

TECHNOLOGY

Technology is used to promote a higher level of interaction and involvement with students than is found otherwise. Often these approaches can result in self-directed learning efforts as well as private, confidential learning processes. Students are able to engage in learning and reflection activities in accordance with their own schedules and interests.

A range of technological approaches are found with different types of programs. These range from an interactive CD-ROM program, Web sites, Fatal Vision goggles, a slide show with music, and videotapes. While not incorporating the full scope of technology available to colleges and universities, technology-based approaches use a wide variety of the elements of a comprehensive campus-based effort.

Orientation activities which include both students and parents, judicial sanctions, general educational approaches, and programming initiatives illustrate technology approaches. The ability to customize content to fit a specific campus is seen as a helpful feature, as is the

ability for individuals to learn while maintaining some anonymity. This is found with requests for information or assistance using e-mail, particularly with the use of alias names. Parents, in particular, find the technological approaches helpful and demonstrate their appreciation of the breadth of information made available to students and themselves about campus policies, services, information and related resources.

The leadership role often expected of colleges and universities is evidenced within the technological approaches, as some communities and local schools increase their use of this type of resource assistance with their own local efforts. While evaluation for this series of approaches is limited, the overall reaction by students and administrators is that this is an emerging area for development and implementation; based on the limitations currently found in number, range and diversity of approaches using technology, many opportunities for growth now exist.

Alcohol 101® CD-ROM

Central Missouri State University
Seton Hill College
Virginia Wesleyan College

Contacts:

Central Missouri State University
Enrollment: 10,894
Public, Four-Year Institution

Jesus R. Castro
Assistant Vice President for Student Affairs

Seton Hill College
Enrollment: 830
Private, Four-Year Institution

Dr. Robin E. Illsley
Director of Residence Life

Virginia Wesleyan College
Enrollment: 1,409
Private, Four-Year Institution

Bill Brown, M.S.W.
Director, Student Counseling Services

Objectives:

- To provide information on the dangers of alcohol abuse
- To encourage students to understand the importance of responsible decisions about alcohol use
- To engage students in a constructive learning process

Description:

The Alcohol 101® CD-ROM is an interactive computerized alcohol education program prepared by the University of Illinois at Urbana-Champaign in collaboration with The Century Council. It includes a range of information, vignettes, facts, and interactive activities for its users. The program focuses on making responsible decisions about alcohol. Vignettes on alcohol situations, including alcohol overdose,

date rape, drunk driving and other situations, are presented. Students can enter information about themselves, including weight and height, and go to a virtual bar and see what happens to them and their friends during an evening of alcohol consumption. Students are then presented with a range of vignettes about drinking and asked to make decisions.

At Central Missouri State University, the Alcohol® 101 CD ROM is used with a range of targeted students. Greek students were initially targeted followed by first year students living in the residence halls, students involved in athletics, and new members joining Greek organizations. Over 1,300 students have attended the presentations that include volunteers from the student affairs office as discussion facilitators.

At Virginia Wesleyan College, the Alcohol 101® CD ROM program is used with students who are referred to the Student Counseling Services through the arbitration process because of alcohol-related infractions. These students are mandated to complete the Alcohol 101® interactive program, which is presented in a group format in a specially equipped classroom or individually loaded onto the student's personal computer. On completion of the program, follow-up counseling with staff is available for motivated students.

The college staff began using Alcohol 101® because many students were not motivated to engage in counseling following their arbitration process for drinking behavior. The staff believes that engagement through an interactive format will result in a greater number of students making use of counseling after they have completed the mandated portion. Plans are to have the Alcohol 101® CD-ROM program available for use in academic classes as well as to athletic groups, Greek organizations, and other "at-risk" populations. The overall aim is to increase the number of students having access to the information necessary to make responsible decisions about alcohol.

Seton Hill College uses the program for both educational purposes for residence life staff and as a part of the disciplinary sanction for student offenders.

Reactions to the Alcohol 101® CD-ROM are positive. Some concerns are cited when it is a mandated sanction in a disciplinary case, but overall discussions concerning the Alcohol 101® CD-ROM demonstrate that it is viewed as a positive approach with beneficial results. Students like the fact that the program is not lecture-based but rather is interactive.

Fatal Vision Goggles

Mount Wachusett
Community College

Contact:

Mount Wachusett Community
College

Enrollment: 3,413

Public, Two-Year Institution

Ann McDonald

Associate Dean of Students & Enrollment
Services

Objectives:

- To influence the decision-making process regarding alcohol and driving
- To understand the importance of responsible party hosting with alcohol-free beverages
- To understand individual responsibility in monitoring and preventing others from driving while intoxicated

Description:

As part of a program entitled "Raising Spirits - Halloween Party," the college offers two alcohol education programs prior to a traditional party season for students. Fatal Vision Goggles are used to demonstrate the ways that an individual's vision is impaired by alcohol consumption. Through use of these goggles, the effects of alcohol on an individual are simulated.

Attendees at the program participate in a "Walk the Line" exercise, which emphasizes the consequences of impairment as well as

encourages participants to consider more responsible decisions regarding alcohol use. During the 2-hour period, a "Walk the Line" program engages students who participated in the test. The goggles are also used with students who participate in modified roadside sobriety tests. In addition, videotapes that were purchased with the goggles are played to describe the injuries and costs associated with drunk and impaired driving.

During the "Walk the Line" program, a party table is set up where participants can sample alcohol-free cocktails and snacks as well as obtain recipes for their use at home.

Because the institution has a large commuter student population, students frequently host or attend parties in other apartments or homes. On occasion, parties have resulted in students driving while intoxicated, which led to tragic accidents and injuries. Thus, it was deemed necessary to promote the dangers associated with drinking and driving, as well as the importance of responsible hosting of social events.

The most significant aspect of preparing this program is the student leadership

involvement. The Student Senate provides funding for the program while the Student Senators participate and encourage others to attend. They initiated the "Walking the Line" activities with the fatal vision goggles and help host the alcohol-free drinks and food at an adjacent table.

Students and staff report their surprise at the level of impairment simulated with the goggles at the varying levels of alcohol consumption. Numerous one-on-one conversations with students are reported between students and staff members. Many students share their personal experiences about having driven while intoxicated or having friends leave parties under the influence of alcohol. Active discussion ensues regarding offering alcohol-free alternatives to friends at parties, assigning designated drivers, and providing other alcohol-free alternatives.

As an outcome of this program, the campus security office receives requests from local cities and towns to provide similar community or high school events. The program is being considered for replication with community groups and in shopping malls, particularly prior to holiday seasons.

Technology

Orientation Program for Students and Parents

Loyola Marymount University

Contact:

Loyola Marymount University
Enrollment: 7,305
Private, Four-Year Institution
Debora Wilson, R.N., M.P.H.
Director, Student Health Services

Objectives:

- To decrease alcohol-related problems and heavy drinking by incoming first-year students
- To promote positive norms on campus
- To engage parents of first year students as partners in the adaptation of students to campus
- To foster discussion between parents of first year students and their parents about alcohol decisions and positive norms

Description:

Students preparing to enroll at the University attend a two-day orientation session. Early in the orientation program, students complete a short, adapted version

of the Core Alcohol and Drug Survey. Data collected through this process is immediately analyzed and organized into a PowerPoint presentation that is given to students the same afternoon. At this time, data emphasizing the positive norms that students bring to campus is presented, as well as a segment from the Alcohol 101® CD-ROM, illustrating the choices and opportunities for responsible decision-making.

Students are provided an overview of their rights, such as "You have the right not to be insulted by intoxicated individuals." They are also given information regarding the signs of alcohol poisoning. The presentation incorporates a musical slide show with 100 pictures depicting university students engaging in a variety of alcohol-free activities. This answers the question "what do LMU students do besides drink?" and demonstrates alternatives to alcohol use.

An adaptation of this same content is presented for parents of first year students. The purpose is to prevent alcohol problems by engaging parents in partnership with the University. The session includes offering the brochure prepared by The Century Council entitled, "Parents, You Aren't Done Yet."

Many current trends in the prevention of alcohol problems are incorporated: positive norming, skill building, and information collection from incoming students. This unique blend is viewed as a helpful approach as feedback about the program was quite favorable from both students and parents. Further, the suggestion has been made to increase attention to the parent program in future years.

Responsible Choices Seminar

Kenyon College

Contact:

Kenyon College
Enrollment: 1,574
Private, Four-Year Institution
Doug Bazuin, M.A.
Area Coordinator for Upperclass Students

Objectives:

- To educate first offenders regarding the campus alcohol policy
- To reduce the likelihood that first offenders will have subsequent alcohol offenses
- To promote personal understanding of alcohol issues

Description:

Responsible Choices is part of the college's on-going commitment to educating students about alcohol and its effects; the program blends individualized administrative hearings, an internet Web site review, and group discussion.

When a student is found guilty of violating the college's alcohol policy for the first time, they are given an assignment at an administrative hearing. The assignment

includes attending a required seminar discussion and accessing a Web site prior to attending the seminar. When the student accesses the designated Web site, they are provided with general educational questions and information about alcohol and the college's alcohol policy. Students are also given numerous links to a range of other sites on the Web that discuss alcohol issues. The student is to review at least two of the eight listed sites, print materials from these sites, and bring the materials to the scheduled group seminar.

The group sessions are conducted every two weeks with between 5 and 12 students participating. The emphasis of this session is a discussion about alcohol and the student's behavior and responsibility; it is not a time to complain about how their situations were handled. The discussion focuses on the positive outcomes of responsible choices about alcohol. The group shares the information they found as a result of their Web research; each

student has approximately 5 minutes to present information gathered from the Web.

The seminar continues with group facilitators processing the information. The discussion concludes with a review of the college's environment and ways in which each person can help to improve it.

The success of this program is described by the positive comments received from student participants. They appreciate the opportunity to share their thoughts and ideas and also to prepare their own research before attending the seminar; a sense of ownership of the program is felt.

Preparation of this program was relatively easy; it took approximately an hour to design the Web site and set up the system and several hours to research several Web sites for links.

Technology

Videotape for Student Audiences

Colorado State University

Contact:

Colorado State University
Enrollment: 22,782
Public, Four-Year Institution

Pam McCracken
Director, Center for Drug and Alcohol Education

Objectives:

- To correct misperceptions of campus alcohol use
- To promote messages of moderation and responsible decisions
- To provide students who choose to not use alcohol with reasons for maintaining that decision

Description:

Within the context of the University's comprehensive program, a wide range of services and new efforts are offered. Based on the themes of prevention, intervention, and harm reduction, the new activities and approaches are offered to the campus as part of a community collaboration. The program's foundation is that alcohol awareness is truly effective only when a variety of learning styles and approaches are incorporated.

Several years ago, the Center for Drug and Alcohol Education produced a video titled "To Drink or Not to Drink" examining reasons

why students would choose not to drink. After receiving feedback from other colleges and students that the video was "outdated," "preachy," and "unrealistic for the college population," a new video was produced.

Within this context, a video was produced titled "A Straight Shot ... A Real Look at College Drinking." The video was designed to reach freshmen during first year courses, and as a tool to generate discussion about college drinking with the general student population.

Students were recruited to participate in focus groups to generate feedback on how to best present a realistic view of college drinking in a video. Groups were asked to compare the "To Drink or Not to Drink" video and another nationally produced video on college drinking in order to learn how to best present the message that the Center was trying to get across. The groups were made up of freshmen, Residence Advisors, hall directors, and students from other organizations across campus. Students advised staff not to use scare tactics and footage of situations such as drinking and driving fatalities. They commented that although footage of these situations could exemplify negative

consequences of alcohol use, unless that happened to someone the students knew on their own college campus, it was hard to relate to. In addition, students asked staff to put students in the video who could openly discuss their perspectives around drinking, who were "real" and could speak from real life experiences, and to "find students that represented the feel of a college campus."

Fifteen students were recruited to be interviewed and filmed for the new video. They represented a wide range of alcohol use by students on college campuses. Students volunteered either through reading an ad in the campus newspaper, through word of mouth, by reading flyers posted at the student center or health center, and by Residence Advisors. Interviews with students lasted a minimum of one hour in a casual, informal environment off campus at local bars and restaurants.

A local video company was recruited to do the filming, editing, and musical score. The project took nearly a year to complete. The cost for the production, including the music score, was less than \$7,000. Funds were generated through the services offered at the Center for Drug and Alcohol Education, and through other financial sources.

Web Pages

San Francisco State University
The Catholic University of America
University of Massachusetts –
Boston

Contacts:

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

Michael Ritter
Coordinator, Prevention Education
Programs

The Catholic University of America
Enrollment: 5,597
Private, Four-Year Institution

Kelly L. DeSenti, M.S.
Assistant Dean of Students
Director of Wellness Programs

University of Massachusetts –
Boston

Enrollment: 12,923
Public, Four-Year Institution

Linda J. Jorgensen
Coordinator

Objectives:

- To facilitate better communication with students
- To provide accurate information on alcohol and related issues and resources to students
- To access materials in an easy and private manner

Description:

Three universities have developed Web sites and Web pages with a specific focus on providing information and resources to students, faculty and staff. Each of these models has modest differences that address the uniqueness of the particular student populations.

The Catholic University of America's Web page provides specific information on its Web site on the following topics: alcohol

facts, effects on behavior, risks, and how to help yourself and others. Students have the opportunity to e-mail the office under an alias if they need assistance or have questions they do not wish to communicate. An additional benefit is that parents can access the Web to identify resources that could be helpful to their sons or daughters.

At the University of Massachusetts – Boston, the Web site includes program information for students, faculty and staff, including a description of programs and services as well as relevant links. Information is provided about alcohol, family issues and related resources. The site also contains information about the campus P.R.I.D.E. program, as well as prevention and treatment resources.

San Francisco State Peer Educators have created an interactive Web site called WEB PEERS. The site includes information about alcohol and drugs, HIV/STD prevention, club drugs, dating, and links to other prevention and health related sites both on and off campus. Students can send in questions, anonymously, which are answered by the Peer Educators with backup from professionals in Counseling and Psychological Services' Prevention Education Programs and the Student Health Services. The WEB PEERS is linked to other campus prevention Web sites and is included in many campus resource guides.

The interactive Web site was implemented following a series of student-led focus groups. The focus groups revealed that

some segments of the student population were not being served by the Peer Education Booth. For some students, cultural or religious backgrounds, and fear that members of their community might see them, led them to be hesitant about using the more public resource.

Costs for managing all three of these sites are relatively minimal. They were established with ready-to-use software programs. Also, Web time and computer time are provided by the institutions. At San Francisco State University, the costs are minimal and restricted to advertising flyers and a small stipend for a student Web technician.

Advertising of these sites is done through a range of approaches. At the University of Massachusetts – Boston, all campus mailings, targeted mailings to student groups, signs on buses, and posters around campus promote use of the Web site. Information about the program is also included in other University publications. At San Francisco State University, the Web site is included in all relevant resource materials and a bookmark with a Web address is distributed widely to students.

Results appear quite supportive. Students have e-mailed concerns for others and inquiries for themselves regarding resources on personal alcohol issues, while parents have commented on their appreciation for the accessible information.

