Public, Four-Year Institution

A. Alyce Claerbaut, M.A.
Coordinator, Student Outreach and External
Affairs
Published in 1996 Sourcebook

Objectives:

- To develop a collaborative institution-wide approach to addressing substance abuse on the campus
- To provide an appropriate needs-based campus effort for students whose primary substance abuse concerns are in the home or community
- To implement the campus-wide initiative in a cost-effective manner

Description:

The Partners In Prevention Program (PIP), initiated in 1987, represents a highly collaborative partnership linking students, teaching faculty, academic administrators, student affairs administrators, alumni and community agencies. The emphasis of PIP has been to help students make informed

and responsible decisions as well as to foster healthy lifestyles.

While PIP serves as the "centerpiece" of the university's prevention activities, other programs and services are found in each of the vice-presidential areas of the university. Services include addictions counseling, employee assistance program, gender-specific programming, education for student athletes and enforcement efforts. In addition, numerous programs engage the local community, including counselor education, teacher training, volunteer opportunities for students and work with local corporations and businesses.

Project staff for PIP include a project director, coordinators of the Student-Alumni Ambassador Program, a coordinator of assessment, a coordinator of professional development and a coordinator of resource collection. Each of these individuals has formal responsibilities on the campus. The roles with PIP are for organizational purposes (for example, the coordinator of resource collection is an assistant professor, and the coordinator of assessment is a department chairperson).

Funding for PIP is institutionalized and broad based. Allocations are made for prevention literature and materials as well as the production of assessment instruments. Annually, five mini-professional development grants of \$500 each are allocated for teaching faculty. The individuals who qualify design and incorporate prevention units into one of their existing courses.

Other resources include graduate student assistants for the Students Needs Survey, a resource collection in the university library, and an allocation of additional financial and human resources. The Network for Dissemination of Curriculum Infusion provides training in this method of prevention education to the university's faculty. Prevention education has been incorporated in more than 30 academic classes on the campus.

Funding for the initial phases of the campus program was provided by grants. Ongoing funding is institutionalized across academic departments with resource and personnel allocations.

Peer Education Consortium Booth

San Francisco State University

Contact:

San Francisco State University
Enrollment: 28,000
Public, Four Year Institution
Michael Ritter, M.S.
Coordinator
Prevention Education, Counseling
and Psychological Services
Published in 1997/98 Sourcebook

Objectives:

- To provide readily accessible information and referral resources to students
- To utilize the skills of peer educators in an effective way

Description:

For years, the Alcohol and Substance Abuse Education Program emphasized educational workshops and resource centers throughout the campus. However, low attendance at the workshops and underutilization of the resource centers frustrated the peer educators. Therefore, they decided to look for a centralized location where resource and referral information would be accessible to students. A tiny storefront in the Student Center was vacant and the student-run group that owns and operates the Student Center agreed to provide the space free of charge.

The Peer Education Consortium booth in the storefront location is staffed by student

volunteers from five peer-based organizations. Student peer educators in teams of two staff the booth for two hours each week; this is a requirement of all of the participating peer programs. To advertise the booth, the peer educators prepare a colorful sign and bright flyers announcing events sponsored by the peers. In addition, they prepare a poster with the "question of the week" for participants.

C.E.A.S.E. (Creating Empowerment through Alcohol and Substance Abuse Education) is a key component of the Peer Education Consortium booth. These peer educators are trained in a six-unit course in which the focus of each of the participating program areas is covered.

Practicum Placement Site

University of Connecticut

Contact:

University of Connecticut
Enrollment: 22,471
Public, Four Year Institution
Janice Roberts Wilbur, Ph.D.
Coordinator
Substance Abuse Prevention Program
Published in 1997/98 Sourcebook

Objectives:

- To provide quality services to student/clients in a cost-effective manner
- To improve interns' personal and professional development
- To promote positive role models for undergraduate interns who are considering a career in a helping profession

Description

The HEART Program professional staff consists of graduate students completing practicum and internship requirements. Interns are utilized as counselors, group facilitators, team leaders, trainers, teaching assistants, and program component coordinators. The internship component of the program is tiered so that Ph.D. students are involved in supervising and training Master's level students, who in turn are involved in supervising, counseling, and training undergraduate HEART interns.

The internship includes extensive training and ongoing weekly supervision sessions to ensure quality services to students/clients.

Most interns are not compensated and work 10-20 hours each week to meet program requirements. Interns are Ph.D. and Master's level graduate students in Counseling, Psychology, and Clinical Psychology who seek practicum/internship placement sites.

Since 1991, 35 students from six universities have completed a graduate practicum/internship placement with the HEART Program. Many students who complete this internship/practicum are able to obtain jobs in the alcohol/drug field. A high level of satisfaction with the experience is found consistently among graduate students who evaluate the program.

Program Consistent Messages

Hampden – Sydney College

Contact:

Hampden – Sydney College
Enrollment: 971
Private, Four Year Institution

Linda L. Martin
Director
Moore Student Health Center
Published in 1997/98 Sourcebook

Objectives:

- To ensure that a common message is delivered on campus regarding alcohol issues
- To engage all campus constituencies in the campus program

Description:

In an effort to disseminate uniform alcohol information across campus, 30 members of the administration, faculty and staff completed the OCTAA (On Campus Talking About Alcohol) four day training program. The trained instructors include the Chairman of the Board of Trustees, the President, the Provost, several Deans, faculty members, and staff. Based on this preparation, these individuals are available to teach the six hour class to students. The goal is to have, over four years, every student participate in this risk reduction program. Interested faculty and staff

continue to be solicited to become instructors. In addition, several staff personnel from local agencies to which students are referred participated in the training and teach the class. Behavioral and attitudinal changes are monitored by an annual evaluation.

Resource Guide

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,313
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director of Student Life
Published in 1997/98 Sourcebook

Objectives:

- To provide information to faculty and staff on intervention and referral strategies
- To raise the awareness of faculty members regarding problems students confront

Description:

A number of instructors at the university expressed concern about how to help students and requested information on where

to refer students depending on the nature of the student's problem. The "MU Resource Guide: What to do when a student needs help outside the classroom" was developed by staff members in the ADAPT Office. It is a resource for faculty and staff and is designed to assist them to provide effective intervention and referral strategies for students in distress. The guide is mailed to all professors, instructors and teaching assistants at the beginning of each semester. It contains (1) detection and warning signs in the classroom, (2) indicators and intervention strategies for students, (3) indicators and intervention strategies for students who may be in a violent

relationship or have experienced some form of sexual assault, and (4) important phone numbers of on-campus and community resources.

The resource appears successful because of the number of positive responses and referrals made to the ADAPT Office by instructors since the initiation of the program. In addition, faculty response to the guide has been extremely favorable. Instructors teaching for the first time and graduate teaching assistants have, in particular, expressed their appreciation for the information contained in the guide.

Student Life Resource Room

Luther College

Contact:

Luther College
Enrollment: 2,383
Private, Four-Year Institution

Sally H. Mallam, M.S.
Chemical Health and Wellness Educator
Published in 1996 Sourcebook

Objectives:

- To make technical resources and assistance readily available to staff members
- To assist with publicity of educational and social programs
- To demonstrate support for resident staff and peer educators

Description:

The Student Life Resource Room provides support for resident assistants (RAs) and other student life staff in their programming efforts. A converted administrative office, the room contains a wide variety of alcohol information and health promotion resources, such as brochures and posters.

The room is open daily from Monday to Friday, and in the evenings. Interested staff members can sign up for an appointment with resource room staff for assistance with educational programs, lettering and art work, and computer programs or software.

Specific available resources are construction paper, an elision letter cutter, computer software programs, markers, paper, a color printer, and a banner- and sign-making resource. The room is also well equipped with pamphlets, books, videotapes and posters on a wide variety of topics. Alcohol topics include: alcohol and driving, alcohol and friends, alcohol and rape, alcohol and women, alcoholism, Alcoholics Anonymous, drinking facts and myths, non-alcoholic recipes and excessive drinking. Pamphlets on a wide variety of other health-related topics are also available. The pamphlet and posters are reordered on a regular basis.

Staffing for this resource consists of a student worker, a residence hall director who manages the room, and the college's chemical health and wellness educator.

The facility serves a staff of more than 100 students, who indicate that the room is very helpful and popular, especially during the evening hours. RAs and peer educators noted that the existence of the room makes them feel special and demonstrates that the Campus Student Life Department appreciates the job that they are doing. The student staff also provides feedback regarding what is needed to keep the room "cool."

The Resource Room has been in existence for one year. It cost \$5,000 to establish and an annual cost of \$1,000 is needed to maintain its quality resources. The room and its furnishings were provided by the Chemical Health and Wellness Office and Residence Life.

Staffing and Resources

Student Wellness Education and Action Team

Walla Walla Community College

Contact:

Walla Walla Community College
Enrollment: 11,000
Public, Two-Year Institution

Christina Connerly
Program Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote student wellness on the campus
- To involve students in an integral way in program implementation
- To provide on-going stimulation and resources to promote healthy decisions

Description

S.W.E.A.T. (Student Wellness Education and Action Team) is a student-based organization that addresses drug and alcohol abuse awareness, education, prevention and community service projects. S.W.E.A.T. was developed from the belief that students can be uniquely effective in encouraging their peers to consider and talk

honestly about drug and alcohol abuse. This effort also acknowledges the fact that a large number of the students are under the legal minimum age to purchase alcohol, while the other half is of the legal age. Through student discussions, it is hoped that responsible habits and attitudes regarding the use or non-use of drugs and alcohol will be promoted.

Members who belong to S.W.E.A.T. meet weekly to plan activities and events and receive training to enhance their skills. Occasionally these meetings are in the home of one of the members. Regular discussion revolves around assessing previous activities and creating new strategies to promote the wellness message to new students. S.W.E.A.T. also encourages other campus-based clubs to assist with its wellness promotions. The volume of programs offered either directly or indirectly by S.W.E.A.T. is extensive and includes social programs such as a pizza

party and a duck race. Other wellness programs, such as a memorial to impaired-driving deaths, red ribbon week, National Collegiate Alcohol Awareness Week (October), National Collegiate Health and Wellness Week and related programs (March), are also conducted.

One specific resource sponsored by S.W.E.A.T. is the "Wellness A-La-Carte". The "Carte" is a movable brochure rack, filled with over 100 brochures on a variety of wellness topics: alcohol, drugs, AIDS and other resource information. The "Carte" is located at various places on the campus. Its success is demonstrated by the fact that it needs to be refilled on a constant basis.

The number of events that S.W.E.A.T. conducts makes it clear to students that holistic wellness and healthy decisions are major issues on the campus; a related message for the campus community is that wellness can be fun.

Task Force

North Central College
University of Pennsylvania

Contacts:

North Central College
Enrollment: 2,437
Private, Four-Year Institution

Barbara Miller
Assistant to the Vice President
for Enrollment Management and
Student Affairs
Published in 1996 Sourcebook

University of Pennsylvania
Enrollment: 22,684
Private, Four-Year Institution

Kate Ward-Gaus, MS.Ed.
Health Educator

Barbara Cassel, M.S.
Assistant Vice Provost
Student Life
Published in 1996 Sourcebook

Objectives:

- To establish an institution-wide approach to addressing alcohol use/abuse
- To clearly understand the scope of the alcohol problem on campus and the existing services
- To review the effectiveness of alcohol-related services on the campus
- To make recommendations for future approaches and initiatives

Description:

The task force is established to provide a broad-based institution-wide approach to addressing alcohol use/abuse. It is also concerned with the increasing national focus on this issue. Two institutions – North Central College and the University of Pennsylvania – provide exemplary approaches with the development and implementation of their task forces.

Typically the task forces were established by the university president or a vice provost

to reduce the level of alcohol use/abuse as well as the problems related to alcohol on the campus. Memberships are broad based and reflective of the diverse population in the university community. Themes of collaboration and coordination, as well as shared concern by staff who saw students in clinical settings or interacted with students on a regular basis, typically serve as the foundation for implementing a task force.

Initially, a task force may gather information and prepare a report complete with recommendations. Recommendations may link to the institution's mission, and can be organized according to admissions, orientation, academics, student life or other approaches.

Another role for a task force is to monitor, on an on-going basis, the implementation of efforts by a variety of groups on the campus, as well as review program effectiveness and communication across groups. At the University of Pennsylvania, the task force is the primary mechanism for sharing information about resources and programming, evaluating the success of policies and other efforts, and charting new courses of action. Various campus offices are available for consultation with the task force; collaboration between these offices and the task force helps to provide meaningful initiatives for the campus.

In conducting the activities of the task force, a variety of approaches are implemented. In group meetings, participants can receive data about alcohol's relationship to problems; opportunities can be provided to give impressions of the causes

of and the solutions to these issues. At North Central College the campus-wide committee that coordinates the annual celebration of National Collegiate Alcohol Awareness Week also coordinates the dissemination of information, programs, and other strategies to address alcohol-related issues on campus.

Membership on the task force includes representatives from enrollment management, student affairs, faculty, athletics, campus police, local police, counseling, multi-cultural affairs, health services, alcohol and wellness education, alumni, academic support services, fraternity and sorority affairs, parents, students, dispute resolution, campus ministries and administration. Some campuses have a specific time commitment for committee members. The task force often meets monthly to discuss upcoming events and programs, as well as to monitor the effectiveness of campus initiatives.

Evidence of success in implementing campus efforts is an important consideration for the task forces. Since the work of these groups typically evolves over time, it is possible to redirect the nature and scope of the efforts as well as the specific programmatic direction for the campus. Evidence cited by North Central College is primarily qualitative in nature, as discussions on alcohol-related issues occur throughout the campus. One success noted by this institution is that the committee, as a vehicle for change, has helped to bring together the campus community to discuss efforts, to facilitate programs and to implement or reshape policies and practices.

The Caring Coalition

The University of Maryland
in College Park

Contact:

The University of Maryland
in College Park
Enrollment: 31,500
Public, Four Year Institution

Jody Gan, M.P.H.
Coordinator
Alcohol and Other Drug Prevention
Programs
Published in 1997/98 Sourcebook

Objectives:

- To change social norms on campus by raising the consciousness of the university community
- To coordinate prevention efforts on campus by building cooperative synergy
- To raise awareness about substance and to support students who choose to not drink

Description:

The Caring Coalition is an umbrella organization of campus departments, student groups, and interested individuals committed to strengthening drug and alcohol prevention activities on campus.

Representatives include the Health Center, Residence Life, Commuter Affairs, Campus Programs, Chapel, Campus Recreation Services, Campus Police, Student Union, Students Against Drunk Driving, Greek Affairs, Counseling Center, and Athletics.

The Caring Coalition attempts to change social norms by raising the consciousness of the university community regarding the problems of associated with drug and alcohol abuse. This central coordination of prevention efforts has enabled previously independent programs and interested individuals to build a cooperative synergy on campus.

Specific activities facilitated by the Caring Coalition include promoting alcohol-free social and recreational activities, offering substance-free housing, delivering educational workshops, and providing a student substance abuse treatment program. In addition, the Caring Coalition runs a substance abuse intervention program for students who have had difficulties

with alcohol or drugs, coordinates community service projects and volunteer opportunities, works with faculty members interested in curriculum infusion of alcohol-related themes, partners with the community in addressing issues of common concern related to substance abuse, conducts periodic assessments of students' attitudes and behaviors, and produces a newsletter each semester.

The initial success of the Caring Coalition is credited to a federal grant that helped start the program. Because of the Caring Coalition's resources and its willingness to support other prevention activities financially, it quickly became perceived as a desirable program. In addition, top level support helps to make the Caring Coalition a success. Currently several campus offices have incorporated many of the programmed activities into their departmental budget; the Health Center pays the salary of the full-time health educator who manages the Coalition.

Wellness Coalition

Montana State University –
Bozeman

Contact:

Montana State University –
Bozeman

Enrollment: 11,267

Public, Four Year Institution

Andrew Hill, M.S.Ed.

Experiential Prevention Specialist

Published in 1997/98 Sourcebook

Objectives:

- To create a critical mass of student health activism in the student government
- To promote collaboration among campus organizations
- To affect the health norms of the campus student body

Description:

The Associated Students of Montana State University (ASMSU) has developed a coalition of student-based health promotion groups known as the ASMSU Wellness Coalition. This peer-based organization synergizes the resources of several health-oriented peer groups under the leadership of student positions, a Director and Assistant Director, paid for by the student government. The coalition has a strong presence on campus and attempts to increase its numbers and influence through collaboration with other student organizations.

The Wellness Coalition consists of 13 autonomously funded, recognized peer groups who meet twice each month for training and information sharing. A key

group is the Insight Program, a student-based Early Drug and Alcohol Intervention and Referral Program. Student leaders conduct focus seminars to help students examine their relationships to drugs and alcohol. CAT PRIDE is a group of varsity athletes who focus on campus- and community-wide prevention programs to reduce drug and alcohol problems. The ZERO HERO Designated Driver Program is county-wide and has recently spread to other communities throughout the state; participating alcohol beverage outlet stores supply free non-alcoholic beverages to the ZERO HEROs.

Expeditions MSU is an outdoor orientation adventure for incoming students with a focus on a healthy adjustment to college and retention. The MSU challenge course incorporates adventure activities that promote team building, character, and communication skills, as well as develop healthier group norms. The Native American Peer Advisors is a student group that promotes activities that create greater awareness of Indian cultures across campus. Other groups include S.H.A.R.E. (Sexual Health and Responsibility Education), S.A.S.A. (Students Against Sexual Assault), Lambda Alliance, Greek Wellness Coalition, Residence Hall Wellness Coalition, American Red Cross Blood Drives, and Arete.

One of the primary visions of the ASMSU Wellness Coalition is to develop a power

base and presence on campus that are based on health. Through the different member organizations, hundreds of students are involved in health leadership roles each semester. The students involved in this coalition are some of the most respected and visible leaders on campus.

Integral to the success of the Wellness Coalition are development of trusting relationships with the Health Promotion staff and providing leadership in the development of a strategic plan for including health within the scope of the student government. Ongoing success in increasing the critical mass of students involved is achieved through collaboration with other groups.

The extensive marketing of the Wellness Coalition includes general presentations to the student government, public service announcements, television commercials, newspaper articles, a Worldwide Web home page, announcements at sporting events, table tents, posters, and presentations to residence halls and Greek chapters.

The overall evidence of success is confirmed by the increased support that the program receives each year from the student government and the student organizations across campus. Not only is satisfaction high with the coalition as a whole, but the effectiveness of individual groups is valued.

Staffing and Resources

Additional Staffing and Resources

Alcohol/Other Drug and Violence Prevention Program

Middlesex Community College
Enrollment:6,021

Public, Two Year Institution

Judith Ramirez, R.N., M.S.W.
Program Director
Alcohol, Other Drugs, and Violence Prevention
Published in 1997/98 Sourcebook

Objectives:

- To coordinate all alcohol, drug and violence prevention activities
- To link prevention strategies with community resources

Description:

This collaborative program involves students, faculty, academic administrators, counselors, and community leaders. Staffed by a Master's level director, the program incorporates workshops, peer mediation, weekend social activities, dramatic performances, and collaborative relationships. Community-based organizations serve as resources for the program and participate in college presentations, health awareness fairs, and community-wide alliances.

Student peer volunteers are available through the Law Center for mediation and conflict resolution. Faculty involvement includes the Humanities Division through the direction of theatrical presentations, and leadership is provided by the Dean of Student Development. A 10-member advisory board meets monthly and oversees the project.

Alternative Activities Competition

Northwestern University

Enrollment:15,162

Private, Four Year Institution

Annann Hong, M.P.H.
Co-Director
Health Education
Published in 1997/98 Sourcebook

Objective:

- To provide incentives for alternative activities

Description:

Otherwise known as the \$500 Challenge, the Alternative Activities Competition provides funding for students who organize alcohol-free campus-wide events. Students are selected to serve as objective judges at each event, with each one filling out a standard evaluation form. Three groups are funded each academic term, receiving \$500, \$300, and \$200. The funds can be used for an alcohol-free party for the organizers of the program or for implementing additional campus-wide alcohol-free programs. A Resource Manual is available for students interested in hosting a \$500 Challenge event; this document and copies of the application forms are accessible on the office's Web site.

Coffee House and Entertainment

Maryville University of St. Louis

Enrollment:3,378

Private, Four Year Institution

Pam Culliton, R.N.
Director
Health Center
Published in 1997/98 Sourcebook

Objectives:

- To promote monthly alcohol-free activity on campus
- To provide students with an opportunity to express their talents in an informal way

Description:

To counteract heavy alcohol consumption by students on Thursday evenings and its related behavior, an alcohol-free activity is promoted monthly on the campus. A portion of the Student Center has been transformed into a more homey place with an extra couch, table lamps, games and books. This "Coffee House" is targeted to students who enjoy music, entertainment, and the camaraderie of others. On designated evenings, students and professional entertainers perform "open mike" fashion with singing, poetry reading, and comedy. Candles and bottles, donated by a restaurant, help give the place a 1970s look.

The Student Government manages the project and contributes funds to secure outside entertainment. Students serve as the master of ceremonies, set up and clean up crew, and as entertainment, advertisement and promotion workers.

Event Management Staff

University of Redlands
 Enrollment: 3,723
 Private, Four Year Institution

Doug Everhart, M.A.
 Director of Leadership and Recreation
Published in 1997/98 Sourcebook

Objective:

- To maintain a safe environment at events where alcohol is served

Description:

For each campus event that is open to the entire campus community and is serving alcohol, an Event Management Team composed of three work study students is assigned to assist the organization sponsoring the social event. The team assists with the entire event, beginning with the start of the planning process. An Event Consultant helps the organization with the paper work and other details during the event planning process.

During the event, the Security Person on the team is responsible for maintaining a safe environment and ensuring that those who do consume alcohol are eligible to do so and are doing so responsibly. The Alcohol Monitor manages the actual serving of alcohol, including checking IDs and making sure that guests are both eligible and responsible. All individuals serving on an Event Management Team are required to complete TIPS (Training for Intervention Procedures by Servers of alcohol) training. Additional training emphasizes the necessity of the team working together to create and maintain both a safe environment and a successful event.

Internship Opportunity

Oakland University
 Enrollment: 13,600
 Public, Four Year Institution

Barbara E. Talbot, Ph.D.
 Coordinator
 Counseling Center
Published in 1997/98 Sourcebook

Objective:

- To provide professional opportunities for graduate level students

Description:

The Counseling Center is a teaching clinic in which both Master's and Doctoral level students from counseling and psychology programs may do an internship. Interns are supervised by senior staff members who are fully licensed clinical psychologists with 15 or more years of experience. Much of the campus' prevention work is conducted by the interns, under the administration and coordination of the Counseling Center's senior staff.

Social Issues Education

Fordham University
 Enrollment: 13,909
 Private, Four Year Institution

Bill Trabakino, M.Ed.
 Director
 Student Assistance Program
Published in 1997/98 Sourcebook

Objectives:

- To coordinate the programming of multiple committees on health issues
- To promote discussion and awareness of health issues among the student body

Description:

F.U.S.E. (Fordham University Social-Issues Education) serves as an umbrella organization for eight programming committees: Alcohol and Other Drug Issues in Education; Community; Leadership; Women's Issues; HIV and AIDS Awareness; C.U.L.T.U.R.E.; Campus Assault and Rape Education; and Wellness. Each committee, composed of students and administrators, provides two programs each month and a substantially larger program each semester. Committees, such as the Alcohol and Other Drug Issues in Education Committee, draw upon the collaboration of other campus groups to reach multiple groups on campus.

