

## SUPPORT AND INTERVENTION SERVICES

Support services to assist individuals whose consumption of alcohol is cause for concern includes identification of those with alcohol-related problems, professional screening, interventions with high-risk drinkers, and support and counseling services. The ultimate goal of these support services is to reduce the risk of individuals becoming harmfully involved with alcohol. The services blend educational, intervention, and therapeutic approaches. Conceptual foundations for services include holistic approaches, the health belief model, personal responsibility, and coordinated, campus-wide standards.

Many initiatives in this area are designed for students who have violated legal standards (e.g., students who have been found guilty of driving while intoxicated). These violations may have occurred on the campus or in the surrounding community. Support strategies such as education and discussion groups, peer-facilitated activities, professional assessments, lectures, reflection about personal goals, and self-evaluation are offered. Some include a standard for completion such as a minimum score on a written exam and/or attendance. Community service activities are also available for students who violate campus standards such as residence hall or campus-based policies.

Students may also avail themselves of other services, such as the use of an adult mentor in a pool of trained volunteers from the campus community. Groups such as Alcoholics Anonymous, Al-Anon, Adult Children of Alcoholics, or similar self-help support groups, may be offered on campus or near the campus. Less formal approaches, such as a bi-monthly lunch and an early sobriety group for recovering chemically dependent students, are also available.

Support services also include a variety of procedures, such as how to handle an intoxicated person, how to identify a person who may need professional assistance, how to refer an individual for assistance, and how to deal with a person who is not following through on specified standards. Personal contracts and guidelines for participation in the program are used in responding to referred students and some campuses include a detailed assessment and set of recommendations. Some institutions have detailed procedures.

Target groups include both moderate drinkers and those with problems related to their alcohol consumption. While most of the support services address students, an increasing number of campuses offer an Employee Assistance Program for faculty and staff.

Professionals emphasize the importance of having staff members remain non-judgmental as they interact with those using the support services on the campus. In this regard, confidentiality and careful listening are critical skills. Services that are incentive-based and that are related to real life issues of students, parents and employees are recommended.

To sustain these services on the campus, campus leaders recommend administrative support for and understanding of both the need for and the nature of the services offered. Continuous networking on the campus is critical, and it is important also to ensure that a high level person is on committees that deal with this issue (this will help to keep the administration informed and assist in its understanding of the importance of these support services). In a related manner, training offered by the professionals who implement the support services is helpful for others on the campus.

# Alcohol and Chemical Education for Students

Gustavus Adolphus College

## Contacts:

Gustavus Adolphus College  
Enrollment: 2,379  
Private, Four Year Institution

Judith A. Douglas  
Coordinator of Alcohol/Drug Education

Naomi Quiram  
Judicial Coordinator  
*Published in 1997/98 Sourcebook*

## Objectives:

- To provide education that empowers students to make low-risk choices regarding alcohol
- To establish more consistent sanctions for first-time violators of the college alcohol policy
- To promote more personal investment in fulfillment of sanctions imposed for alcohol policy violations

## Description:

The Alcohol and Chemical Education for Students (ACES) program is a grass roots educational/mentor-based diversion program available to students who have been cited for a minor, first-time alcohol violation. It was implemented as an alternative to the existing judicial system which, although educational in nature, was perceived by students as adversarial, punitive, and inconsistent. To enhance the program's chances of success, campus planners believed that its name had to be upbeat and positive. The name ACES was chosen because it suggests both playing cards and a "winner" mentality. The program's contents were marketed to student affairs staff, resident hall staff, and security personnel. Articles in the campus newspaper also further described and promoted

the program. Students cited for minor alcohol violations will typically meet with the judicial coordinator who reviews options and procedures. Students have the option of choosing the diversion program or having a hearing before a campus judicial board. Those who choose to participate in the program must sign a "Statement of Understanding."

The ACES program actively solicits community involvement and support. Developed as a collaboration of numerous campus offices, the process involves faculty, staff and peers in providing students with education and mentoring. In designing the program, two objectives were paramount: (1) peers should receive information from peers, and (2) the program should provide direct contact with adult members of the college community. The group developing the program examined sanction guidelines from numerous other institutions; considered educational, judicial, and enforcement models; conducted student focus groups; and reviewed years of alcohol sanctions at the college.

In the peer education component of the ACES program, trained peer educators present an interactive three-hour educational program on alcohol. This program is conducted in a relaxed setting that incorporates lecture, participation, and self-evaluation. The content includes student alcohol use on campus, perceptions of others' use, physiological effects of alcohol, alcohol and sexuality, blood alcohol levels, peer pressure, high-risk and low-risk drinking practices, the campus alcohol

policy, goal-setting, and referral services. Peer educators receive forty hours of training on alcohol, drugs, and lifestyle issues, and provide the three-hour educational sessions on a volunteer basis.

In addition to participating in the educational programs, students choose an adult mentor from a pool of trained volunteers from the campus community. Students make the initial contact with their mentors and continue to meet with them for one semester to further define specific personal goals and contributions they might make to the community.

To partially fund staffing for the ACES program, the college approved the assessment of a \$60 participation fee.

Evaluation of the peer-led alcohol education portion of the program is rated as excellent or very good by virtually all attendees. Participating students appreciate being "talked with" rather than "preached to" by peer educators. The adult mentors indicate that the discussions with their mentees have been fruitful and ongoing; in many instances, the connection with students has continued after the required mentoring period. Further, the number of students with a second alcohol incident has decreased significantly. Program leaders have developed an ACES program manual which is distributed to program participants. It includes student-directed activities, questions, fact sheets, emergency information, problem indicators, and policy information.

# Alcohol and Drug Education Assessment

University of Notre Dame

## Contact:

University of Notre Dame  
Enrollment: 10,309  
Private, Four Year Institution

Gina Kigar, M.A.  
Coordinator  
Office of Alcohol and Drug Education  
*Published in 1996 Sourcebook*

## Objectives:

- To provide confidential comprehensive assessments of students referred by the university community or themselves to intervene with them prior to their getting in trouble with the law or the university
- To support students in making behavioral changes

## Description:

This student assistance-type program is offered to provide support to the residence hall staff in dealing with identified abusive drinkers. Students are referred to the Office of Alcohol and Drug Education for alcohol-related offenses and are also referred when they exhibit behaviors of concern to the residence hall staff. The residence hall staff remain involved with the referred students throughout the process.

Unique to this program are the built-in support and accountability; however due to confidentiality, this cannot occur without the student's consent and signing of releases.

The initial referral consists of a one and one-half hour assessment. During this time the professional staff member in the Office of Alcohol and Drug Education conducts an interview and has the student complete several instruments as deemed appropriate

at that time, including the Life/Health Screening Questionnaire, the MAPP, the Michigan Alcoholism Screening Test, and the CAGE. The results are compiled in a letter to the student, complete with recommendations and a behavioral contract. The content of the letter cites specifically the assessor's views about the student's involvement with drugs or alcohol, and the student's level of dependency, and signs of psychological or physiological dependence, are cited. Noted also is the individual's average consumption per occasion, occurrences of intoxication, tolerance for alcohol, blackouts, purposes of using alcohol, consequences of alcohol use, extent of loss of control, personality changes occurring while drinking, family history of alcoholism, and any personal adjustment issues of concern. The specific scores on the test taken are noted, with an interpretation of the rating. The student is asked to come back for a 15-30 minute session to discuss the results. If agreed, the residence hall staff member accompanies the student.

The student also receives a Behavioral Contract, which is prepared in the format of goals, activities and consequences. The contract begins with the statement, "Based on the above findings, it is in your best interest to complete the following behavioral contract." Goals include statements such as "I will learn to apply to myself the effects of alcohol on the body and my life, legal implications of alcohol consumption, and alcoholism" and "I will regularly make low-risk choices with regard to alcohol

consumption." An example of an activity in supporting the first goal mentioned above is the completion of an alcohol education program with the Office of Alcohol and Drug Education. The contract notes that additional sessions or counseling referral may be necessary depending on the outcome and successive changes made during this time. Steps in support of the second goal may include abstaining from alcohol for a period of one month, permitting a time of reflection during the educational process, and precluding being intoxicated in the residence hall. A consequence of not accomplishing the goal is running the risk of being ticketed or arrested for consumption by a minor. Another possible consequence is crossing the line from abuse into dependency. Usually the contract is written to be between the student and the residence hall staff member. The student, staff member and assessor from the Office of Alcohol and Drug Education discuss the contract until it is mutually agreed upon at which time it is signed by the student and the residence hall staff member.

This program is personalized with individuals following their own contract based on their own needs. How the education is presented is based on individual students needs, be it one-to-one, group or a combination of the two. Depending on the finding of the assessment, education or treatment may be necessary. The same is true for treatment options which will also be presented in the behavioral contract form.

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# Alcohol Skills Training Program

University of Washington

## Contacts:

University of Washington  
Enrollment: 33,719  
Public, Four Year Institution

G. Alan Marlatt, Ph.D.  
Director, Addictive Behaviors Research Center

Deborah J. Costar, M.A.  
Assistant to the Vice President for Student Affairs  
*Published in 1996 Sourcebook*

## Objectives:

- To develop and empirically validate an intervention initiative
- To prevent alcohol-related problems and reduce risks associated with college drinking

## Description:

Researchers at the Addictive Behaviors Research Center have worked in collaboration with the University's Office of the Vice President for Student Affairs to implement the Alcohol Skills Training Program (ASTP). In a variety of settings and contexts across the campus, the ASTP combines cognitive-behavioral strategies and harm reduction principles to reduce the risks associated with students' use of alcohol. Recognizing that the majority of heavy-drinking college students mature out of harmful use of alcohol, ASTP attempts to address how the maturation process can be accelerated by moving the student more quickly through this "window of risk."

Major areas of emphasis in these cognitive-behavioral strategies include setting drinking limits, monitoring one's drinking, rehearsing drink refusal, and practicing other useful, new behaviors through role play. Through the use of these strategies,

heavy drinking college students are taught new skills for safer drinking.

The ASTP programs have been implemented in five distinct areas of the university. First, in the residence hall setting, programs are provided to address issues of concern to residents. These include a "jeopardy game," with facts about alcohol, and a participant-involved program that illustrates the relationship between acquaintance rape and alcohol abuse. Students who violate the residence hall alcohol policy are required to participate in a two-session group ASTP.

Second, students who are referred to the Office of the Vice President for Student Affairs for disciplinary action as a result of alcohol-related behavior on campus may be referred to an ASTP group or an individual session.

Project Dionysus incorporates ASTP in the fraternity and sorority system upon request. Workshops tailored to the specific needs and interests of the requesting group are presented to the house at large or to the pledge class. Fifth, the Student Athletes Program provides programs either to a single team or to all athletes participating in team sports during a given academic term.

ASTP directly applies many of the central principles of relapse prevention to primary and secondary prevention. Harm reduction is specified as a public health model for behavior change that seeks to reduce harm that can result from a particular behavior. ASTP is based on the following eight harm reduction principles:

- Identify high-risk drinking situations.
- Provide accurate information about alcohol.
- Identify personal risk factors.
- Challenge myths and positive alcohol expectancies.
- Establish appropriate and safer drinking goals.
- Manage high-risk drinking situations.
- Learn from mistakes.
- Attain lifestyle balance.

Thus far three studies have been conducted to empirically test the effectiveness of ASTP. In the first, the efficacy of the eight-week ASTP classroom course was compared to an alcohol information school with information and no coping skills: drinking was significantly more reduced among students receiving the ASTP. The second study compared the effectiveness of three ASTP modalities (a six-week classroom format, a one-hour brief intervention and a manual driven correspondence course): all students significantly reduced their alcohol consumption during the course of the study. In the third study, incoming freshmen were screened to select those most at risk for alcohol problems to participate in the courses. Students who received the Brief Alcohol Strategies and Intervention for College Students (two 45-minute sessions building on the results of an instrument) made significantly greater reductions in their alcohol use and alcohol-related problems, compared to the high-risk control groups.

# Alpha Omega Delta Class

Fordham University

## Contact:

Fordham University  
Enrollment: 13,909  
Private, Four Year Institution  
Bill Trabakino, M.Ed.  
Director  
Student Assistance Program  
*Published in 1997/98 Sourcebook*

## Objectives:

- To help students explore issues and choices associated with drug and alcohol use
- To provide a specific approach for students in violation of the campus drug and alcohol policy

## Description:

The Alpha Omega Delta classes are administered through the university's Student Assistance Program. The Greek symbols in the program title signify the philosophy of the class. Alpha represents the starting point, or the present way of thinking, feeling, and acting regarding drugs and alcohol. Omega represents the future optimal attitudes and behaviors, which are low-risk behaviors based on reasons and facts. The Delta symbol signifies the ability to change, representing the clarification process experienced in order to reach Omega.

The content of the class addresses knowledge, attitudes, and behaviors of participants concerning alcohol and drugs.

The class promotes low-risk choices and heightened awareness regarding all substances. Three class sessions are offered; students who are required to participate must attend all three sessions.

Students identified for participation in the class attend a preliminary screening interview. To complete the class satisfactorily, a participant must have an accuracy score of at least 75% on a written exam given during the last class session.

The participants rate the program highly. They identify the connection between their family's alcohol use and their own alcohol use, and they demonstrate increased awareness regarding the perceived campus norm.

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# Assessment, Counseling, Education and Referral Service

Fort Hays State University

## Contact:

Fort Hays State University  
Enrollment: 5,496  
Public, Four Year Institution

James F. Nugent, M.Ed.  
Coordinator, Drug Alcohol Wellness  
Network

*Published in 1996 Sourcebook*

## Objectives:

- To provide training and practicum experiences for students
- To provide an evaluation assessment for drug and alcohol abuse, dependency or addiction for university students, faculty and staff

## Description:

The Assessment, Counseling, Education and Referral Service (ACERS) combines prevention and intervention services with the need for practicum opportunities for students enrolled in the recently established Masters Degree in Counseling, with an emphasis in Alcohol Studies, at the university. The service is designed to provide professional counseling and education for university students and employees. Licensed by Alcohol and Drug Abuse Services (ADAS) of Kansas, ACERS allows clients to maintain regular class attendance, employment, family roles and community responsibilities. Clients requiring

intensive in-patient treatment are referred to appropriate off-campus agencies. Referrals are made to appropriate agencies when the services needed are beyond the professional domain or expertise of the program staff and when use of these resources would contribute to the clients well-being. ACERS staff, in its responsibility to provide high quality service to all clients, also conducts screening, education/training and counseling. Additionally, AIDS information is provided.

Admission to treatment services is based on appraisal information obtained through individual client interviews, alcohol screening inventories, alcohol risk scales, interviews with significant others, and court information. Three or more pieces of significant evidence obtained from the appraisal sources qualifies a client for admission to the treatment program.

Many of the referrals to ACERS are for driving under the influence (DUI), or other alcohol-related impairment and health problems noted by the professional staff. An Alcohol Information Seminar certified by the state is conducted three times each semester and weekly meetings are held on campus by Alcoholics Anonymous. A Substance Abuse Group

and a "Working Toward Healthy Families Group" are also conducted.

An extensive operations manual for ACERS covers in detail such issues as clients' rights, personnel practices, the environment, program evaluation, confidentiality, client records and referral. Concerning clients' rights, for example, the responsibility of staff members is that "each client is treated in a legal, humane, dignified, conscientious manner."

It is also specified that each client can expect to have appropriate treatment and a treatment plan and he/she should cooperate in its formulation. In addition to the services for clients, the ACERS offers a training/practicum experience for students enrolled in appropriate classes, such as Psychology and Counseling.

Rooms used by the staff assure privacy and provide quiet surroundings. Documentation used includes the Alcohol and Drug Abuse Kansas Client Placement Criteria Form, Consent for the Release of Confidential Information, the Substance Abuse Subtle Screening Inventory, Inventory of Common Problems and the Michigan Alcoholism Screening Test.

# Chemical Dependency Program

Langston University

## Contact:

Langston University  
Enrollment: 4,013  
Public, Four Year Institution  
William Price Curtis, Ph.D.  
Director  
Professional Counseling Center  
*Published in 1996 Sourcebook*

## Objectives:

- To reduce student attrition by addressing problems associated with chemical addiction
- To help staff members identify and address the chemical dependency problems being experienced by students

## Description:

Operating within the Professional Counseling Center, the Chemical Dependency Program is staffed by a director and a chemical dependency counselor. Three strategies constitute the program: education and prevention; evaluation and early detection; and treatment and referral.

The education and prevention strategies provide staff service programs and theme seminars for students. Peer educators, who are members of the campus chapter of BACCHUS, play a major role in this strategy by organizing seminars on drugs and alcohol

as well as alcohol-free social events. Sample programs include "Red Ribbon Week" and a seminar offered during National Drunk and Drugged Driving Awareness Week.

The strategy is for evaluation and early detection of chemical dependency problems conducted through intake interviews and the administration of the Substance Abuse Subtle Screening Inventory (SASSI). In addition, the Chemical Dependency Program is responsible for administering the drug-free workplace and the drug-free schools' policies. A Chemical Dependency Self-Inventory and a copy of the university's Drug-Free Workplace Policy Statement are distributed to all staff during in-service training activities. Prior to completing the enrollment process each semester, students are required to sign the university's Drug-Free Schools Policy Statement. This signature acknowledges receipt of the university's policy statement and states that the student has read the policy and will comply with the stated terms and conditions.

The treatment and referral strategies are the core of the university's Chemical Dependency Program. These strategies

–Treatment and External Referrals – are used when Detoxification and/or Inpatient Care is required. Rigorous intervention procedures are used. Consistent with standard procedures for Employee Assistance Programs, the university's Chemical Dependency Program routinely refers staff members to external treatment facilities. Once an individual has verbalized his/her interest in receiving help with an addiction, students typically receive assistance from the Chemical Dependency Counselor, who provides individual and/or group counseling. Students are encouraged to maintain consistent involvements with local chapters of Alcoholics Anonymous. Where possible and when required, students are referred to local in or out patient treatment facilities which agree to accept them on a sliding fee scale.

For students, success of the Chemical Dependency Program is measured by the extent to which they remain in school following the intervention for addiction. For staff members the measurement is based on the extent to which they remain on the job for six months after completing an in or out patient treatment program.

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## Creating Aware Responsible Energy

Eastern Connecticut  
State University

### Contact:

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

### Objectives:

- To provide students with a meaningful sanction following a violation of the substance abuse policy
- To provide an opportunity for students to reflect on their high-risk behavior

### Description:

Students who violate the university's substance abuse policy are referred to the Substance Abuse Coordinator for an initial assessment. The coordinator provides feedback to the Judicial Hearing Officer regarding the students' future potential involvement with the Office of Substance Abuse Prevention. In this way, sanctions for violations are individualized to obtain a positive learning experience for the students. Further, students have an opportunity to reflect on the consequences of their high-risk behavior.

Students are often assigned to perform community service with the campus' peer helper program known as C.A.R.E. (Creating Aware Responsible Energy). The peer helpers from C.A.R.E. are not aware of the

specific circumstances of the students referred for community service, which assures the individual's confidentiality. Community service activities include assisting in alcohol-free awareness activities (such as bartending for mocktails), participating in resident hall programs presented by the peer helpers, and providing labor for large campus-wide events. Students may also engage in other projects; for example, an awareness video for new student orientation was prepared through this program.

Specific program outcomes include positive role modeling, improved interpersonal skills, ability to take new risks, and formation of new friendships. Further, the C.A.R.E. program has recruited students to serve as peer helpers.

# Detox Policy

University of Portland

## Contact:

University of Portland  
Enrollment: 2,600  
Private, Four Year Institution

Bill Zuelke, M.S.  
Counselor  
Alcohol and Drug Prevention  
*Published in 1996 Sourcebook*

## Objectives:

- To educate the student population regarding the dangers of high levels of intoxication
- To provide the appropriate care for those who are seriously intoxicated

## Description:

When students become intoxicated, whether through involvement in drinking games, or because of impaired decision making, or other reasons, the appropriate services assist both the individual and staff in the care process. The detoxification policy is developed by both Residence Life and Campus Safety and Security. A local detoxification facility is used to provide appropriate care for seriously intoxicated students. The university staff believes that care for these individuals is not the responsibility of the Residence Life staff or the common student, nor is it within their levels of competence. Further, it is believed that students are generally not aware of the dangers associated with severe

intoxication and need a “wake-up call” to these dangers. Safety and Security and Residence Life staff are trained in implementation of the policy. Students are also made aware of the policy with sanctions levied against students who protect seriously intoxicated peers from being sent to detox. The campus personnel note that detox is a health tool and should be used for health reasons only. It is never used for purposes of punishment.

A three-tiered response to intoxicated students goes into operation when a residence hall staff member or a security staff member observes an intoxicated individual. In the first category, the student is unconscious and non-responsive, and the ambulance is called immediately to transfer the student to the hospital. In the second category, the student is semi-conscious, partially responsive, not in control of his/her actions or thoughts, on the edge of passing out, or is in and out of consciousness, and is transferred to the local detox facility. Following the involvement with the local detox facility or hospital, a session with the University Health Center alcohol counselor is scheduled to help the student reflect upon the experience. The importance of having this approach is to provide the appropriate health response for students who are

severely intoxicated as well as to manage the liability issues. Further, the university staff believes that it is important to not allow students to “nurse or baby sit” the intoxicated student, a service that poses a health risk for the intoxicated student, a liability risk for the “helper,” and minimizes the educational experience of being in the detox facility.

In category three, the student is very intoxicated and not in control of choices or behaviors, and the staff member decides whether to send the student to the local detox facility or to bed. If the student does not reside on campus, the security staff decides whether to hold the student until he/she sobers up, send the student home with friends, or take the student home. In this category, staff members are advised to make sure the student drinks no more alcohol and to realize that intoxication levels continue to rise for one-hour after drinking has stopped, which may make the student more intoxicated over this hour and move the condition to a two or one category.

Because of the detox policy, students are less likely to protect or try to personally care for seriously intoxicated students. Incidents of serious intoxication of this extent have declined since the implementation of the policy.

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# Drinkers Quiz

University of Maine

## Contact:

University of Maine  
Enrollment: 9,900  
Public, Four Year Institution

Robert Dana, Ph.D.  
Associate Dean of Students and  
Community Life  
*Published in 1997/98 Sourcebook*

## Objectives:

- To promote student retention at the institution
- To provide a safe and anonymous method for a student to determine if he/she has an alcohol problem
- To provide students with easy access to resources

## Description:

Acknowledging that the abuse of alcohol is a primary source of student academic failure and is prevalent in college life overall, the University Office of Substance Abuse Services initiated a strategy to assist with student retention. Since students were interested in computers and electronic approaches, the staff examined ways of using these approaches to provide resources with a minimum number of hassles for the students. After reviewing

various options, the staff decided that the most efficient way to proceed was with the development of a World Wide Web site.

In developing the Web site, the staff conducted a literature review of computerized self-assessments. They followed this with a pilot project with the Greek system, consultation with campus departments and student focus groups, and collaboration with Web page experts at the campus's media services office. The Web site's address is <http://www.asap.um.maine.edu/alc/>.

This Web project is a computerized self-assessment for issues related to alcohol use and abuse. The intent of the service is to provide a profile of responsible drinking, a review of frequently asked informational questions, and a resource list for help with misuse problems. The instrument allows answers to frequently asked questions to be linked to research projects and provides a comprehensive individualized self-assessment of alcohol use.

The project was supported by both academic services and student affairs. To advertise the project, several articles were

run in the campus newspaper. The site was linked to all other Web sites at the university, and each student was sent a bright yellow postcard outlining the site and the site address.

Within the first six months of existence, the site received over 6,000 visits; the Drinkers Quiz is especially popular. Many individuals have been complimentary about the site, which is seen as cutting edge and "cool." It is safe, secure, anonymous, and relevant to the needs of students. Frequently asked questions concern: standard penalties for driving while under the influence of alcohol, how to help a friend, alternative activities, and ways to refuse offers to drink or party.

In the self-evaluation, students who are identified as potentially having an alcohol problem are provided guidance on strategies to address their concerns. Suggestions for help include advice on seeking professional assistance, talking with others, and students monitoring their own behavior. As a result of the self-assessments, eight students were referred to substance abuse services during the first six months of the program.

# DrinkWise

University of Michigan

## Contact:

University of Michigan  
Enrollment: 36,543  
Public, Four Year Institution

Keith Bruhnson, M.S.W.  
Manager  
Health Promotion Division  
*Published in 1996 Sourcebook*

## Objectives:

- To prevent and reduce alcohol-related problems
- To reduce levels of risk by using an adult education approach which applies knowledge and skills to personal behavior change
- To offer choices to clients in the selection of treatment goals

## Description:

Following a strategic campus-wide task force and planning process in 1990, major recommendations were made, including the adoption of a brief intervention approach and development of new alcohol education/prevention programs. A survey revealed that most alcohol problems in the campus community were of the mild to moderate range and not appropriate for conventional community abstinence-based programs.

Designed as an early intervention program intended to prevent and reduce alcohol problems among its clients, DrinkWise has a target group that extends from moderate drinkers to alcoholics. DrinkWise is a voluntary program for those with alcohol problems of mild to moderate severity and is not appropriate for those who are

severely dependent, who believe themselves to be powerless over alcohol, or who face significant impediments to participation in an educational program of this nature. However, members of the DrinkWise target group are at elevated risk of developing alcohol problems by virtue of their drinking practices. They are drinkers who exceed moderate guidelines and are at increased risk of experiencing alcohol problems: specifically, as identified in the DrinkWise materials, "as the number of 'risk drinking practices' and the extent of involvement with each increases, so does the likelihood of developing alcohol problems."

DrinkWise uses an adult education approach. It provides participating individuals with knowledge and skills that can be applied to cutting down and modifying their drinking, or cutting it out all together. For this approach to be effective, individuals have to believe that their drinking practices are learned behaviors and that they are capable of modifying these practices. The focus of this approach is upon a specific behavior without significant attention to root causes, predisposing conditions, or a functional analysis of relationships. Discounted program fees are available for faculty, staff and graduate students. Individuals becoming involved with DrinkWise commonly report concerns about harmful long-term health effects of their current drinking levels, as well as negative feelings about themselves due to their drinking practices. Of primary

importance in their program choice is the opportunity they have to select their own treatment goals (moderation or abstinence). Three approaches are available: the individual format, the group format and the telephone format.

Advertising for the Faculty and Staff Assistance Program includes posters with percentages recorded on them. For example, there is a poster with "97%" on it; with an elaboration, in small print, that "97% of U of M faculty and staff have less than two drinks per day or do not drink every day." And there is a poster with "86%" ("86% of U of M faculty and staff would not enable a friend or colleague's problem drinking by making allowances or covering up").

Located within the University Medical Center's Health Promotion Division, the DrinkWise program offers the opportunity to continue research efforts on the program's effectiveness with various populations and to experience potential cost savings and health care utilization. Individual data are collected and assessed regarding patterns and level of drinking, negative consequences, health status, and life satisfaction scores. This is done at the beginning of the program, at the completion of the program and at three and nine month follow-up periods. The 10-week program is completed by approximately 80% of those who enroll. Abstinence is cited by approximately 20%, and reduced alcohol consumption is cited by 80% at nine months after the program completion.

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# Insight Program

Northern State University

## Contacts:

Northern State University  
Enrollment: 2,683  
Public, Four Year Institution

Kathy Forsyth, M.S.  
Insight Coordinator

Deb Hofer, M.S.  
Counselor

*Published in 1997/98 Sourcebook*

## Objectives:

- To provide information on and emphasize the consequences of the high-risk use of drugs and alcohol
- To provide unified, progressive discipline procedures for drug and alcohol policies and local laws
- To provide appropriate and early intervention to those students harmfully involved with chemicals

## Description:

The Insight Program is a progressive, disciplined system designed to implement the State Board of Regents' policy on alcohol and drugs. The system has two levels: Level I includes an eight-hour educational program and Level II offers ongoing individual and/or group counseling. The centralized discipline for the campus and the community promotes collaboration among Residence Life, the Athletic Department, and the Local Judicial Court System.

The Insight Program was established to correct inconsistencies in the existing system of sanctions that resulted in a lack

of student awareness of behavioral norms regarding the use of drugs or alcohol. The university implemented educational assessment, counseling, and referral components when the State Board of Regents gave approval for such action.

Information regarding the policies is disseminated in the Student Handbook, the Residence Life Handbook, residence hall meetings during New Student Orientation, a "Responsible Decisions" brochure, and, for athletes, mandatory attendance at a meeting where policy and sanctions are outlined.

For a first violation (Level I), students must attend and comply with the recommendations of the Insight class, an eight-hour educational experience. The didactic presentations and group discussions emphasize changing student behavior. Using the course "On Campus Talking About Alcohol," the risk-reduction program helps students assess their own problems and determine an appropriate course of action for themselves.

For a second violation (Level II), students must attend individual and/or group counseling for a period specified by the counselor. The procedure requires students to follow the recommendations of the counselor and to complete a completion of a formal assessment. A third violation (Level III) results in suspension from the

institution. In compelling circumstances, a student may continue to attend while participating in an approved substance abuse treatment program.

In the university's athletic program, five levels of action and Levels I and II of the Insight Program form a system of incremental interventions; in this process, multiple violations result in more education and counseling with longer suspensions from the team.

The Insight Coordinator tracks referrals to the program from sources on and off the campus to determine which level of intervention is the most appropriate. Each additional violation of campus policies and/or state laws dictates advancement to the next level. Program fees make the Insight Program entirely self-supporting; the university provides office and other support services.

Evaluation demonstrates that participants in the Level I educational class show a 34% increase in knowledge about the high-risk use of alcohol and drugs; 93% of the students stated they examined their own use as a result of the program. The local court judge reports a decrease in repeat violators of underage alcohol consumption laws. Further, a street poll indicates that students believe the university's alcohol policy is fair and a positive step towards healthier living.

# Life Skills Referral Program

Boston College

## Contact:

**Boston College**  
**Enrollment: 14,698**  
**Private, Four Year Institution**

**Kimberly Timpf, M.Ed.**  
Assistant Dean for AOD Education  
*Published in 1996 Sourcebook*

## Objectives:

- To create an awareness of the incongruency between substance abuse and education of the whole person
- To promote individual talents and differences
- To address policy violations by promoting individual talents and differences

## Description:

The Life Skills Referral Program is a component of the Referral Procedures for Students Involved in Policy Violations related to drug or alcohol use. Students are referred either through the Office of the Dean for Student Development or the University Housing staff. The program is an individually based educational program in which students are assigned projects by the program coordinator and receive feedback and further guidance upon completion, if necessary.

A student who is involved in a drug- or alcohol-related policy violation may be referred to the Life Skills Referral Program. Upon receipt of a referral letter, a 15-minute individual session is scheduled

with the student, at which the program's coordinator, who is a graduate assistant, determines the amount of time, effort and supervision required for the student's assignment. Typically, the time needed to complete the activities and programs ranges from two to six hours.

There are three levels of involvement for referred students who are identified. Level One represents a minimal level of involvement/time. Activities include: sitting at an information table, developing an ad for the campus newspaper, preparing a flyer and getting it approved, reading selections of alcohol abuse literature and writing a two-page response paper, and viewing a video from the Office of Alcohol and Drug Education then writing a two-page reaction paper. Level Two represents a medium level of involvement/time. Activities include creating a theme-based bulletin board for a residence hall floor, developing a one-hour alcohol education program, attending two alcohol or other health-related programs in the residence hall and writing a paper for each of them, developing a list of alcohol support group meetings, and preparing a paper regarding services and activities in the community. Other activities at this level include interviewing a student in recovery and writing a paper after the interview, developing a list of campus support services, interviewing a

hall director on alcohol-related issues, and identifying areas of the campus that need improvement. Those activities needing a high level of involvement/time (Level Three) include attending a six-hour risk assessment program, participating on a committee of alcohol policy violators and developing an interactive educational program, writing a proposal for an alcohol-free bar on the campus, and working on a committee to develop alcohol-free programs and events for the residence halls.

Upon completion of the project, students schedule a 15-minute follow-up interview with the program coordinator and/or write a paper.

Positive feedback from students is received immediately upon completion of their projects. The students cite as the program's strengths the opportunity to work with someone in a one-to-one setting, the opportunity to address issues not specifically related to alcohol, the opportunity to be creative in the approach to problems and the value of being an active participant in the process. Another positive outcome of program participation is that many students have become actively involved in the campus prevention efforts.

Initial evaluation of this project reveals that there has been a decrease in repeat offenders.

Support and  
Intervention Services

# Mandated Program for Alcohol Policy Violators

New Mexico State University  
North Dakota State University  
University of North Dakota

## Contacts:

**New Mexico State University**  
Enrollment: 15,643  
Public, Four Year Institution

Scott Moore, M.A.  
Manager  
Student Judicial Affairs/Special Services  
*Published in 1996 Sourcebook*

**North Dakota State University**  
Enrollment: 9,665  
Public, Four Year Institution

Michelle M. Ritcher, M.A.  
Coordinator, Alcohol Education Program  
*Published in 1996 Sourcebook*

**University of North Dakota**  
Enrollment: 11,521  
Public, Four Year Institution

Karin L. Walton, M.A.  
Coordinator  
Substance Abuse Prevention Program  
*Published in 1996 Sourcebook*

## Objectives:

- To provide an educational sanction for students who violate the campus alcohol policy
- To assist students with self-assessment of their use of substances

## Description:

Education groups are established for students who have violated the campus alcohol policy. The group reduces future chances of the participating student's involvement in alcohol-related problems.

At the University of North Dakota, the "You Call the Shots" class combines information and group discussion to integrate alcohol

information with the student's personal use of alcohol. Incorporated in this program is an effort called Calculating Risks, a personal assessment that presents students with information about their drinking choices and helps them to determine whether they are low-risk or high-risk drinkers.

North Dakota State University's program also contains two parts: dissemination of information about the physiological and psychological effects of alcohol use and abuse and the utilization of psycho drama. In the psycho drama element, professional university actors perform 90-minute vignettes or role plays around the issues of alcohol and relationships, drinking and driving, social host liability, acquaintance rape and overall inhibitions when consuming alcohol. The psycho drama is used to convey the impact of alcohol-related issues in students' lives. Following each vignette, the facilitators lead a discussion focusing on participant reactions.

The approach at New Mexico State University is a positive incentive-based program, allowing those who attend to reduce the length of their disciplinary sanction by 50%. The three-hour educational program is interactive and discussion centered.

Implementation of these efforts is also varied. While North Dakota State University involves professional actors for part of

its session, other professionals in each program include a counselor, a residence hall director and a counseling intern. The University of North Dakota uses peer educators to facilitate the alcohol education class. At New Mexico State University, coordination of the program is a joint effort between the Judicial Affairs Office, the Housing Department, and the Counseling Center.

Results reported by the campuses appear positive. At New Mexico State University, reported alcohol violations appear to be down by over one-half. Further, recidivism rates of those who attend the program are lower than those who choose not to participate. At North Dakota State University, students involved in the program provide positive responses. Participants are asked to prepare a two-page paper that describes the incident that led to the violation of the campus alcohol policy and also provides comment on their experience with the alcohol education program. The program provides an opportunity for training of counseling interns to develop their facilitation skills. At the University of North Dakota, students appreciate receiving statistics to identify personal risks, factual information and not being talked down to. Their personal reaction papers illustrate what addressing their own low-risk and high-risk choices mean to them.

# Personal Education, Assistance, and Referral (PEAR) Program

University of Pittsburgh

## Contact:

University of Pittsburgh  
Enrollment: 27,000  
Public, Four Year Institution  
Shirley Haberman, Ph.D.  
Health Education Administrator  
*Published in 1997/98 Sourcebook*

## Objectives:

- To reduce problems related to drug and/or alcohol use on campus
- To identify students harmfully involved with drugs or alcohol and refer them to the university's network of support systems
- To promote uniform sanctions for drug/alcohol offenses

## Description:

Based theoretically in the Health Belief Model, the Personal Education, Assistance, and Referral (PEAR) Program attempts to reduce the barriers that keep students from seeking health-enhancing lifestyle behaviors. Students who violate campus policies regarding drugs or alcohol are referred to the PEAR Program as part of the sanctioning process. While some students refer themselves, the majority of referrals originate from the Residence Life staff, the judicial board, faculty, the Counseling Center, the Learning Skills Center, Campus Safety and Security, and local magistrates.

The four session PEAR Program includes three 90-minute small group educational sessions. An instructor's manual describes

the step-by-step process for the structured curriculum for each of the three educational sessions, including the evaluation instrumentation, handouts, and hard copies of each of the overheads. At the beginning of the first session, a confidential pre-test is administered to identify students' attitudes and experiences with drugs and alcohol; a student information form that addresses problem behaviors is also completed. The first session, "Alcohol and Alcohol Related Problems," discusses what brings participants to the PEAR Program, their current patterns of use, and their knowledge of alcohol as a substance. Other topics include college students as a high-risk group, the linkage between alcohol-related problems and quantity and frequency of drinking, tolerance and impairment, BAL (blood-alcohol level) information, second-hand alcohol abuse, avoidance of negative consequences, and high-risk alcohol choices. A mandatory homework assignment has students keeping a record of alcohol use: the dates, the amount of alcohol consumed, why and where it was consumed, money spent, and second-hand alcohol abuse experienced.

The second session, "Decisions About Alcohol Use and How to Help a Friend," emphasizes low-risk and high-risk choices about alcohol, the connection between alcohol abuse and negative consequences, warning signs of an alcohol problem,

campus resources, and how to help a friend with an alcohol problem. The mandatory homework assignment after this session repeats the assignment of the first week and adds tobacco and drugs.

"Drugs Other Than Alcohol," the third session, addresses myths about drugs of abuse, characteristics of marijuana, and the effects of several drugs. Also at this time, students complete the post-test and the evaluation. The fourth session is an individualized assessment which uses the student's classroom experience along with the student information form completed during the first class session; a referral may be given at this time.

The PEAR Program appears highly successful as it is widely recognized throughout the campus community and serves as a deliberate and comprehensive referral mechanism. The pre-test/post-test assessment tools measure knowledge and attitude changes. The feedback questionnaire completed at the end of the program provides students impressions of the PEAR Program. In addition, participants are contacted 3 to 6 months following completion of the program with a telephone survey to assess the impact of the program on their lifestyle choices and their attitudes regarding drug or alcohol use. The long-term outcome assessment examines recidivism, academic performance, and graduation rates.

Support and  
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# Student Assistance Program

Tufts University

## Contact:

Tufts University  
Enrollment: 8,089  
Private, Four Year Institution

Armand Mickune-Santos, M.A.  
Director  
Alcohol and Health Education  
*Published in 1997/98 Sourcebook*

## Objectives:

- To offer educational opportunities and support services
- To counteract the myth that most students abuse substances
- To promote a holistic approach to health and wellness

## Description:

The alcohol and health education program promotes a holistic approach to health and wellness by providing a comprehensive Student Assistance Program (SAP). The SAP offers individual counseling, support group services, professional assessments by licensed chemical dependency counselors, educational programs and workshops, peer education/leadership training, and substance-free housing. The focus of the SAP is upon prevention, although ongoing

intervention services are provided. This prevention strategy is chosen to address the larger needs of all students on campus. The educational opportunities and support services offered from a prevention perspective focus on dispelling the myths that “everyone at college drinks to get drunk” and “they are expected to do so.”

Peer educators and leaders provide educational outreach and support services. The “Just the Facts!” program is a social norms marketing campaign designed to promote positive attitudes and awareness to effect environmental change. This campaign concentrates on the norms of the population rather than the extremes. The “Ears for Peers” is a peer organization designed to help students cope with their problems, understand and express their emotions, and find possible solutions to concerns. The SADD, BACCHUS, and Tufts Sex Talks organizations promote alcohol abuse prevention with practical solutions to address drunk driving; major components include campus activities, community service, and the “Contract for Life.” Other activities of

the SAP include self-help groups (such as Alcoholics Anonymous and Narcotics Anonymous) and wilderness/experiential outdoor living skills opportunities (such as sea kayaking, rock climbing, and an ongoing yoga class).

Two courses for peer educators are offered on campus. “Peers for Positive Change: Leadership Skills and Health Education” deals with pertinent issues related to peer health education; students receive training on presentations and group facilitation skills. The “Peer Education Training: Gender Issues” course trains peer educators to lead small group discussions in residence halls on a variety of issues related to men and women, including roles, relationships, and violence in relationships.

Feedback from all parts of the campus community has been positive and inspiring; as a result people want to get involved with the program. Co-sponsorship of programs by other student groups and cultural centers on campus provides opportunities for collaboration and sharing of resources.

# Substance Abuse Education Seminar

Eastern Michigan University  
Utah State University

## Contacts:

Eastern Michigan University  
Enrollment: 23,777  
Public, Four Year Institution

Jane Goerge, M.A.  
Health Educator  
*Published in 1996 Sourcebook*

Utah State University  
Enrollment: 20,371  
Public, Four Year Institution

JoAnn R. Autry  
Director  
Office of Substance Abuse  
Prevention/Education  
*Published in 1996 Sourcebook*

## Objectives:

- To help participants understand the health risks of substance abuse, including physiological and psychological effects of drugs and alcohol
- To promote skills for low-risk decision making
- To encourage appropriate referral and treatment for alcohol problems

## Description:

Programs such as those highlighted in these two universities are established to provide information, skills and resources for students found to be in violation of the university's alcohol and drug policy. Rather than having a disciplinary action alone, these educational sessions are designed to help students address the consequences of their drug or alcohol use.

The Checkpoint program sponsored by Eastern Michigan University is offered for students who are in violation of the campus alcohol/drug policy. Referrals typically come from the Housing Department, Athletic Department and the Office of the Dean of Students. In addition, some students enroll for academic reasons, such as to prepare a speech or write a paper and other students participate to increase their ability to make low-risk decisions concerning alcohol or drugs. Other students are referred by the county court system.

Utah State University's initiative is one of 18 "teams" constituting the campus STOP (Students Taking Over Prevention) program. The Alcohol, Tobacco and Other Drug (ATOD) facilitators teach a class of judicially mandated students or other students.

The class facilitators are students who have received education and training to share information regarding the use and abuse of substances, the physiology of addiction, the legal aspects of substance use/abuse and related issues. The facilitators, who have made a two-quarter commitment, provide basic information to help participants assess their use of substances (STOP program).

The length of classes at the two institutions ranges from 17 hours at Utah State University to six hours (three two-hour sessions) at Eastern Michigan University.

In each case the style of the class is interactive. Contents of the programs are similar and include psychological and physiological effects of drugs and alcohol, discussion of the risks and consequences of impaired driving, development of skills for low-risk decision making, identification of resources on and off the campus, legal issues, family background, refusal skills, the zero-one-three process, addiction, and negative consequences of substance abuse.

Each of the programs has expectations for involvement. At Utah State University, participants sign a contract and agree to abide by the guidelines and rules of the program which include attending all sessions, being on time, participating fully, keeping discussions confidential, following up on recommendations, maintaining freedom from substances, and writing assignments. The Checkpoint program at Eastern Michigan University also requires full class attendance; in addition, participants must obtain a score of at least 70% on a written knowledge evaluation administered at the end of the course, complete an anonymous program evaluation, and participate in an exit interview with the Checkpoint facilitator. This exit interview allows the program facilitators to address the participants' thoughts about the program, to discuss referral options and to answer questions regarding the knowledge evaluation.

Support and  
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# Support for the Recovering Chemically Dependent Student

Brown University

## Contact:

**Brown University**  
Enrollment: 7,641  
Private, Four Year Institution

Bruce E. Donovan, Ph.D.  
Associate Dean of the College  
*Published in 1997/98 Sourcebook*

## Objectives:

- To support the recovering chemically dependent student
- To assist students who have a significant past history of drug and alcohol use
- To foster effective functioning of students in the academic setting
- To promote mutual help among participants

## Description:

In an effort to provide the resources necessary for students to succeed at the university, a variety of support services were instituted. Specific elements of the support services include a policy on chemical dependency, counseling, 12-step meetings, an early sobriety group, a bi-monthly lunch, and policy accommodations.

The policy for chemically dependent students is based on the premise that these students are expected to meet the same standards as other students; however, they may require some adjustments in the procedures used to meet the standards (e.g., lighter than usual course load; support

for extensions). The policy indicates that those students who believe that their academic progress has been negatively affected by chemical dependency should consult with the Associate Dean for Problems of Chemical Dependency. With substantiation of a record of chemical dependence and assurance that treatment has been and will continue to be received, and with the support of the Associate Dean, a student may petition The Committee on Academic Standing for an academic program adjustment. A requirement of involvement in the academic adjustment process is that the student accept a diagnosis of addiction and maintain recovery through continuing treatment.

Although the policy is not widely advertised, it is described to a variety of professional offices as well as to student peer Resident Counselors during their training activities. The policy's existence is made known discreetly to those who are most likely to benefit from its provision, including undergraduates who are already in recovery and those who may soon be in recovery.

One-on-one counseling is provided by the Associate Dean for Problems of Chemical Dependency. In the first phase, informal assessment and referral are provided, assuring that the students receive

appropriate treatment as well as information about the opportunity for support on campus. Follow-up appointments are made as needed. The second phase begins as soon as the student becomes abstinent. This phase includes academic support, counseling, and participation in various campus support services.

Twelve-step meetings (Alcoholics Anonymous, Narcotics Anonymous, Al-Anon, Nar-Anon) meet weekly in settings on or near campus. The early sobriety group (ESOB) meets weekly with undergraduate and graduate students of all ages, and the ESOB supplements other forms of therapy and AA/NA meetings.

The Lunch Bunch meets four to five times each year and is open to all members of the campus community who are in recovery from alcohol/drug dependency. The group provides a natural network of support among members of the campus community and an opportunity to practice social skills.

Evidence of success of the support services is provided primarily by the continuing involvement of participants in the variety of services. In addition, students identified initially as at high risk for dismissal have a good college completion record.

# Wellness-Based Prevention and Intervention Program

University of Buffalo

## Contact:

University of Buffalo  
Enrollment: 24,493  
Public, Four Year Institution

Sarah Bihl, M.B.A., M.S.  
Director  
Student Health System  
*Published in 1997/98 Sourcebook*

## Objectives:

- To engage professionals and peers in building a healthier community through cross-referrals of students in need, and through the modeling of empathic listening
- To build student assets and resiliency skills
- To decrease the perceived attraction to students of harmful and risky behaviors
- To target at-risk students in need of education and referral

## Description:

The goal of the program is to foster an environment in which personal growth, healthy choices, and positive community values are encouraged. These changes are accomplished by enlisting the support of a key group of service professionals and students committed to a shared investment in this goal.

The development of the program is based on three principles: (1) The cooperative action of many service units working in support of student development will achieve a greater total effect than will the individual accomplishments of any one unit. (2) The strength of positive

environmental support will serve to aid community growth and development, while directing students toward more informed choices. (3) The engagement of peer advocates in the work of these preventive programs and services makes it more feasible for a student in trouble to take the initial steps toward seeking help. A safety net is formed for students at risk whenever two or more of these units come together for intervention purposes.

The program provides an opportunity for students to develop skills and assets such as leadership, critical thinking, community service, resiliency, and high-level wellness. The Living Well Center's POWER Advocate Program (Peers Offering Wellness Education and Resources) is a leading model for this initiative. It encourages asset building so that individuals will have their own internal resources upon which to draw, instead of relying on group decisions or alcohol/drugs as coping mechanisms. Beyond education, the program offers models of how substance-free individuals achieve their success, thus assisting the student to realize healthy alternatives.

Students who violate the campus drug and alcohol policy are required to attend the Student Educational Program for Alcohol and Drugs (SEPAD). This is held in two hour sessions on consecutive Saturday mornings. Taught by professionals in the addiction field, the sessions include interactive discussions and challenging videos geared towards the college audience. Perceptions

about what constitutes an alcoholic or addict are discussed to point out the impact of stereotypes upon personal views and to reinforce unforeseen risks. Participants are reminded of the importance of gathering the resources they need to set out on their chosen career paths. Similarly, students are encouraged to share their reasons for excessive use in an attempt to identify and change their value system to one of greater self-respect. An empowering approach is utilized that contributes to asset development and increased personal control. Finally, students in the program have an opportunity for a personal exchange with a facilitator of the group for additional support.

The program represents a comprehensive system of environmental support and enhancement, and evaluations are conducted by periodically reassessing campus needs through qualitative and quantitative reviews of each program. For example, the pre and post data collected from the SEPAD program revealed that a significant number of participants reflected upon what they had learned when making subsequent decisions about whether or not to use alcohol or drugs. Similarly, significant differences existed in how participants viewed themselves before and after the education in terms of their perception of their problem with alcohol or drugs. The entire package of survey materials and complete results is available upon request.

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