

ADDRESSING HIGHER RISK DRINKING & SUBSTANCE MISUSE AMONG GREEK AFFILIATED STUDENTS

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Learning Objectives

- ▣ Discuss substance abuse issues and concerns related to the Greek community.
- ▣ Describe evidence based interventions that address alcohol and substance use among Greek-affiliated members.
- ▣ List student-centered approaches to enhance social support and create opportunities for the diverse needs of fraternity and sorority members.

Learning Objectives

- ▣ Identify strategic frameworks that emphasize mission and values congruence among Greek-affiliated members.
- ▣ Identify key stakeholders in addressing high risk drinking and substance misuse among Greek-affiliated members.

Today

- ▣ Introductions
- ▣ Brief overview of Greek culture
- ▣ Group activity
- ▣ Widening the lens of prevention
- ▣ Relevant strategies, standards, theories, & frameworks
- ▣ Mission & values congruence
- ▣ Overcoming institutional challenges
- ▣ Alcohol and substance abuse prevention in higher education
- ▣ Evidence-based interventions & Greeks
- ▣ Responsible event host training
- ▣ Group activity
- ▣ Effective programming strategies
- ▣ Closing thoughts & questions

Brief Introductions

- ▣ Name
- ▣ Affiliated institution
- ▣ Position

Know Your Audience (It's All Greek to Me)

- ▣ Seek first to understand, then to be understood
- ▣ Avoid assumptions
 - Not all fraternities/sororities have houses, etc.
- ▣ Meet students where they are rather than where you want them to be
- ▣ Learn more about what Greek life is all about
 - Who, what, where, when, how?
 - Brief history of Greeks
 - Key terms in Greek community
- ▣ Connect with online resources

Greek “Affiliated” Students

- ▣ Social, Honors, Academic, Professional
 - Undergraduate and graduate
 - Fraternities
 - Sororities
 - Societies
- ▣ Friends/guests
- ▣ Alumni groups
- ▣ Other Greek Affiliated Groups
 - Service/community/leadership organizations
 - Local, regional, national, international
 - Political
- Religious
- Cultural
- LGBTQ
- Peer Education groups
 - ▣ BACCHUS and GAMMA Network
- ▣ Similar functioning groups
 - Eating clubs (Princeton University)
 - ▣ Ivy Club; Cap and Gown Club
 - Others?

Greek Governing Bodies

- ▣ National APIA Panhellenic Association (NAPA)
- ▣ National Association of Latino Fraternal Organizations, Inc. (NALFO)
- ▣ National Multicultural Greek Council, Inc. (NMGC)
- ▣ National Panhellenic Conference (NPC)
 - Also referred to as PHC (Panhellenic Council)
- ▣ The National Pan-Hellenic Council, Inc. (NPHC)
 - Often referred to as the “Divine Nine”
- ▣ North-American Interfraternity Conference (NIC)
 - Often referred to as IFC (Interfraternity Council)
- ▣ Lambda 10 Project
- ▣ Campus Pride
- ▣ Others?

Group Activity

- ▣ What are some reasons a student would be interested in being part of a fraternity or sorority?

Group Activity

- ▣ What are some substance abuse issues or concerns related to the Greek community?

Widening the Lens of Prevention

- ▣ Relevant strategies, theories, standards, and frameworks
- ▣ Health Promotion Theory
 - Precede-Proceed
 - Transtheoretical Model/Stages of Change
- ▣ Student Development Theory
 - Chickering's Theory of Identity Development
 - William Perry's Cognitive Theory of Student Development
 - Women's Development Theory
- ▣ Impediments to academic success
- ▣ Integration of community resources
 - Local
 - State
 - National
- ▣ Clinical & non-clinical approaches

Why Strategies, Theories, Standards & Frameworks?

- ▣ No need to “recreate the wheel”
- ▣ Research/data-driven
- ▣ Accreditation/credibility
- ▣ Program development & evaluation
- ▣ Internal/external review
- ▣ Staff & student development
- ▣ Legal & ethical guidelines
- ▣ Benchmarking/ Assessment standards
- ▣ Student-centered

Other Relevant Strategies, Standards & Frameworks

- Association of Fraternity & Sorority Advisors (AFA)
 - Strategic Plan
- The Council for the Advancement of Standards (CAS) in Higher Education
 - Fraternity and Sorority Advising Programs
 - Alcohol, Tobacco, and Other Drug Programs
- NASPA (Student Affairs Administrators in Higher Education)
 - Fraternity & Sorority Knowledge Community (FSKC)
 - Men & Masculinities Knowledge Community
- American College Health Association (ACHA)
 - Alcohol, Tobacco, and Other Drugs Coalition
 - ACHA-NCHA survey
- Core Institute (Southern Illinois University, Carbondale)
 - Core Survey
 - Research, database, assessment, development, etc.
- “Healthy People” & “Healthy Campus” (2010 & 2020)
- Learning mission(s) of higher education
- National Institute on Alcohol Abuse and Alcoholism (NIAAA) Recommendations (3-Tier Strategies)
- Many others...

NIAAA 3-IN-1 Framework

3-IN-1 FRAMEWORK				
Tier	Strategy	Level of Operation		
		Individuals, including At-Risk and Dependent Drinkers	Student Population as Whole	Community
1: Effective among college students	Combining cognitive-behavioral skills with norms clarification & motivational enhancement intervention	Yes	No	No
	Offering brief motivational enhancement interventions in student health centers and emergency rooms	Yes	No	No
	Challenging alcohol expectancies	Yes	No	No
2: Effective with general populations	Increased enforcement of minimum drinking age laws	No	Yes	Yes
	Implementation, increased publicity, and enforcement of other laws to reduce alcohol-impaired driving	No	Yes	Yes
	Restrictions on alcohol retail density	No	No	Yes
	Increased price and excise taxes on alcoholic beverages	No	No	Yes
	Responsible beverage service policies in social & commercial settings	No	Yes	Yes
3: Promising	The formation of a campus/community coalition	No	Yes	Yes
	Adopting campus-based policies to reduce high-risk use (e.g., reinstating Friday classes, eliminating keg parties, establishing alcohol-free activities & dorms)	No	Yes	No
	Increasing enforcement at campus-based events that promote excessive drinking	No	Yes	No
	Increasing publicity about enforcement of underage drinking laws/eliminating "mixed" messages	No	Yes	Yes
	Consistently enforcing disciplinary actions associated with policy violations	No	Yes	No
	Conducting marketing campaigns to correct student misperceptions about alcohol use on campus	No	Yes	No
	Provision of "safe rides" programs	No	Yes	Yes
	Regulation of happy hours and sales	No	Yes	Yes
	Enhancing awareness of personal liability	Yes	Yes	No
	Informing new students and parents about alcohol policies and penalties	Yes	Yes	No
4: Ineffective	Informational, knowledge-based or values clarification interventions when used alone	N/A	N/A	N/A

ACHA Standards of Practice

- ▣ Integration With the Learning Mission of Higher Education
- ▣ Collaborative Practice
- ▣ Cultural Competence
- ▣ Theory-Based Practice
- ▣ Evidence-Based Practice
- ▣ Continuing Professional Development and Service

The Socio-Ecological Model: Comprehensive Framework for Prevention

- ▣ Individual
 - Gender, age, religion, values
- ▣ Interpersonal
 - Norms, events, group identity
- ▣ Institution
 - Mission, budget, policies, org. structure
- ▣ Community
 - Politics, funding, culture, business
- ▣ Society
 - Location, climate, recreation, lighting, buildings

Mission is Critical

- ▣ What is your vision?
- ▣ What is your mission or objective?
- ▣ What are your goals?
- ▣ How do you achieve your goals?
- ▣ Is there anything missing?

Illinois Higher Education Center (IHEC) Mission

To reduce negative health and safety consequences to Illinois college students related to alcohol, other drugs and violence and to increase college and community environmental factors that support healthy and safe norms.

IHEC Goals

- ▣ To increase the number of Illinois colleges and universities having a campus/community coalition and/or a campus task force focusing on alcohol, other drug and violence prevention
- ▣ To increase the number of Illinois institutions of higher education that collect and use data in their prevention efforts
- ▣ To increase the number of campuses that use evidence-based prevention strategies
- ▣ To increase the number of campuses using evaluation in their prevention efforts
- ▣ To increase the number of campuses developing and implementing emerging policies based on evidence of effectiveness

Mission & Values Congruence

- ▣ Understand guiding principles of fraternity and sorority membership
- ▣ Combine institutional values-based education with prevention initiatives
- ▣ Align Greek values with alcohol and substance abuse prevention initiatives
- ▣ Working with key partners to implement values congruence and evidence-based initiatives
- ▣ Align with institutional mission and priorities
- ▣ Revisit merit-based membership eligibility requirements
- ▣ Fraternity and sorority advisors are key gatekeepers & stakeholders
 - Faculty
 - Chapter
- ▣ Connecting with Greek alumni
 - Influential
 - Financial support
 - Provide guidance and oversight

Finding Common Ground

- ▣ What are some challenges working with fraternities and sororities?
- ▣ What are areas you can agree upon?
- ▣ Greek-affiliated students have social capital
 - Find ways to effectively utilize student leaders
- ▣ How can you integrate the stated values of fraternities and sororities in prevention initiatives?

Common Institutional Challenges

- ▣ Politics of higher education
- ▣ Prior prevention attempts may have been ineffective
- ▣ Collaboration & partnerships can be difficult
- ▣ Other strategic planning priorities may take precedent
- ▣ Time & budget
- ▣ Lack of space
- ▣ Lack of clear & consistent policy and procedures
- ▣ Sometimes mixed messages
- ▣ Transient student population
- ▣ Reaching across chapter boundaries can be difficult
- ▣ Reshaping involvement of alumni
- ▣ Breaking away from negative stereotypes
- ▣ Others?

Common Institutional Opportunities

- ▣ Politics of higher education
- ▣ Prior prevention attempts may have been ineffective
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Overcoming Institutional Challenges to Create Opportunities

- Think about what you *can* do rather than what you *can't*
- Change is complex
 - Requires *individual & environmental* change
- Stay true to the mission, vision, and core values of your organization
- Develop corroborating evidence of effectiveness
- Try to improve a little bit each year
- Expectations for excellence
- Align with best practices
- New member orientation
- Relationship building is key
- Utilize social media & social marketing to connect (effectively)
- Success driven-system

Snapshot of Alcohol & Substance Abuse Prevention in Higher Education

- ▣ Health broadly defined
- ▣ Evidence-based/ data-driven
 - Data must inform practice
 - (ACHA-NCHA, CORE Survey, NSSE, EBI, etc.)
- ▣ Social, cultural, political, & economic diversity
- ▣ Strategic planning is key
 - Meaningful
 - Manageable
 - Measureable

Snapshot of Alcohol & Substance Abuse Prevention in Higher Education

- ▣ Comprehensive
 - Institutional, divisional, and departmental
 - Services & resources
- ▣ Coalition building
- ▣ Innovative/technology-driven
- ▣ Learning outcomes based
- ▣ Evaluation and assessment
- ▣ Policy/procedure development & recommendations
- ▣ Student-centered

Snapshot of Alcohol & Substance Abuse Prevention in Higher Education

- ▣ Community and individual initiatives
- ▣ Environmental framework
 - Faculty
 - Staff
 - Students
 - Alumni
 - Parents
 - Community members
 - Local bar/restaurant coalition
- ▣ Focus on health issues that can affect or impact academic success and/or personal goals
- ▣ Partnerships & collaborations

Enhancing Prevention Initiatives

- ▣ Comprehensive approach
- ▣ Bi-annual review
- ▣ Outreach, training, & education
- ▣ Utilize social media/social marketing
- ▣ Environmental management
- ▣ Community collaboration
- ▣ Institutional policies
- ▣ Enforcement strategies
- ▣ Student leadership opportunities
- ▣ Assistance and referral
- ▣ Harm reduction
- ▣ Social norming
 - Utilize data effectively
 - Create positive social norms

Data Informed Practice

- ▣ What does the data indicate?
- ▣ (ACHA-NCHA, CORE Survey, NSSE, EBI, etc.)
- ▣ Where should efforts be focused?

Key Findings: 2010 IHEC CORE Report

Key findings from the aggregate data include:

- ▣ 84.6% of respondents had consumed alcohol in the past year
- ▣ 72.5% of respondents had consumed alcohol in the past 30 years
- ▣ 65.3% of all underage respondents had consumed alcohol in the past 30 days
- ▣ 48.0% of respondents reported binge drinking (5+ drinks in one sitting) in the previous 2 weeks

Key Findings: 2010 IHEC CORE Report

- ▣ 30.7% of respondents had used marijuana in the past year
- ▣ 17.8% of respondents considered themselves to be current marijuana users
- ▣ 10.4% of respondents had used an illegal drug other than marijuana during the past year
- ▣ 4.8% of respondents considered themselves to be current illegal drug users

Key Findings: 2010 IHEC CORE Report

- ▣ Respondents who reported using illegal drugs in the past 30 days most commonly used marijuana (17.8%) followed by amphetamines (2.2%) and sedatives (1.5%)
- ▣ 38.3% reported committing some act of public misconduct as a direct result of their alcohol or drug consumption at least once during the past year.
 - These acts included trouble with police, fighting/arguments, DWI/DUI, and vandalism
- ▣ 24.6% reported experiencing serious personal problems as a direct result of their alcohol or drug consumption at least once during the past year.
 - These problems included suicidal ideation, injury, unsuccessful attempts to quit using, and sexual assault

Key Findings: 2010 IHEC CORE Report

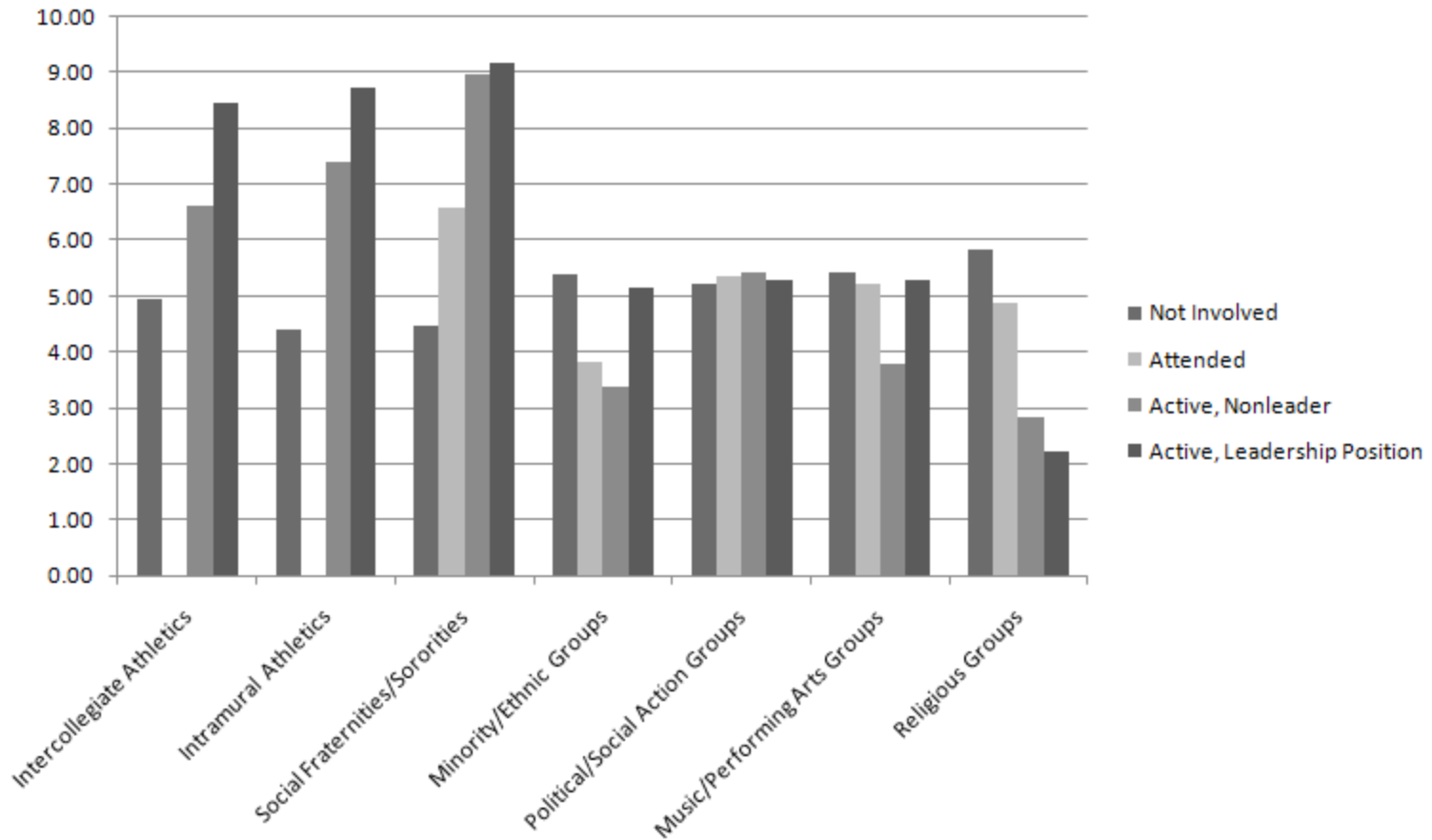
- ▣ Most students had a grossly inflated view about how extensively alcohol and drugs are used among students on their respective campuses
~*Most students drink moderately*~
- ▣ 90.7% of respondents believed the average student on campus used alcohol one a week or more.
- ▣ 51.5% of respondents believed the average student on their campus used some form of illegal drug at least once a week.

Key Findings: 2010 IHEC CORE Report

- ▣ Most students (81.3%) would prefer that (other) drugs, in particular, not be available at parties they attend, and many (27.2%) would prefer that alcohol not be available

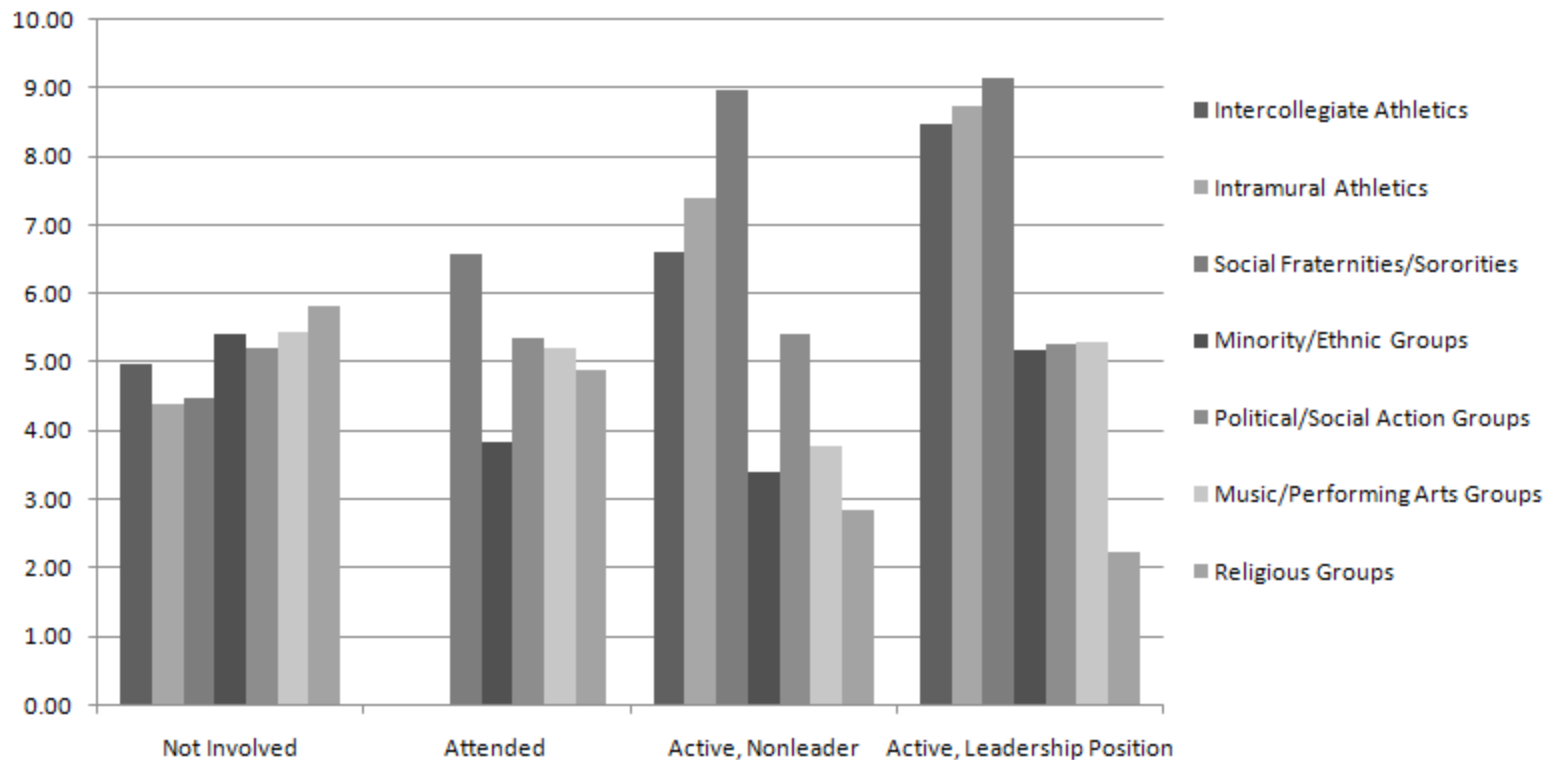
Key Findings: 2010 IHEC CORE Report

Group Type and Average Number of Drinks Consumed per Week



Key Findings: 2010 IHEC CORE Report

Group Involvement and Average Number of Drinks Consumed per Week



Setting the Tone for Greeks

- ▣ Positive
 - Promote achievable behaviors
 - Nurture/support, beneficial, constructive, hopeful, optimistic
- ▣ Inclusive
 - Include all elements of the target population
 - Incorporating, embracing, involving, comprehensive, multicultural
 - Abstainer, user, abuser, celibate, monogamous, promiscuous, thin, overweight, in-between, etc...
- ▣ Empowering
 - Affirm and encourage rather than scare and blame

Adapted from the work of Michael Haines, Northern Illinois University

Establish A Connection

- ▣ Build trust & rapport with Greeks
- ▣ Use humor & have fun
- ▣ Connections do influence potential
- ▣ Empower

Where Do I Start?

- Programs
- Policies
- Activities
- Prevention initiatives
- Barriers
- Assets and resources
- Institutional climate
- Campus and cultural norms
- Available data
- Research
- Assessment
- Partners or potential partners
- Others....

SWOT Analysis

- ▣ Strengths: characteristics of current things that work
- ▣ Weaknesses (or Limitations): characteristics that place current efforts at a disadvantage relative to others
- ▣ Opportunities: *external* chances to improve initiatives or performance (e.g. data driven), can be environmental
- ▣ Threats: *external* elements in the environment that could cause trouble

Strategic Thinking

~Casting a Wide Net~

- ▣ National
- ▣ State
- ▣ Community
- ▣ Campus

Harm Reduction Approach

- ▣ Harm reduction
- ▣ Meet students where they are
- ▣ A strategy that assists individuals to develop skills to avoid harms associated with potential alcohol/substance misuse
- ▣ Not abstinence-only
- ▣ Non-confrontational and non-judgmental approach to prevention of alcohol/substance misuse

From a Counseling Perspective

Help higher risk students by:

- Listening
- Avoiding assumptions
- Taking time to build and wait for trust
- Refer to your counseling center or equivalent (if necessary)
- Learn about local campus and community resources and how to connect students
- Understand that not all fraternity and sorority members have the same experiences

Effective Communication with Greeks

- ▣ Positive
 - Promote achievable behaviors
 - Nurture/support, beneficial, constructive, hopeful, optimistic
- ▣ Inclusive
 - Include all elements of the target population
 - Incorporating, embracing, involving, comprehensive, multicultural
 - Abstainer, user, abuser, celibate, monogamous, promiscuous, thin, overweight, in-between, etc...
- ▣ Empowering
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Why Do We Drink?

- ▣ To relax, unwind, decompress
- ▣ To celebrate special occasions
- ▣ To spend time with friends, family, and significant others
- ▣ To feel less inhibited in certain social situations
- ▣ To fit in with a group
- ▣ Others?

Incorporating Effective Alcohol Prevention Messages

- ▣ Impact of alcohol
 - BAC levels
 - Men vs. women
 - ▣ How does this impact drinking patterns at parties?
- ▣ Determining characteristics of intoxication
- ▣ Standardized drink information
- ▣ Biphasic Effect
- ▣ Lower risk vs. higher risk drinking
- ▣ Protective factors
- ▣ Symptoms of alcohol poisoning
- ▣ Tips for checking ID's for those hosting parties
- ▣ Emphasize data relating to moderate levels of alcohol use and high levels of protective behaviors among students

Impact of Alcohol: Men vs. Women

- ▣ Men and women process alcohol very differently and at different rates.

Here are a few reasons why:

- The enzyme that processes alcohol in our bodies (Gastric alcohol dehydrogenase) is significantly more present in men than women
- Alcohol is processed in the muscle and men typically have more muscle than women do
- Men typically have a greater total body water volume than women do
- *How does this impact drinking patterns at events/parties?*

Potential Strategies for Working with Greek Affiliated Students

- ▣ Social Norming
- ▣ BASICS (Brief Alcohol Screening and Intervention of College Students)
 - Evidence-based preventive harm reduction intervention for 18-24 years old
 - Its aim is to reduce high-risk use of alcohol and other drugs as well as the potentially harmful problems associated with such use
 - Utilizes motivational interviewing techniques and is empathetic, non-confrontational, non-judgmental, non-authoritarian, and non-labeling
- ▣ Harm Reduction Strategies (NOT abstinence-only)
- ▣ Group Motivational Interviewing
 - Limited research (but very promising)
 - Population-based
- ▣ Peer-based leadership/mentorship opportunities
- ▣ Alcohol-free late night programming (Thursday night)
 - Does not have to specifically call out or identify as alcohol-free
 - ▣ Ex. Midnight yoga, basketball, etc.

Other Possible Strategies for Working With Greek Affiliated Students

- ▣ Clicker-infused technology
 - Be innovative
- ▣ New member orientation
 - Greek 101
 - Peer education
- ▣ Coaching/Leadership Development Strategies
 - Valuing and incorporating leadership experiences
- ▣ Service-Learning Opportunities
 - Community engagement
- ▣ Career Assistance/Advising Services
 - Résumé assistance and career opportunities

Responsible Community Action

- ▣ Prevent inappropriate alcohol-related behaviors among Greek affiliated students on campus
 - Ex. Damage to property, fighting, vandalism, vomiting in residence halls, etc.
- ▣ Prevent alcohol-related injuries
- ▣ Promote positive community norms, expectations, and behaviors regarding potential alcohol & other substance misuse
 - Ties into values of Greek & campus community

Bystander Intervention

- ▣ Members of groups who hold and communicate a shared value for intervening are more likely to intervene

Bystander Intervention

- ▣ Use data and evidence-based theory to inform content & process
- ▣ Focus on behavior change
- ▣ Hazing prevention
- ▣ Utilize public opinion leaders
 - Capitalize on social capital of Greeks
- ▣ Incorporating effective sexual assault prevention initiatives
 - Violence prevention (IVP, domestic, partner, gender, etc.)
- Relationships
- ▣ Connect with campus and national experts
- ▣ Think big
 - What does an ideal community look like?
- ▣ Start small
 - Identify population
- ▣ Expand gradually
 - Revise if necessary

Bystander Intervention

- ▣ Benchmarking
 - What has been done on other campuses?
- ▣ Assessing
- ▣ Data-informed process
- ▣ Examples of *effective* bystander interventions at other institutions
 - Brief overview
 - ▣ BACCHUS Step Up! Bystander Intervention
 - ▣ Many others...

Thoughts on Alcohol & Bystander Intervention Approach

- ▣ Gauge the level of response of person's behavior
 - Look for cues
- ▣ Make clear statements.
- ▣ Speak directly and to the point
- ▣ Use the first person "I"
- ▣ Be nonjudgmental & nonthreatening
- ▣ Give a reason for your actions
- ▣ Get help when a situation is beyond your control and/or someone needs medical attention

Approaching an Intoxicated Person

- ▣ **When** should you approach an intoxicated person?
 - When someone has had too much to drink
 - If someone is behaving inappropriately
 - If there is a risk to the individual
 - If you must ask someone to leave
 - If violence erupts

Incorporating Role Plays Into Bystander Interventions

Examples

Situation #1

- ▣ A guest at your front door insists that they left their ID behind but knows 3 or 4 members by name. They have clearly had some drinks and won't take no for an answer. How do you handle this situation?

Situation #2

- ▣ You notice three guests talking to each other in the center of a crowded room. Their voices stand out above everyone else and they try to talk over each other. It's becoming clear that other people are getting annoyed. How do you handle this situation?

Situation #3

- ▣ You notice one of your fraternity members starting to stagger. When you check in with him/her, he/she becomes irritated and dismisses you. A few minutes later you notice his/her behavior has become even more erratic and his/her words are slurred. How do you handle this situation?

Situation #4

- ▣ You are at a party, drinking with your fraternity members. You see one of them pushing up on a woman, trying to dance with her. She looks uncomfortable and tries to move away, but he persists. What do you do?

Implement & Communicate

- ▣ Campus emergency response information
- ▣ National fraternity / sorority policies made available to staff & students
- ▣ Relevant policies & procedures
 - Institutional
 - Local
 - State
 - Federal
- ▣ Risk management/liability
 - ▣ FIPG (Fraternal Information & Programming Group) Guidelines

Alcohol & Greek Events

- ▣ Promote a healthy, safe, and fun culture of responsible drinking among students.
 - ▣ Check IDs
 - ▣ Engage in and promote lower-risk drinking habits
 - ▣ Utilize protective factors
 - ▣ Know when and how to approach an intoxicated individual
 - ▣ Incorporate local officials into training

Provide Responsible Event Host Training

- ▣ Watch for behavioral cues that indicate someone may be drinking too much
- ▣ Recognize absorption rate factors that will impact alcohol absorption for different people
- ▣ Offer alternatives to drinking: food, non-alcohol beverages or activities
- ▣ Set an example by consuming alcohol responsibly
- ▣ Discourage the misuse of alcohol, such as competitive drinking
- ▣ If feasible, offer or provide TIPS training (Training for Intervention ProcedureS)

Additional Strategies for Event Host Training

- ▣ The following strategies can also prove helpful
 - ▣ Encourage students to count drinks
 - ▣ Enlist the help of other students to prevent overdrinking
 - ▣ Know the alcohol policies
 - ▣ When someone is intoxicated, find a subtle way to remove the drink – i.e. they set it down and no longer notice
 - ▣ Avoid serving alcohol from common sources (i.e. kegs)
 - ▣ Collect all empty glasses throughout the function
 - ▣ If in doubt, don't serve

Widening the Lens

- Other drugs
- Hazing prevention
- Relationships (healthy vs. unhealthy)
- Stress, sleep, relaxation
- Sexual health
- Sexual violence & interpersonal violence prevention
- Eating disorders
- Emotional & mental health
- Physical activity
- General health
- Financial wellness
- Many more ...

Group Activity

- ▣ Who are some key stakeholders across campus that can assist in implementing effective prevention initiatives?

A Collaborative Approach to Creative Alcohol Education

- ▣ NIU's Health Enhancement and Housing & Dining collaborated to create an alcohol education cooperative which focused on the development of a shared vision, mission, core values, and a set of goals regarding messages for alcohol safety education.
- ▣ The entire initiative was student-centered, data-driven and resulted in creative and engaging programs with favorable student learning outcomes.

**Adapted from prior work at Northern Illinois University (Collaboration between Health Enhancement & Housing & Dining)
2011 NASPA Alcohol & Other Drug Abuse Prevention & Intervention Conference, Miami, FL
"Strategic Planning for Prevention: A Collaborative Approach to Creative Alcohol Education"*

Developing Prevention Initiatives

- ▣ Process oriented
- ▣ Crafting vision & mission
- ▣ Developing goals & objectives
- ▣ Plotting a strategy
- ▣ Identifying key stakeholders
- ▣ Plan for and measure change

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Process

- ▣ Core messages
- ▣ Materials & interventions
- ▣ Programming rubric
- ▣ Staff & student training

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Crafting a Vision

A campus community where:

- ❑ Alcohol-related injuries, illness and assaults are minimized and academic goals are not adversely affected
- ❑ Students make informed, health-positive choices about alcohol
- ❑ Students take appropriate actions to help other students in need (students are watchful and concerned for fellow students)
- ❑ Students are knowledgeable about and take responsibility for knowing applicable laws, rules, rights and responsibilities
- ❑ Faculty and staff share in communicating accurate and consistent messages about alcohol safety issues
- ❑ Campus services effectively meet the educational, physical and emotional needs of the student body

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Developing a Mission

- ▣ To create and grow a collaborative relationship among key stakeholders to develop an effective and consistent alcohol education program for Greek affiliated students

Establishing Core Values

- Inclusiveness of the diversity of background and culture related to alcohol
- Value individual choice
- Importance of staff and student role in developing an effective program
- Environment plays a strong role in behavior
- Effective education involves a variety of innovative programming initiatives
- Value of out of classroom experience
- Initiatives that empower students to act and promote positive, normative behaviors
- Initiatives that avoid negative stereotypes and fear tactics
- Consistency of message
- Campus alcohol behaviors will always include non-use, healthy/moderate use, misuse and abuse

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Setting Program Goals & Priorities

- Develop a set of student learning outcomes and standards for any alcohol education efforts that are to occur within the residence halls – disseminate to appropriate groups and departments.
- Develop a comprehensive set of print materials (posters, flyers, bulletin boards, etc.) and electronic resources for use by Housing staff
- Train Housing staff to conduct effective alcohol education
- Evaluate the effectiveness of educational interventions
- Collaborate with other campus partners over time to promote overall effectiveness

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Moving Forward with Program Development

- Strategy and intervention development
- Guidelines for developing interventions
- Programming/strategy rubric
- Training staff

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Positive Programming Attributes

- ▣ Non-judgmental
- ▣ Inclusive of drinkers and non-drinkers
- ▣ No hidden agenda
- ▣ Presents “real” data – not skewed
- ▣ Encourages moderation and community building
- ▣ Innovative
- ▣ Encourages open and honest discussion
- ▣ Respectful of student experiences & beliefs
- ▣ Messages related to health & safety
- ▣ Eliminating drinking not a goal
- ▣ Recognize that most students will choose the safer behavior most of the time

**Adapted from prior work at Northern Illinois University (Collaboration between Health Enhancement & Housing & Dining)
2011 NASPA Alcohol & Other Drug Abuse Prevention & Intervention Conference, Miami, FL
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Countering Negative Programming Ideas

- ❑ Difficult due to popularity, they are active, fun, powerful and most of all – NOT BORING!
- ❑ On the positive side, they can build community, are safe, fun & entertaining, participatory, etc.
- ❑ Examples include: Car Crash Scenes, RAVE scenarios, Alcohol Olympics, Beer Pong, Fatal Vision Goggles, Quarters, Mocktail Parties, Death Scenarios, Outside Negative Speakers, etc.

**Adapted from prior work at Northern Illinois University (Collaboration between Health Enhancement & Housing & Dining)
2011 NASPA Alcohol & Other Drug Abuse Prevention & Intervention Conference, Miami, FL
"Strategic Planning for Prevention: A Collaborative Approach to Creative Alcohol Education"*

Creative Programming

- ▣ Move-in weekend
- ▣ Residence hall floor bulletin boards
- ▣ Greek house bulletin boards
- ▣ Homecoming
- ▣ Frozen alcohol messages
- ▣ Spring break – home or away
- ▣ Others?

**Adapted from prior work at Northern Illinois University (Collaboration between Health Enhancement & Housing & Dining)
2011 NASPA Alcohol & Other Drug Abuse Prevention & Intervention Conference, Miami, FL
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Other Thoughts on Working with Greek Affiliated Students

- Seek first to understand, then to be understood
 - Student-centered
- If you try being everything to everyone you end up being no one to anyone
- Widen your lens, but narrow your focus
- One size does not fit all
- Open and transparent process
- Be creative and think outside the box
- Share resources, knowledge, and experiences
- Be real and honest with students
 - Builds trust & greater credibility
- Move away from scare tactics
 - They don't work
- Data and theory **MUST** inform practice
- The devil is in the details
- Ask questions
- Get involved with Greek community
- It's hard work and it takes a lot of time! (But, it's worth it!!)

Thank you!

- ▣ Questions?
- ▣ Evaluations

Contact Information

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