

TARGETED AUDIENCES

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

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

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

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

0-1-3 Card Campaign

Oakland University

Contact:

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

Brenda Hartman
Staff Psychologist
Substance Abuse Coordinator

Objectives:

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

Description:

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

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

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

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

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

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

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

Academic Life Emergency Response Team

Lynn University

Contact:

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

Bretta Kennedy
Director of Counseling

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Achieving Community Tolerance

Winthrop University

Contact:

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

Renee Agner
Assistant Director of Residence Life

Objectives:

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

Description:

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

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

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

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

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

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

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

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

Acute Alcohol Intoxication Training

University of South Dakota

Contacts:

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

Roy Kammer
Prevention Specialist

Matt Stricherz
Director, Student Counseling Center

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Alcohol 101 Programming for Student Athletes

University of Illinois at Chicago

Contact:

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

Kristen Stults, M.P.H.
Health Educator

Objectives:

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

Description:

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

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

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

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

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

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

Alcohol Education Mini Fairs

University of California – Irvine

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Alcohol-Free Activity Grants

Sussex County Community College

Contact:

Sussex County Community College
Enrollment: 2,341
Public, Two-Year Institution
Heidi Gregg, M.A.
Student Activities Coordinator

Objectives:

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

Description:

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

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

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

available for this group to share with their children.

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

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

Alcohol Road

Occidental College

Contact:

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

Karen E. Boss
Program Coordinator, Student Activities

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

ANGLE Greek Peer Educators

University of Arizona

Contact:

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

Robert Gordon
Coordinator for Greek Life Programs

Objectives:

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

Description:

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

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

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

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

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

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

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

Annual Alcohol Awareness Talent Show

Norfolk State University

Contact:

Norfolk State University

Enrollment: 6,987

Public, Four-Year Institution

Lori M. Hobson, M.S. Ed.

Coordinator, Substance Abuse Services

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Athletes for Sexual Responsibility

University of Maine

Contacts:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Athletics Promotes Positive Role Models

Kutztown University

Contact:

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

Wayne Fletcher
Prevention and Chemical Education
Coordinator

Objectives:

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

Description:

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

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

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

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

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

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

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

Targeted Audiences

Big Playground

Bowling Green State University

Contact:

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

Barbara Hoffman, MSN
Interim Health Promotion Coordinator

Objectives:

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

Description:

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

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

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

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

number of in-kind resources and donations are provided.

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

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

Booze Café

Florida International University

Contact:

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

Mariela V. Gabaroni
Senior Health Educator

Objectives:

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

Description:

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

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

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

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

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

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

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

Targeted Audiences

CheckPoint

Oswego State University

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

then the student is assigned to the appropriate option.

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

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

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

Choices and Voices

University of Wisconsin –
Whitewater

Contact:

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

Lynn Mucha
EAP/SAP Coordinator

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

Choices Program

Southern Methodist University

Contact:

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

Monica Turley
Assistant Director
Center for Alcohol and Drug Abuse
Prevention

Objectives:

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

Description:

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

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

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

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

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

Coffee House

University of Virginia

Contact:

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

Suzanne Noel-Harman
Area Coordinator, Alderman Residences

Objectives:

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

Description:

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

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

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

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

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

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

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

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

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

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

Targeted Audiences

Community Health Course

University of California –
Santa Barbara

Contact:

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

Objectives:

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

Description:

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

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

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

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

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

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

Discussing Our Choices

University at Albany,
State University of New York

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Flashing Your Brights

Nebraska Wesleyan University

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

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

Freshmen Early Intervention

University of Missouri – Columbia

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

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

Targeted Audiences

Freshmen Social Norming Strategies

University of Missouri – Columbia

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

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

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

Greek Peer Educator Program

University of Maine

Contact:

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

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

Objectives:

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

Description:

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

as well as assumptions about dating and relationships.

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

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

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

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

Targeted Audiences

Greek Risk Management Workshop

University of Texas at Austin

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

Happy 21st Birthday Card

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

Contacts:

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

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

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

Enrollment: 6,991
Public, Four-Year Institution

Robyn P. Forster
Substance Abuse Prevention/Education
Coordinator

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Harm Reduction for Alcohol-Related Problems

Saint Leo University

Contact:

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

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

Objectives:

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

Description:

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

driving while intoxicated, and regrets regarding behavior while intoxicated.

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

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

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

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

“Know Your Numbers” Social Marketing Campaign

University of Puget Sound

Contact:

University of Puget Sound
Enrollment: 2,830
Private, Four-Year Institution

Charee Boulter, Ph.D.
Substance Abuse Prevention Program
Coordinator

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

Late Night at McLane

Alfred University

Contacts:

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

Jennifer George
Coordinator, Alcohol and Other Drug
Education Program

Ken Hassler
Director of Intramurals

Objectives:

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

Description:

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

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

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

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

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

“Most of Us” Social Marketing Campaign

James Madison University

Contact:

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

Susan Bruce
Assistant Director for Health Promotion

Objectives:

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

Description:

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

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

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

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

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

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

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

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

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

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

Targeted Audiences

National Alcohol Screening Day

East Tennessee State University

Contact:

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

Dr. Gary Petiprin
Director, Counseling Center

Objectives:

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

Description:

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

interesting event with various incentives for participation.

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

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

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

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

Normative Assessment Survey for First-Year Students

Fairfield University

Contact:

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

Objectives:

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

Description:

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

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

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

Targeted Audiences

“NOT HERE” Spring Weekend

Bryant College

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

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

Off-Campus Party Approvals

Southern Connecticut State University

Contact:

Southern Connecticut State University

Enrollment: 11,551

Public, Four-Year Institution

David A. Pedersen

Vice President for Student and University Affairs

Objectives:

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

Description:

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

the solution of supervising recognized organizations was identified.

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

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

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

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

Targeted Audiences

Party Planning

Alfred University
Fairfield University

Contacts:

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

Jennifer George
Coordinator, Alcohol and Other Drug
Education Program

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

Nancy Maitland
Assistant to the Dean of Students

Objectives:

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

Description:

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

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

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

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

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

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

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

Party Smart

George Mason University

Contact:

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Peer-Based Alcohol Misperception Program

Bowling Green State University

Contact:

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

Terry L. Rentner, Ph.D.
Assistant Professor

Objectives:

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

Description:

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

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

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

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

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

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

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

Peer Mentors International House

San Francisco State University

Contact:

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

Michael Ritter
Coordinator, Prevention Education
Programs

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

Points System

Fairfield University

Contact:

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

Objectives:

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

Description:

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

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

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

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

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

Project 0-1-3

University of Michigan – Flint

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Right Spirit

United States Naval Academy

Contact:

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

LTJG Jay Tolley
Alcohol and Drug Education Officer

Objectives:

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

Description:

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

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

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

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

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

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

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

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

RU SURE? Bingo

Rutgers University

Contacts:

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

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

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

Objectives:

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

Description:

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

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

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

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

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

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

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

Targeted Audiences

Services for Students in Recovery

New York University

Contacts:

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

Jane Bowman
Manager

Aurora Leute Matzkin, M.A.
Coordinator

Objectives:

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

Description:

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

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

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

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

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

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

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

Shrinkrap

Portland State University

Contacts:

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

Susan Platt Captein
Coordinator, Alcohol & Drug Awareness
Program

Tim Hagge
Outreach Coordinator

Objectives:

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

Description:

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

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

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

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

Targeted Audiences

Six-Pack Project

Radford University

Contact:

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

Objectives:

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

Description:

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

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

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

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

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

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

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

Small Group Norms – Challenging Intervention

Washington State University

Contacts:

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

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

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

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

Sobering Stories

Joliet Junior College

Contact:

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

Pamela A. Dilday
Coordinator of Student Activities
and Holistic Wellness

Objectives:

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

Description:

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

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

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

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

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

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

Stinger's Coffee and Such

Lynchburg College

Contacts:

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

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

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

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

Student Athletes Taking Active Responsible Roles

University of Arizona

Contact:

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

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

Objectives:

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

Description:

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

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

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

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

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

Student Success Program

Mercy College of Northwest Ohio

Contact:

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

James L. Harter
Dean of Student Affairs

Objectives:

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

Description:

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

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

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

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

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

Targeted Audiences

Substance Abuse Prevention, Education, and Enforcement

University of Central Florida

Contact:

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

Sergeant Gerald Emert
Program Manager
University Police Department

Objectives:

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

Description:

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

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

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

The University judicial officer refers individuals to a mandatory SAPEE educational

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

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

Tailgatin' with the Tigers

Clemson University

Contact:

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

Parvin Lewis
Director of Health Education

Objectives:

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

Description:

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

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

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

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

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

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

Targeted Audiences

WVUp All Night

West Virginia University

Contact:

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

Mary L. Collins
Special Assistant to the Vice President

Objectives:

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

Description:

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

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

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

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

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