

TRAINING

Training emphasizes a variety of skills for students, faculty, staff and campus leaders. Individuals learn how to deal with intoxicated students and to intervene with students when it is believed they have a problem with the use of alcohol. Issues of alcohol's relationship to violence, athletics, acquaintance rape and other related problem situations are covered in training programs designed to address alcohol abuse on campus.

Another type of training is designed for those who serve alcohol. This training often includes information on how to verify a student's age vis-à-vis the legal minimum age for purchasing alcohol, and how to determine if a student is already intoxicated so that, in keeping with the law, he/she is not served more alcohol. Related training includes tips on how to withhold alcohol tactfully from both underage and intoxicated individuals, signs of acute alcohol intoxication, identifying contributing factors, and emergency procedures. In addition to these, training content may include leadership skills, program planning, peer education, and workshop presentation skills.

Other training prepares students to serve in a peer-to-peer approach, as counselors, advisors, presenters or resources. Peer educators may implement workshops on a variety of issues, or they may conduct segments of academic courses. Through this type of training the trainers, individuals may conduct workshops or training with campus organizations (with peers or other student groups) or community groups (such as elementary or high school groups).

Training can be offered to targeted student populations based on the specialized needs of these groups. General alcohol skills training may also be conducted for numerous specialized groups, including residence hall students, users of the health center, fraternity and sorority members, athletes and those who violate campus policies. Certification of completion of the training is a supplementary option.

Training is also designed for faculty and staff members. This training might include identification of problem-drinking behavior or intoxication, skills for intervention and referral, and awareness of appropriate resources on campus. Faculty and staff are also trained in methods to increase students' awareness of alcohol-related issues. Residence life staff and students serve as important groups to receive specialized training.

Professionals report the importance of keeping training activities focused and realistic and conducting training in brief segments. They emphasize the need to incorporate current and accurate data into the training syllabus. In addition, student involvement in the planning and implementation of training, as well as in serving as recipients of some of the training, is emphasized. Finally, these individuals cite the importance of following up with individuals who have been trained.

Acute Alcohol Intoxication Assessment Certification Program

University of Connecticut

Contact:

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

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

Objectives:

- To minimize harm, injury, or death because of acute alcohol intoxication
- To minimize repeated alcohol intoxication occurrences

Description:

The Acute Alcohol Intoxication Assessment (AAI) Certification Program is a training program developed by blending the PARTY Time Hours component of the HEART Program with Rice University's Guidelines

for Dealing with an Intoxicated Person Program. The program is available as a disciplinary referral option as well as for students or student groups who are interested in becoming certified.

The training incorporates interactive sessions within an overall content curriculum. Participants are involved in demonstrations and exercises, view a video, and discuss information provided by the training team of undergraduate interns. Content includes defining acute alcohol intoxication, identifying contributing factors, signs and symptoms of acute alcohol intoxication, information on dealing with intoxicated students, and a handout on ambulance charges. Students complete a 30-item true/false test at the end of the training. If they pass the test, they are HEART certified

in AAI and are cleared to complete community service hours by working PARTY Time Hour night shifts at the Student Health Services. The training is offered eight times each semester, and additional training is presented to clubs and campus living units upon request.

Indication of the success of this program comes primarily from the positive reactions of the students who participate and the groups requesting the training. Also, the night nurses at the Student Health Services appreciate the assistance of the students who are completing these community service hours. In the one year that the training has been offered, almost 400 students have become certified.

Alcohol Skills Training Program

University of Washington

Training

Contacts:

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

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

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

Objectives:

- To reduce alcohol consumption and alcohol-related problems
- To teach skills and facilitate motivation in moderating alcohol use

Description:

In collaboration with the Addictive Behaviors Research Center, the University of Washington has adopted and implemented the Alcohol Skills Training Program (ASTP) in a number of different settings. This program is comprised of eight specific elements and three modalities that have been investigated by the faculty and staff.

The ASTP directly applies many of the central principles of relapse prevention to primary and secondary prevention. The strategies included are:

- (1) Identify high-risk drinking situations (whereby an individual identifies specific circumstances that correspond with heavy-drinking occasions).
- (2) Provide accurate information about alcohol (including short-term negative consequences, blood alcohol level, metabolism, tolerance, gender differences and drinking norms).

- (3) Identify personal risk factors (these may contribute to the risk of developing alcohol-related problems and include factors such as family history, history of behavioral problems or heavy drinking).
- (4) Challenge the myths and positive alcohol expectancies (students examine their beliefs about what they expect to feel or experience as a result of drinking).
- (5) Establish appropriate and safer drinking goals (moderation goals are encouraged for persons choosing to drink, so that alcohol-related problems and intoxication can be avoided).
- (6) Manage high-risk drinking situations (specific strategies are designed to maintain safer drinking goals and practiced with role play and homework activities).
- (7) Learn from mistakes (this acknowledges that mistakes often occur when trying to change an old behavior).
- (8) Attain lifestyle balance (participants are encouraged to establish and maintain a stable lifestyle by balancing what they have to do with what they want to do; they are encouraged to replace rigid patterns with "positive addictions").

Three modalities are used: the Student Correspondence Course manual (a self-guided instructional manual); an Alcohol Skills Training Course (a six- to eight-week course with presentations and discussion); and the Brief Alcohol Strategies and Intervention for College Students (BASICS) (the briefest and potentially the most cost-effective method). BASICS is administered

by a psychologist and consists of two 45-minute sessions, one assesses a student's drinking pattern and attitudes and the other provides the student with feedback about personal risk factors.

The ASTP is offered in four settings throughout the campus. First, the residence hall alcohol educator is a half-time live-in professional who provides ASTP within the context of the residence hall and addresses issues of concern to the residents and staff. Students who violate the residence hall policy are required to participate in a two-session ASTP group.

The second area is the Multimedia Assessment of Student Health. First users of the health center interact with a multimedia computer that assesses their drinking habits and screens for high-quantity, episodic drinking.

Third is Project Dionysus, an initiative with the fraternities and sororities. ASTP groups, provided for Greek houses upon request, are tailored and presented either to the entire membership or to the pledge class.

The fourth aspect is the program for student athletes, which is conducted in conjunction with the intercollegiate athletics department. ASTP is provided to student athletes periodically throughout the academic year.

Scientific studies of ASTP have found that, on average, participants who receive one of the three modalities report reductions in drinking and alcohol-related problems in comparison to control conditions at one year and two year follow-up times.

Faculty Training

University of Cincinnati
University of Utah

Contacts:

University of Cincinnati
Enrollment: 28,758
Public, Four Year Institution

Melinda A. Piles, M.Ed.
Program Manager
Division of Fitness and Health Promotion
Published in 1996 Sourcebook

University of Utah
Enrollment: 27,000
Public, Four Year Institution

Jeff Soder, M.Ed.
Program Specialist
Alcohol & Drug Education Center
Published in 1996 Sourcebook

Objectives:

- To assist faculty in identifying and responding to student alcohol abuse
- To increase faculty members' comfort and confidence in addressing alcohol abuse issues
- To address educational and social needs of students and thus to have a positive effect on the educational process

Description:

Faculty training is designed to assist faculty members to reach students where they are. The University of Cincinnati and the University of Utah demonstrate their acknowledgement that faculty are in a unique position to reach students whose primary involvement with the institution is in the classroom. This is particularly true of commuter schools where many students with personal or social needs may not make it to the appropriate services unit on the campus and thus they "fall through the cracks." The University of Cincinnati, a commuter campus, has implemented a program entitled "Retaining the Fragile Student." In a similar way, the University of Utah has implemented "Partners in Prevention" (PIP). The emphasis of these faculty-based efforts is in training faculty to identify and refer students with alcohol treatment needs.

Training at the University of Cincinnati is focused on four small group sessions: Helping a Student to get Counseling; Listening Skills; Empathy versus Enabling; and Risks and Liabilities of Engaging Students. At the University of Utah, training emphasizes how to identify students abusing alcohol, how to intervene and how to help students find appropriate resources. This PIP training workshop is offered twice during each academic term.

Implementation of the workshops is varied: in some instances they are presented by faculty from local colleges and universities; in other cases they are presented by personnel from the campus' Alcohol and Drug Education Center.

Resources complementing the training include a guidebook with referral indicators for alcohol-related problems and personal problems, how and when to assist, the faculty role, local resources, the nature of the problem and prevention initiatives. Recruitment for the training is handled in a variety of ways: the academic dean, through involvement with department heads, is particularly helpful. At the University of Utah, the workshop is advertised in the campus newspaper and a faculty and staff newsletter; fliers are also mailed directly to faculty members. In addition, the PIP program asks prior participants for the names of fellow faculty members who might be interested in the training. An additional resource is a list of the names of faculty members who have received this specialized training presented in a brochure that is distributed throughout the campus annually.

Evidence of success is an increase in knowledge of substance abuse, intervention techniques and resources. Qualitative assessments reveal an overall satisfaction with the program.

Natural Helpers Program

Northwestern University

Contacts:

Northwestern University
Enrollment: 14,014
Private, Four Year Institution

Sandra Derks, M.S.
Co-Director Health Education

Annann Hong, M.P.H.
Alcohol Substance Abuse Educator
Published in 1996 Sourcebook

Objectives:

- To train faculty and staff to serve as natural helpers
- To institutionalize resources to help students academically and socially

Description:

The Natural Helpers training program at Northwestern University is sponsored by the Alcohol/Substance Abuse Education Department. The program involves volunteers who are faculty or staff members from throughout the university community and offers training at each of the two locations of the campus (Evanston and Chicago). The intent of the training program is to help participants to understand the progressive nature of substance abuse and addictions; to emphasize the importance

of intervening; to make participants aware of available resources; and to help them gain the skills necessary to assist someone with a problem.

Training is offered in three stages. The first stage is designed to provide adequate knowledge and skills and includes four 2-hour sessions. The role of natural helpers, data for the campus and its climate, psychological and physiological consequences of drinking and drug use, skills to serve as natural helpers (including establishing and maintaining trust), problem identification and how the university handles referrals are covered in these sessions.

During the second stage, three 3-hour sessions are offered; these emphasize intervention processes and skills, denial, ACOA issues, treatment and recovery processes and support systems. Stage three of the training is offered as a series of 1-hour brown bag lunches held throughout the academic year. Topics included are role plays, depression and suicide, counseling skills, eating disorders, support meetings and a student panel.

Integral to this initiative is an assessment of volunteers' perceptions that is conducted prior to the first training and then conducted annually with the same individuals. Content of the assessment includes awareness of university policies on substance use, intervention and services, faculty and staff involvement, knowledge, comfort level, and perception of student substance use prevalence. Faculty and staff members who participate also complete evaluation forms following each of the training programs.

Documentation provided to the natural helpers includes a training manual, contact sheet and information about curriculum infusion strategies. In addition, natural helpers receive information about the variety of approaches used by the Alcohol/Substance Abuse Education Department in campus prevention efforts. The evidence of success is that to this date 68 individuals have completed stage one and 28 faculty and staff have graduated from stage two.

Peer Health Educators

Clemson University

Contacts:

Clemson University
Enrollment: 17,500
Public, Four Year Institution

Bill Purkerson, M.Ed.
Health Educator

Parvin Lewis, M.A.
Director of Health Education
Published in 1996 Sourcebook

Objectives:

- To prepare students to present programs on health issues
- To develop the instructional information for the programs to be presented by peer health educators

Description:

Peer Health Education is a student organization sponsored by the university's health center. Each peer educator is required to attend an intensive training session and to take a semester long class (three credit hours) to be certified by the health center as a peer health educator. During the class, students learn about alcohol, drugs, sexually transmitted diseases, eating disorders, stress management, depression

and other health-related topics. New peer educators also learn the formats of the programs that are offered to the public.

Over 100 programs are offered by these certified peer health educators each semester. Topics on alcohol issues include "Finding Out" (which addresses stereotypical college drinking behaviors), as well as the differences between responsible low-risk drinking and high-risk drinking. Another program is "I Have a Friend Who..." which helps individuals understand a friend's behavior as well as the enabling behaviors of others. "Hollywood High" presents issues for student athletes, while "Adult Children of the Addicted" emphasizes the needs of the family and describes intervention and treatment issues. "Frisky Business" provides information about the relationship between alcohol and unwanted sex. The program "About Alcohol" examines basic information and defines low- and high-risk drinking, so that low-risk drinking decisions can be made.

Two full-time health educators advise the graduate assistants and the peer health educators. The content of the training and courses includes extensive acquaintance with the outline to be used by the peer health educators. For example, the outline of the session "About Alcohol" contains an introduction, a quiz, a videotape, a review of the quiz and proper responses, and a discussion about low-risk drinking. The program "Frisky Business" begins with an introduction and is followed by research information linking acquaintance rape and intoxication. Rape and substance abuse information is also included as are misperceptions and miscommunications. Conclusions and closure wrap up the course.

The Peer Health Educators program has been operational since 1989, and the emphasis on students educating students is well received on the campus. In the fall of 1995 over 2,500 students were reached through the programs offered.

Student Athlete Initiatives

Ashland University
Bryant College

Contacts:

Ashland University
Enrollment: 5,823
Private, Four Year Institution

Pat Brereton, R.N.C.
Director
Student Health Center
Published in 1996 Sourcebook

Bryant College
Enrollment: 3,450
Private, Four Year Institution

Doris Helmich, M.Ed.
Health Educator
Published in 1996 Sourcebook

Objectives:

- To provide athletes with health-related information
- To decrease athletes' drinking and to provide support to non-drinking athletes
- To assist athletes in their role as leader and model for others
- To build upon the peer-to-peer concept in reaching student athletes
- To establish an environment that results in reduced substance abuse and associated negative consequences

Description:

Dealing with the needs of athletes and the unique role that they play on campus, targeted initiatives such as those found at Ashland University and Bryant College are exciting. Ashland University implements the E.A.G.L.E. Mentors (Excellence in Athletics through Guidance, Leadership and Education) and Bryant College offers the CHOICES Project (Creating Healthy Options In Competitive Environments).

These athlete-focused initiatives build upon similar foundations and highlight the unique needs and issues of athletes, as well as the different needs of the various athletic teams. Part of this particular focus are the time demands and the schedules of the teams; thus, it makes sense to have an individual program focused solely on athletes. At Ashland University, each athletic team selects one to three student mentors, who then become trained in health-related areas. These individuals present information to their respective teams. Each mentor is familiar with the unique needs of his or her teammates and addresses those relevant issues. Bryant College also trains student facilitators to implement workshops for athletic teams. The emphasis of these workshops is to address norms associated with the use of alcohol. Team members, through a non-threatening approach, are encouraged to develop norms that support an alcohol-free environment.

Ongoing support for the trained facilitators is an essential ingredient for program implementation. Bryant College has weekly meetings so that facilitators can support one another and discuss workshop issues with a supervisor. During the implementation of a team-focused workshop, a notebook diary of their progress, which is reviewed on a periodic basis, is kept by the facilitators. Ashland's E.A.G.L.E. Mentors have identified an ongoing pursuit by serving as role models in the D.A.R.E. programs in local elementary schools.

Additional responsibilities for those selected as mentors or facilitators include maintaining a non-judgmental confidential atmosphere, sharing information on referrals with appropriate college resources, maintaining access to educational materials and serving as role models. Bryant College maintains a facilitator contract, whereby individuals state their intention to become aware of campus resources, attend meetings and training sessions, and serve in a professional capacity with their teams.

Implementing the program at Ashland University was facilitated by the attendance at the A.P.P.L.E. (Athletic Prevention Programming and Leadership Education) conference, which was sponsored by the University of Virginia in 1992, of individuals from Ashland's health center and athletic department, and student peers. Adaptations of the "Our Chapter-Our Choice" workshop for fraternities and sororities served as the foundation for the Bryant College initiative.

Evidence of success of these initiatives is the fact that at Ashland University every athletic team designates at least one mentor and their participation increases each year. At Bryant College, the progress is documented by the diary and by the willingness of the teams to examine their current norms.

Student Leadership Development Program

North Adams State College

Contact:

North Adams State College
Enrollment: 1,729
Public, Four Year Institution
Charlotte F. Degen, M.Ed.
Associate Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To increase students' sense of belonging and sense of learning and achievement
- To strengthen students' resiliency in confronting the campus drug and alcohol culture

Description:

The Student Leadership Development Program provides students with the opportunity to associate with like-minded, motivated peers. By linking students with an affinity group, program planners aim to bring about change in the campus culture.

The program is organized into four different areas. Through these efforts, relationships are enhanced, membership is strengthened, on-campus involvement is increased, and students leaders are trained.

The Student Leadership Development Workshop Series provides leadership development training through 16 workshops that teach students aspects of

self-awareness, group membership, and organizational leadership.

The Leadership Discussion Meetings are offered over lunch on a monthly basis with college professionals. Student Leadership Process Participation conferences, offered each semester, motivate students to network with their counterparts at other colleges and with upper-class students in leadership roles at the college. Finally, Student Leadership Recognition provides many publicly reinforcing activities.

Evaluation data demonstrate the popularity of the program based on increased enrollment in the workshop series and program participants moving into positions in leadership.

Train the Trainer Model

University of Houston

Contact:

University of Houston
Enrollment: 30,757
Public, Four Year Institution
Rosemary Hughes, Ph.D.
Director
The Wellness Center
Published in 1997/98 Sourcebook

Objectives:

- To widely disseminate the expertise of the Wellness Center
- To train numerous student groups who offer prevention programs for other groups

Description:

Peer educators from the Peer Education Training Program are required to complete two academic courses: Social Wellness, Peer Education course (three credits) and Advanced Social Health course (one credit) offer academic as well as integration and application components. Students receive specific training in implementing health and wellness education and prevention programs and/or training in interventions and policies for housing supervisors. Students learn how to present workshops, organize campus-wide events and work directly with student issues. One example

of a highly collaborative venture is with the Department of Residential Life and Housing: students applying for a position as a resident advisor are required to successfully complete the Social Wellness course. Another example of this training role is the program provided for volunteers from the Golden Key Honor Society whose members are trained in the delivery of drug and alcohol educational programs to area elementary schools. The overall model involves training student groups who, in turn, offer prevention programming for their peers and/or other student groups in the community.

Training for Residence Hall Personnel

Rice University
Santa Clara University
University of
Maryland Baltimore County

Villanova University
Widener University

Training

Contacts:

Rice University
Enrollment: 4,178
Private, Four Year Institution

Cynthia Lanier, Ph.D.
Director
Published in 1996 Sourcebook

Santa Clara University
Enrollment: 7,513
Private, Four Year Institution

Laurie Lang, M.A.
Health Educator
Published in 1996 Sourcebook

**University of Maryland
Baltimore County**
Enrollment: 10,315
Public, Four Year Institution

Matthew Torres, Ph.D.
Staff Psychologist
Published in 1996 Sourcebook

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

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

Widener University
Enrollment: 6,495
Private, Four Year Institution

Kathryn C. Grentzenberg, M.S.
Drug and Alcohol Counselor/Educator
Published in 1996 Sourcebook

Objectives:

- To educate residence hall personnel on the variety of issues surrounding alcohol and substance abuse
- To increase the comfort level in addressing alcohol and substance abuse issues
- To acquaint personnel with the range of resources and services available on the campus

Description:

Training of residence hall personnel includes training for resident assistants, graduate assistants, resident directors as well as desk managers and student leaders. This training is noted in each of the institutions cited in this section and is varied in length and content.

Villanova University implements training in alcohol-related issues for Resident Assistants (RAs). This day-long training session emphasizes attention to the RAs own attitudes and behaviors as well as the impact that they have as student leaders in individual residence hall environments. In addition to the above, the training of Santa Clara University focuses on alcohol poisoning, an immediate area of concern. The University of Maryland Baltimore County implements its training with two two-hour staff training sessions.

Content of the training sessions also varies. Reasons people use substances, potential dangers, risks and consequences associated with use, signs and symptoms of use, constructive confrontation and referral for assessment and/or assistance are included.

As noted, the training at Santa Clara University focuses on alcohol poisoning; during this session a medical protocol for alcohol poisoning is presented. Information emphasizes the causes, symptoms and specific first-aid measures, and the residence life staff in freshman residence halls are asked to present this information at their first floor meeting. The Villanova training includes a distinction between substance abuse and dependence. Information and

strategies on how to care for an intoxicated individual are also provided.

Widener University's training of staff includes having RAs write a drug or alcohol experience that may be problematic: new RAs are asked to identify a situation they fear the most, while experienced RAs are asked to write about an experience that was difficult to handle. These questions facilitate intense discussion on a variety of topics such as getting assistance, lines of responsibility, emergency medical services, confidentiality and not putting oneself in danger.

At Rice University, each semester designated students from each of the halls are trained to care for individuals who become intoxicated. The trained students are available for any intoxicated individual who needs immediate assistance; they make sure that the person gets home safely and remains safe throughout the night. During their training students receive information about the effects of alcohol, blood alcohol concentration, first aid and safety, potential alcohol overdose, signs and symptoms of problematic use of alcohol, and what to do in a potentially life-threatening situation. A current list of the names and telephone numbers of trained students is given to residential supervisors, the social coordinators who plan parties and the campus police.

Wellness Center Initiatives

Longwood College

Contact:

Longwood College
Enrollment: 3,351
Public, Four Year Institution

Susan Bruce, M.Ed.
Coordinator
The Wellness Center
Published in 1996 Sourcebook

Objectives:

- To change the student culture to a more health-oriented norm
- To train student leaders about substance abuse and sexual assault
- To implement numerous approaches that raise the issue of wellness among students
- To build a critical mass of students who are willing to challenge their peers to adopt health-enhancing attitudes and behaviors

Description:

Based on several needs assessments and a "Culture Audit," the campus leadership learned that students did not take responsibility for themselves and that enabling behaviors appeared institutionalized. The campus decided to implement a range of interventions so that students would be more likely to intervene in a substance abuse problem. Three efforts were implemented simultaneously: Wellness Advocates, the Straight Talk Project and revision of New Student Orientation programs.

The Longwood Wellness Advocates program is a student organization that designs programs on health issues. Each student organization and residence hall floor is asked to participate in the program; fraternities and sororities and residence hall

floors are especially targeted because these group members are more likely to socialize together. The Wellness Advocates are trained to identify a problem situation before it happens and also to have trained students available in crisis situations. Students are elected to the program by their peer group based on their ability to be a natural helper. They participate in seven hours of training which emphasizes information about alcohol use and the negative consequences associated with abuse. Students then conduct an assessment of the needs of their particular organization and coordinate an educational program for that group each semester. These programs include preparing educational bulletin boards, bringing their group to campus-wide programs and designing their own educational program.

A monthly newsletter updates the Wellness Advocates about campus wellness events, bulletin board ideas and general wellness information. In addition, a Wellness Advocate Steering Committee composed of 12 students meets monthly. They help revise the Wellness Advocate manual and coordinate monthly awareness events.

The Straight Talk Project is designed to increase awareness of the relationship between alcohol and sexual abuse through the use of drama therapy and peer education. Students portray characters who have survived date rape, child sexual assault, and related violence; most of the situations address how alcohol contributed to the situation. Following the performance, the cast members lead a discussion based on the issues raised during the performance.

Students participating in the Straight Talk Project enroll in a two-credit course that provides research information about substance abuse, sexual assault, and dating violence.

The New Student Orientation initiative is designed to assist new students to be successful academically and socially. An essential component of this program is the use of peer role models, who complete a lengthy training program. Students watch Longwood's original play "Listen to the Silence" on their first day on campus; this play addresses how alcohol and drugs can contribute to sexual assault. The orientation leaders then lead discussions in small groups on alcohol use and sexual assault. Students also attend "To Your Health," conducted by orientation leaders, which features a panel of college personnel and skits about health choices and health problems. New Longwood students must also complete the Longwood Seminar, a one-credit orientation course that addresses methods for academic and social success. The course emphasizes how to prevent a friend from experiencing the negative effects of alcohol use and also presents the consequences of underage drinking.

Through student survey data, it appears that Longwood students' use of alcohol has decreased in quantity and frequency; also problems associated with alcohol use have decreased overall. The Wellness Advocates group appears to have been very popular as it has grown in three years from six students to 170; 78 student organizations are represented.