

AOD Prevention 201: Comprehensive Models



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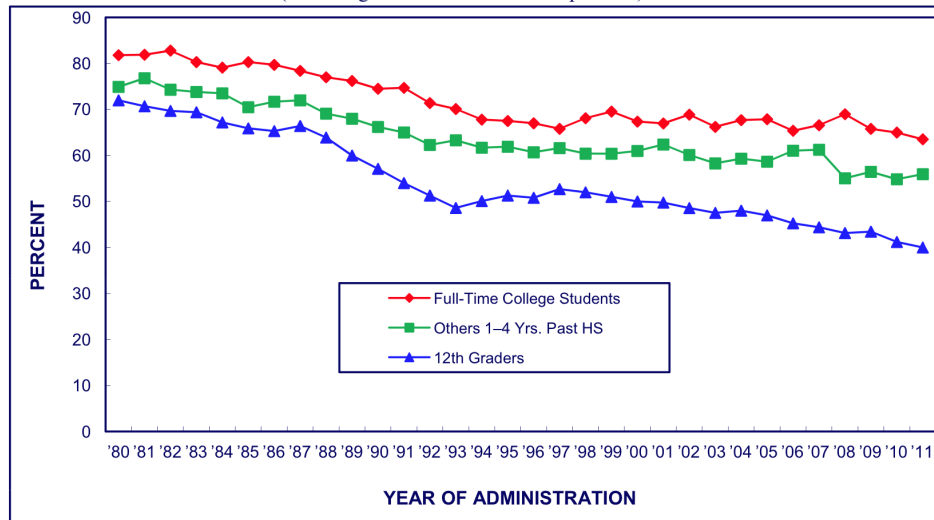
Pre-Conference Workshop at the NASPA Mental Health and Alcohol, Other Drug Abuse, and Violence Prevention Conference, Fort Worth, Texas. January 17-19, 2013

Scope of the Problem

- Alcohol
- Marijuana
- Other drugs
- Prescription Medications

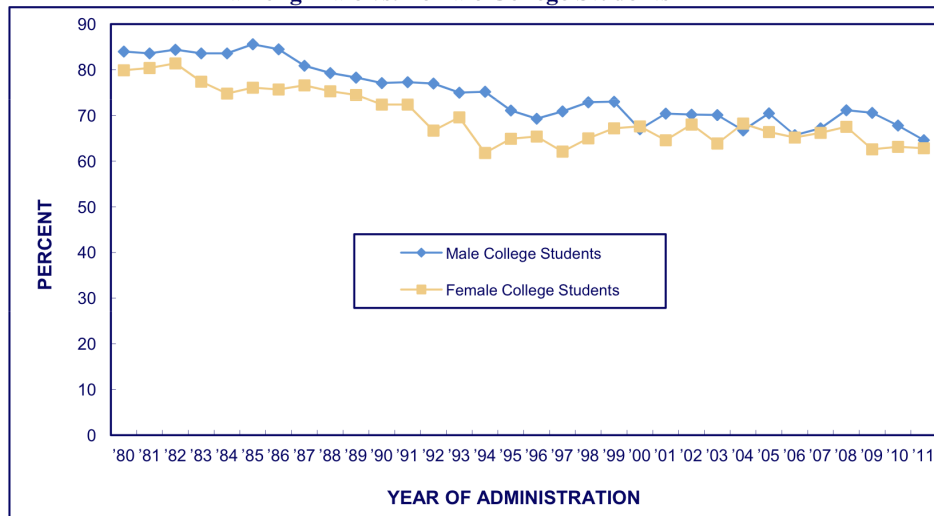
FIGURE 9-14b

Alcohol: Trends in 30-Day Prevalence among College Students vs. Others 1 to 4 Years beyond High School
(Twelfth graders included for comparison.)



*Alcohol use is higher for college students
Trend is essentially flat recently but historically downward*

Alcohol: Trends in 30-Day Prevalence among Male vs. Female College Students

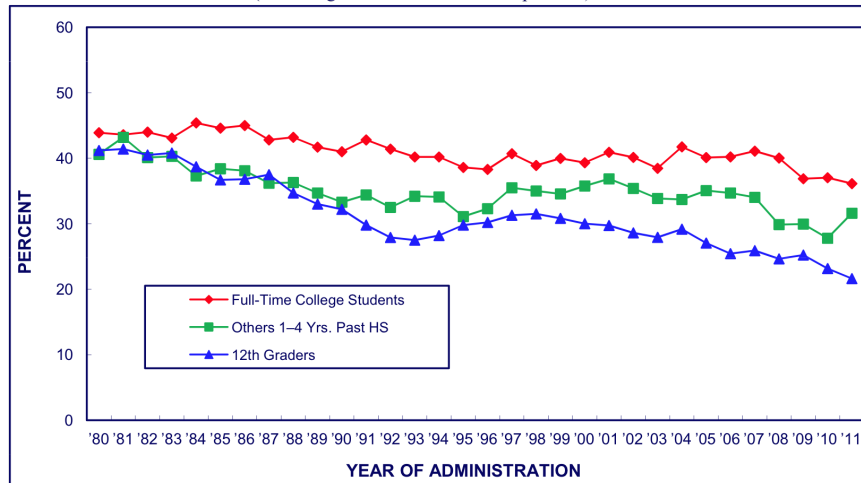


*Men have declined more over the past 30 years.
Little evidence for the women-drinking-more-like-men belief*

Source. The Monitoring the Future study, the University of Michigan.

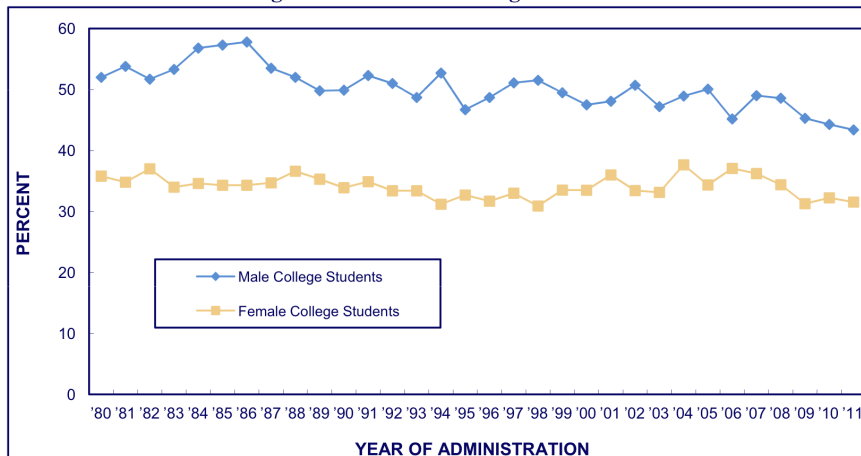
FIGURE 9-14d

Alcohol: Trends in 2-Week Prevalence of 5 or More Drinks in a Row among College Students vs. Others 1 to 4 Years beyond High School
(Twelfth graders included for comparison.)



Similar pattern for 5+ drinking behavior

Alcohol: Trends in 2-Week Prevalence of 5 or More Drinks in a Row among Male vs. Female College Students



Source. The Monitoring the Future study, the University of Michigan.

Note. Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

TABLE 4-5

Thirty-Day Prevalence of Daily Use^a of Various Types of Drugs by Subgroups among Respondents of Modal Ages 19–30, 2011

(Entries are percentages.)

	<i>Approximate Weighted N</i>	<i>Marijuana Daily</i>	<i>Alcohol Daily</i>	<i>Alcohol: 5+ Drinks in a Row in Last 2 Weeks</i>	<i>Cigarettes Daily</i>	<i>Cigarettes: 1/2 Pack+ per Day</i>
Total	5,500	5.7	5.2	35.5	13.9	7.8
Gender:						
Male	2,200	8.0	8.0	45.4	15.5	9.3
Female	3,300	4.2	3.4	29.0	12.9	6.8
Modal Age:						
19–20	1,000	6.6	2.4	29.8	10.2	4.5
21–22	1,000	6.3	6.1	39.2	15.0	7.9
23–24	900	6.9	5.2	39.9	13.7	8.2
25–26	800	5.8	5.7	38.7	17.0	9.7
27–28	900	4.6	7.0	35.0	13.4	7.6
29–30	900	3.7	5.3	30.4	14.8	9.2
Region:						
Northeast	1,100	6.8	4.7	43.8	14.1	8.3
Midwest	1,500	6.0	5.3	39.7	17.1	9.5
South	1,800	4.2	5.3	31.0	13.6	8.0
West	1,100	7.1	5.0	29.3	9.4	4.5
Population Density: ^b						
Farm/Country	500	4.6	4.0	27.6	18.3	12.0
Small Town	1,400	6.3	4.1	32.8	15.5	9.5
Medium City	1,500	5.9	5.2	36.5	14.3	7.8
Large City	1,300	5.5	5.1	37.5	12.1	6.2
Very Large City	800	5.6	8.4	41.0	8.8	4.0

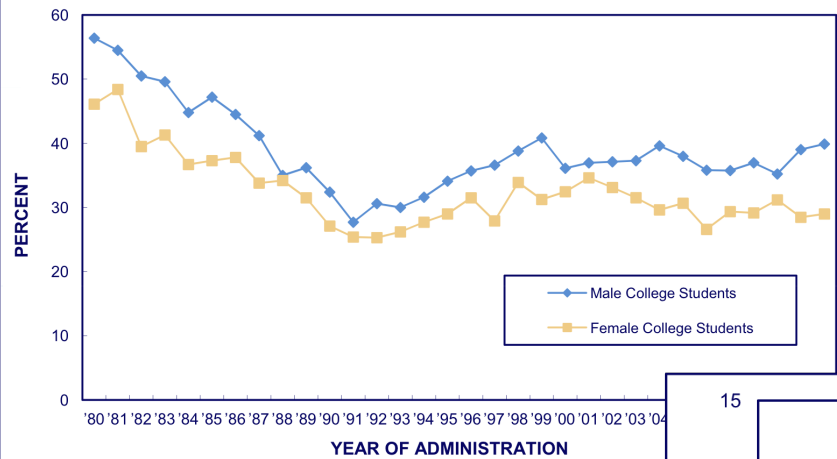
Source. The Monitoring the Future study, the University of Michigan.

^aDaily use is defined as use on 20 or more occasions in the past 30 days except for cigarettes, measured as actual daily use, and 5+ drinks, measured as having five or more drinks in a row in the last two weeks.

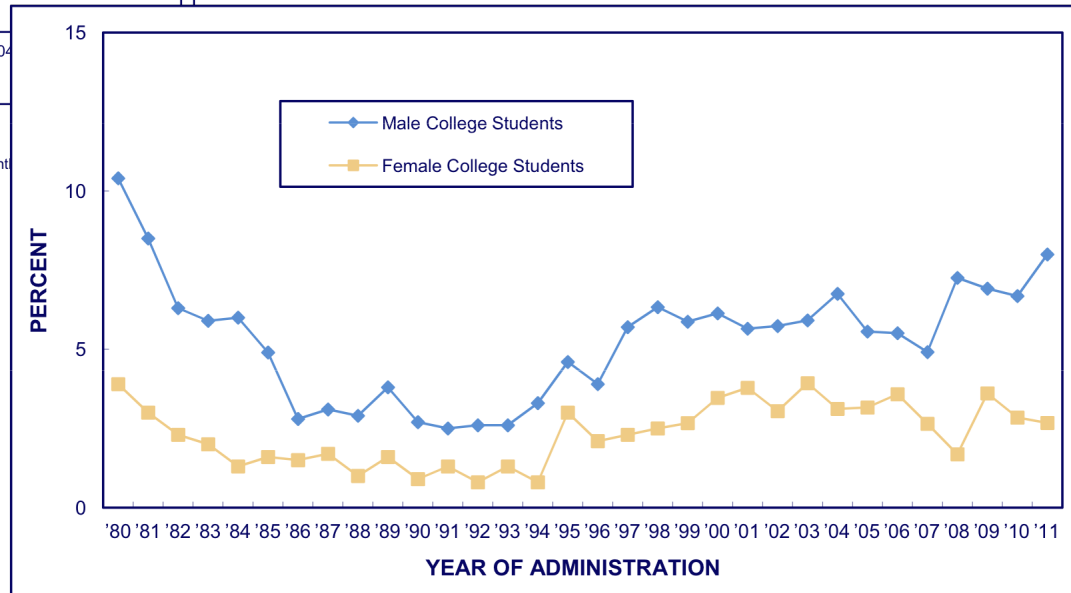
^bA small town is defined as having fewer than 50,000 inhabitants; a medium city as 50,000–100,000; a large city as 100,000–500,000; and a very large city as having over 500,000. Within each level of population density, suburban and urban respondents are combined.

Marijuana Use

Marijuana: Trends in Annual Prevalence among Male vs. Female College Students



Marijuana: Trends in 30-Day Prevalence of Daily Use among Male vs. Female College Students



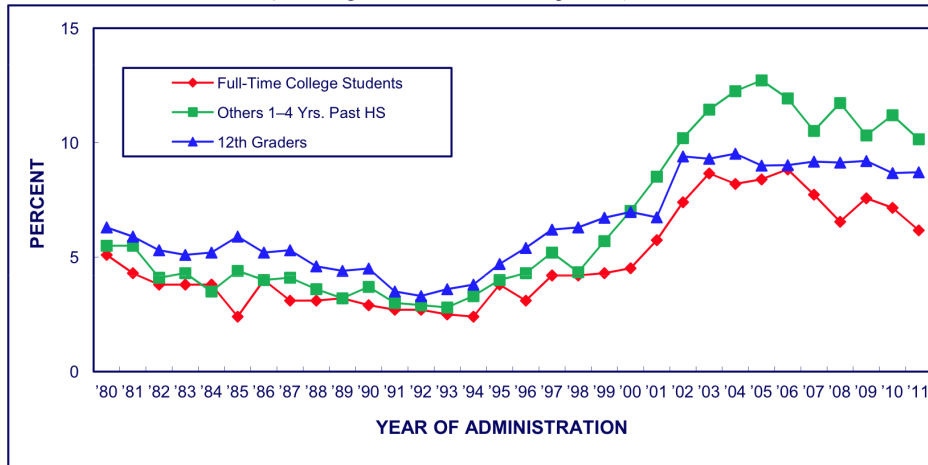
Source. The Monitoring the Future study, the University of Michigan.
 Note. Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

Source. The Monitoring the Future study, the University of Michigan.
 Note. Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

A few more drugs

- Prescription Drugs
- Synthetic Marijuana
- Salvia

FIGURE 9-10a
Narcotics other than Heroin:^a Trends in Annual Prevalence
among College Students vs. Others
1 to 4 Years beyond High School
 (Twelfth graders included for comparison.)



Narcotics other than Heroin:^a Trends in Annual Prevalence
among Male vs. Female College Students

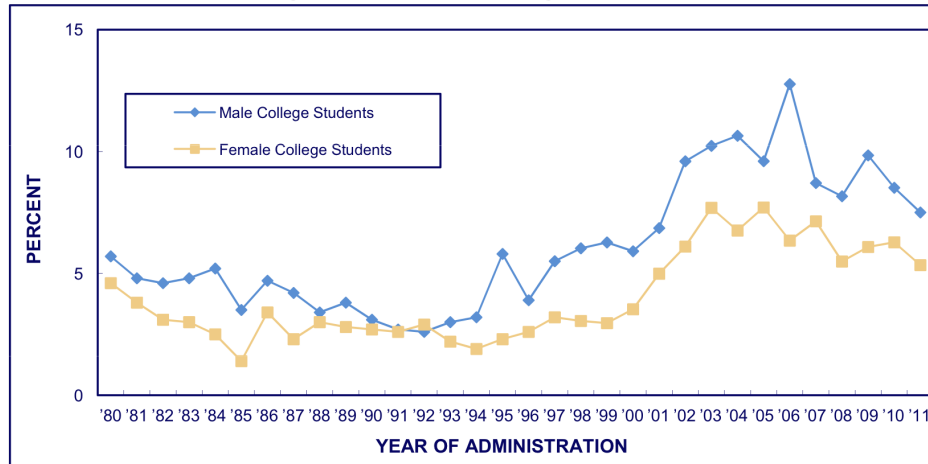
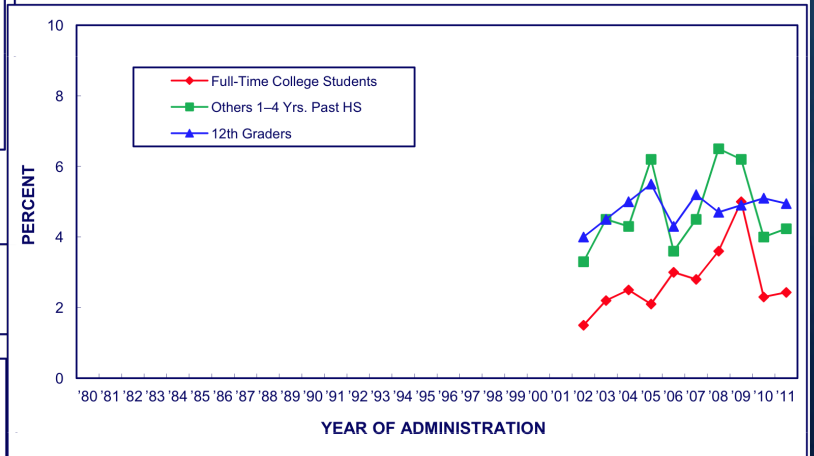


FIGURE 9-10c
OxyContin:^a Trends in Annual Prevalence
among College Students vs. Others
1 to 4 Years beyond High School
 (Twelfth graders included for comparison.)



Source. The Monitoring the Future study, the University of Michigan.

Note. Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

Source. The Monitoring the Future study, the University of Michigan.

Note. Others refers to high school graduates one to four years beyond high school not currently enrolled full-time in college.

^aIn 2002 the question text was changed on half of the questionnaire forms. The list of examples of narcotics other than heroin was updated: Talwin, laudanum, and paregoric—all of which had negligible rates of use by 2001—were replaced by Vicodin, OxyContin, and Percocet. The 2002 data presented here are based on the changed forms only. In 2003 the remaining forms

TABLE 8-2
Annual Prevalence of Use for Various Types of Drugs, 2011:
Full-Time College Students vs. Others
among Respondents 1 to 4 Years beyond High School, by Gender
(Entries are percentages.)

	Total		Males		Females	
	Full-Time		Full-Time		Full-Time	
	College	Others	College	Others	College	Others
Any Illicit Drug ^a	36.3	39.9	41.2	45.0	33.2	36.1
Any Illicit Drug ^a other than Marijuana	16.8	19.4	20.1	21.4	14.7	17.9
Marijuana	33.2	36.8	39.9	42.6	29.0	32.3
Synthetic Marijuana ^e	8.5	15.5	12.8	19.4	5.7	12.2
Inhalants ^b	0.9	1.7	1.1	1.1	0.7	2.2
Hallucinogens	4.1	6.4	7.5	8.2	1.9	5.0
LSD	2.0	3.8	3.8	4.8	0.8	3.1
Hallucinogens other than LSD	3.4	5.2	6.5	7.5	1.5	3.5
Ecstasy (MDMA) ^b	4.2	5.7	4.7	5.8	3.8	5.6
Salvia ^h	3.2	7.7	5.5	11.8	2.0	4.2
Cocaine	3.3	5.5	4.5	6.2	2.6	5.0
Crack ^c	0.3	1.0	0.1	1.2	0.4	0.9
Other Cocaine ^d	3.0	4.6	3.5	5.4	2.6	3.9
Heroin	0.1	0.8	0.1	1.2	0.1	0.6
With a Needle ^e	0.2	0.2	0.3	*	0.1	0.3
Without a Needle ^e	0.2	0.4	*	0.5	0.3	0.3
Narcotics other than Heroin ^f	6.2	10.2	7.5	9.6	5.3	10.6
OxyContin ^{b,f}	2.4	4.2	3.5	4.0	1.7	4.4
Vicodin ^{b,f}	5.8	8.9	5.1	7.4	6.2	10.1
Amphetamines, Adjusted ^{f,g}	9.3	7.8	11.1	9.6	8.2	6.5
Ritalin ^{b,f}	2.3	2.0	3.4	1.1	1.5	2.7
Adderall ^{b,f}	9.8	7.0	13.2	8.3	7.7	6.0
Provigil ^{b,f}	0.2	0.6	0.4	*	0.1	1.0
Methamphetamine ^e	0.2	0.7	0.6	0.8	*	0.6
Crystal Methamphetamine (Ice) ^e	0.1	1.0	*	1.5	0.1	0.6



Great Data: So What?



Taking an errant path

Social Norms Marketing – Correcting the common issue that students overestimate the amount of abuse and the approval for extremes amongst their peers.

Common Observation: Social Norms Influence Drinking

Perceived Norm

Assumptions about how much or how frequently significant groups drink

Assumptions about attitudes that significant groups hold about drinking

Drinking

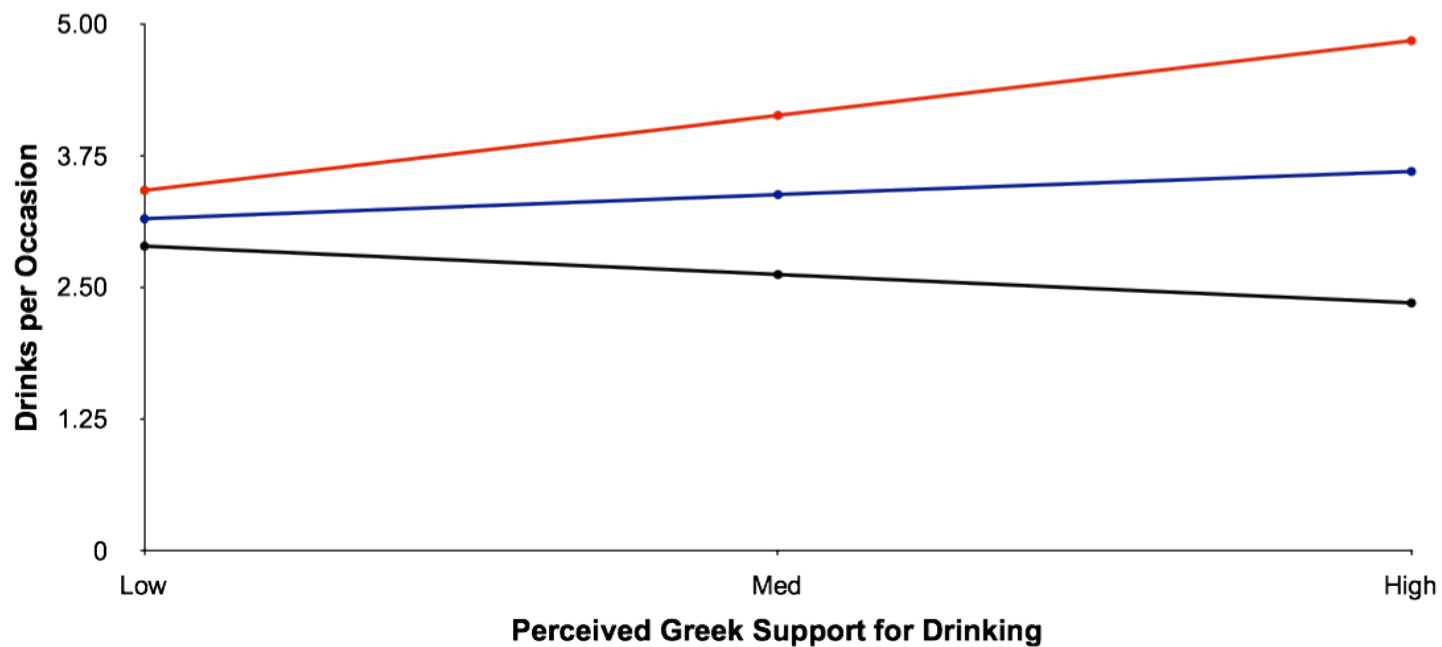
*"I drink because everybody **does** it"*

*"I drink because everybody **thinks** it's cool"*

Conformity Pressure vs. Identity Fulfillment

- + Recognition that membership within subpopulations affects the perception and impact of descriptive norms.
- + Identity—especially social identity—theories seem to make important predictions.

Two-way Interaction between Identification with Greek Members and Perceptions of Greek Members' Approval



● Low Identity ● Med. Identity
● High Identity

Reed, M. B., Lange, J. E., Ketchie, J. M., & Clapp, J. D. (2007). The relationship between social identity, normative information, and college student drinking. Social Influence, 2, 269–294.

So you want to do a perceived norms correction social marketing campaign

- +Remember the theory
- +Conduct the research
- +Craft the message
- +Get ready for discussions

ALCOHOL & SEX?



97.4% of UMD Students have not been in a sexually abusive relationship.

97% of UMD Students have never had sex forced upon them.

We drink moderately so that alcohol won't cloud our judgement.

ONE in four, OR LESS

ONE in four, OR LESS



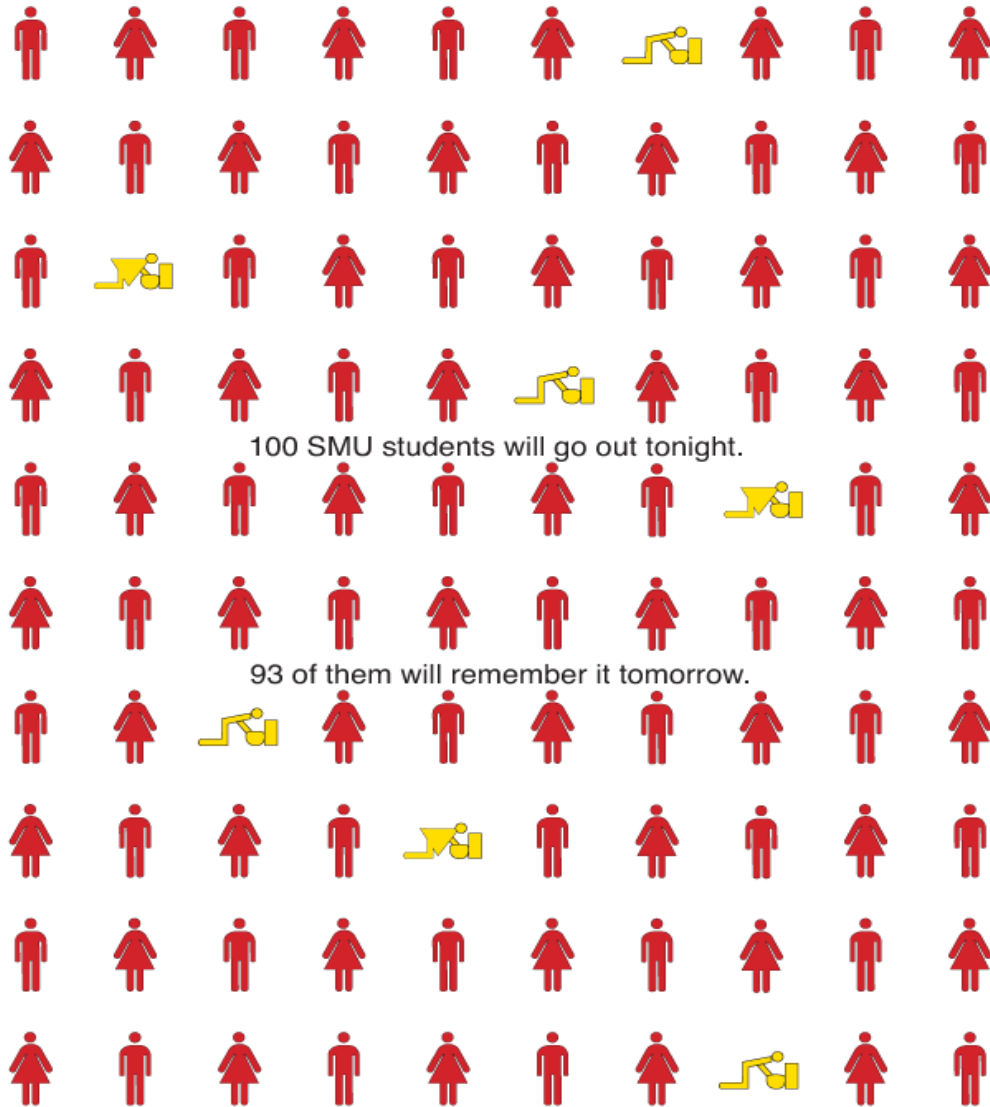
A FEW SMU STUDENTS WERE DRUNK LAST WEEK.

The rest of us have the pictures to prove it.

A 2002 snapshot of SMU students shows that 84 percent of us don't miss classes because of drinking. This shows that we are part of a growing national trend. We enjoy partying with friends and do so responsibly. The survey shows that the vast majority of us drink once a week or less. We average five or fewer drinks in a night, haven't gotten into a fight because of

drinking, don't drink and drive and have never been in trouble with authorities due to drinking either on or off campus. The next time you're out, remember that drinking responsibly is actually the most popular student activity.

Congratulations. And welcome to The Majority.



According to a recent survey, very few SMU students classify themselves as heavy drinkers. Most of us realize that having fun doesn't have to mean having your head down a toilet after partying. Drinking responsibly is actually the most popular student activity. That's worth remembering.

Congratulations. And welcome to The Majority.



Other Pitfalls


Happy Halloween MSU!!!!



9 out of 10 MSU Students who choose to drink on Halloween stay with the same group of friends the entire time.

Celebrate
STATE

*MSU Fall Celebration Survey 2006, N=891



None of us are picture perfect.

**8 out of 10
MSU students
use a
designated driver.***

*2004 NCHA Survey Results

KATOPARTY
411 GET THE FACTS!
www.katoparty411.com

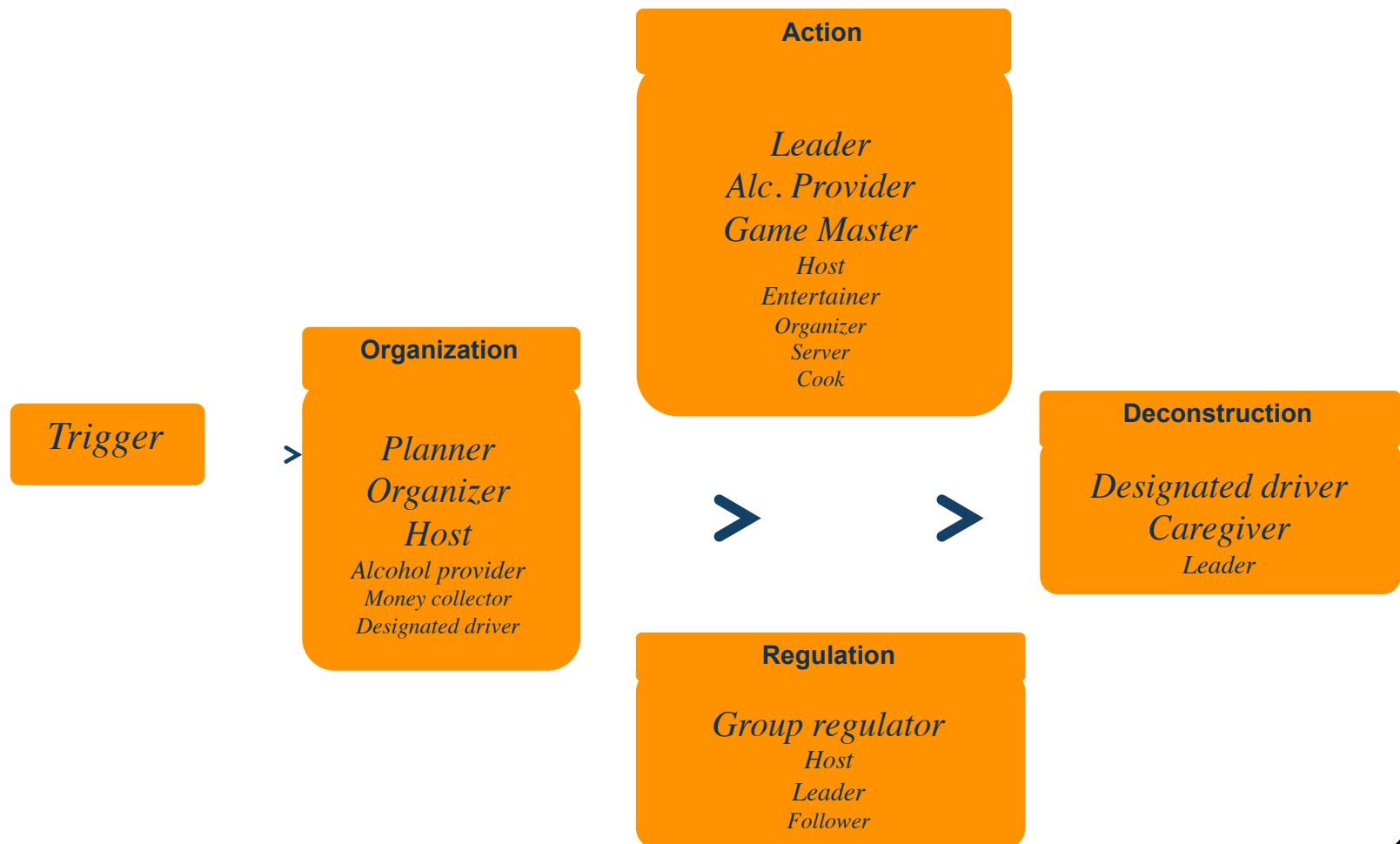
MSU
gets it.

Natural Drinking Groups Defined

- A collection of two or more people organized to share a social activity centered on drinking who are bonded by friendship or other interpersonal relationships
- NDG are distinct from parties, which are typically larger than an NDG
 - Parties can be attended by multiple NDG and a single NDG could attend multiple parties
- little is known about natural drinking groups:
 - How they form
 - Their structure
 - Their dynamics
 - How they deconstruct

Source: Lange et al 2006

Results of Interviews: Stages of group processes



Individual & Group Effects on Participant's Drinking

	<i>B(S.E.)</i>	<i>Sig</i>
<i>Male vs. Female</i>	<i>-1.758 (.633)</i>	<i>.006</i>
<i>Age</i>	<i>-.426 (.208)</i>	<i>.041</i>
<i>Number of locations visited</i>	<i>.772 (.501)</i>	<i>.125</i>
<i>Party Type (1=hanging out, 2 = group level party, 3= larger party)</i>	<i>1.802 (.345)</i>	<i>.002</i>
<i>Public vs. Private</i>	<i>-.761 (.820)</i>	<i>.355</i>
<i>Percent of other drinkers in the group</i>	<i>4.154 (1.68)</i>	<i>.012</i>

Three Dimensions of NDGs and Correlations with Social Identity & BAC

Dimensions	Variance	Items	Loadings	Social Identity	BAC
Resourceful	32%	Knowledge of events	.81		
		Connections	.72	r = .08	r = .19
		Access to alcohol	.69	ns	p = .02
		Access to drugs	.67		
Social appeal	15%	Humor	.80		
		Social skills	.79	r = .31	r = .006
		Attractiveness	.63	p = .000	ns
		Dancing ability	.59		
Nurturing	12%	Sensitive to others' needs	.83	r = .36	r = -.11
		Caring of other people	.74	p = .000	ns

Campus Response

- It's time to talk about comprehensive prevention.
- But what is "comprehensive"?
 - Risk (Person) Centered
 - Population Centered
 - Location Centered
 - Function Centered

Risk Centered

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Science Olympiad» [Disease Detectives Ever Exercises](#)

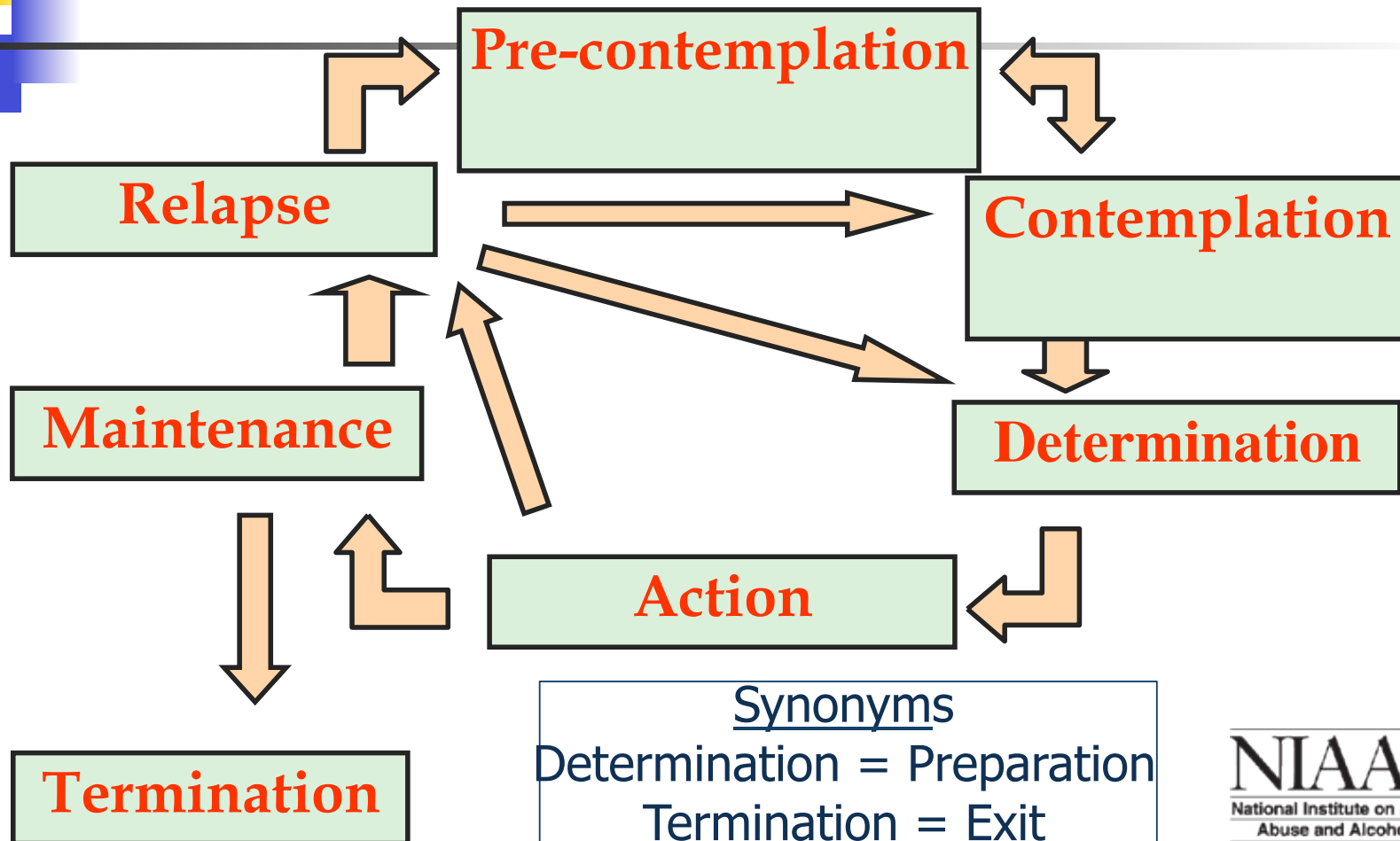
Skin Cancer Module: F Exercises

Module 13: Levels of Disease Prevention

Objective: Learn about primary, secondary, and tertiary prevention.

Preventing any disease can be grouped into three levels. The levels are named for the stages of disease they target. The three levels of prevention are primary, secondary, and tertiary.

Transtheoretical Model



Population Centered

NIAAA 3-in-1 Framework

Tier of Effectiveness	Individuals	Student Population	Community
1: Effective Among College Students			
2: Effective with General Population			
3: Promising			
4: Ineffective			

Environmental Centered

Finding the locations that abuse occurs or that promote it.

- Bars or other outlets
- House Parties / Fraternities
- Social Host
- Beach, parks or other open spaces

Functional Approach

Unified Theory of Prevention: Physics of Prevention

+Block- create barriers between object and target

+Deflect- redirect the inertia of object away from the target

+Repel- counter or remove the attractive force of the target

Block



Enforcement & Access

- + Reduce AOD access to limit excessive consumption and limit harmful behaviors

- + Examples:

- + COPP - DUI Checkpoints

- + Shoulder tap

- + Coordinated MIP enforcement

- + RBS training

- + "Social Host" enforcement

Deflect



Behavioral Alternatives

- + Increase opportunities to act responsibly while fulfilling developmental and social needs
- + Examples:
 - + Safe-Ride programs
 - + Substance free housing
 - + Substance free parties and social events
 - + Athletic, recreational and other facilities

Repel



Individual Focus

+ Changing attitudes, knowledge and ultimately motivation to use or abuse AODs

+ Examples:

- + Peer or School-based Education Programs
- + Counseling Programs
- + Counter advertising campaigns
- + Alcohol awareness events
- + Guest inspirational speakers

Supporting Structure



+ Community involvement to support core program objectives

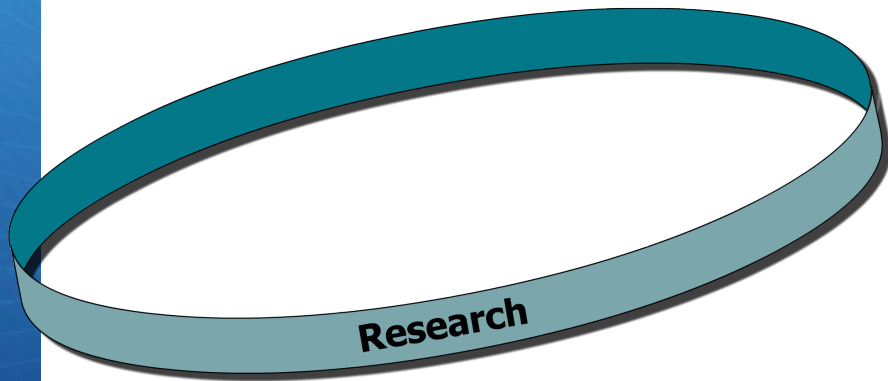
+ Examples:

+ Community Coalitions

- County Prevention Collaboratives
- Law Enforcement
- Area Colleges and Universities
- Alcohol Industry

+ Support for local laws

Supporting Structure



+ Research and evaluation to measure improvements in individual and public health outcomes, cost-efficiencies, program sustainability, and guide program refinement

+ Examples:

+ Telephone surveys

+ Breath test surveys

Comprehensive Strategy

- + Individual Focus
- + Enforcement and Access
- + Behavioral Alternatives
- + Community Action
- + Research



Program Functional Domain	Tier 1—Evidence of effectiveness among students	Tier 2—Evidence of success with general populations	Tier 3—Evidence of logical and theoretical promise	Tier 4—Evidence of ineffectiveness
Individual Focus	<ol style="list-style-type: none"> 1. <i>Cognitive behavioral skills training</i> 2. <i>Brief MI</i> <ul style="list-style-type: none"> • <i>Expectancy Challenge</i> 		<ol style="list-style-type: none"> 1. <i>Enforcement publicity</i> 2. <i>Norms Correction Campaign</i> <ul style="list-style-type: none"> • <i>Policy info campaigns</i> 	<ol style="list-style-type: none"> 1. <i>Informational knowledge-based programs</i> 2. <i>BAC Feedback</i>
Behavioral Alternative			<ol style="list-style-type: none"> 1. <i>Alcohol free activities and dorms</i> 2. <i>Friday classes</i> <ul style="list-style-type: none"> • <i>Safe-ride program</i> 	
Access Control		<ol style="list-style-type: none"> 1. <i>MIP enforcement</i> 2. <i>DUI Enforcement</i> <ul style="list-style-type: none"> • <i>Restrict outlets</i> • <i>Increase prices</i> • <i>RBS</i> 	<ol style="list-style-type: none"> 1. <i>Keg bans</i> 2. <i>Older R.A.s</i> <ul style="list-style-type: none"> • <i>Control alcohol at sports events</i> • <i>Dry campuses</i> • <i>Enforcement at campus events</i> • <i>Consistent disciplinary actions</i> • <i>Regulate happy hours</i> 	
Community Action		<ol style="list-style-type: none"> 1. <i>Form coalition</i> 	<ol style="list-style-type: none"> 1. <i>Refuse alcohol sponsors</i> 	

For more on the NIAAA Tier of Effectiveness structure see www.collegedrinkingprevention.gov

Deflect



Behavioral Alternatives

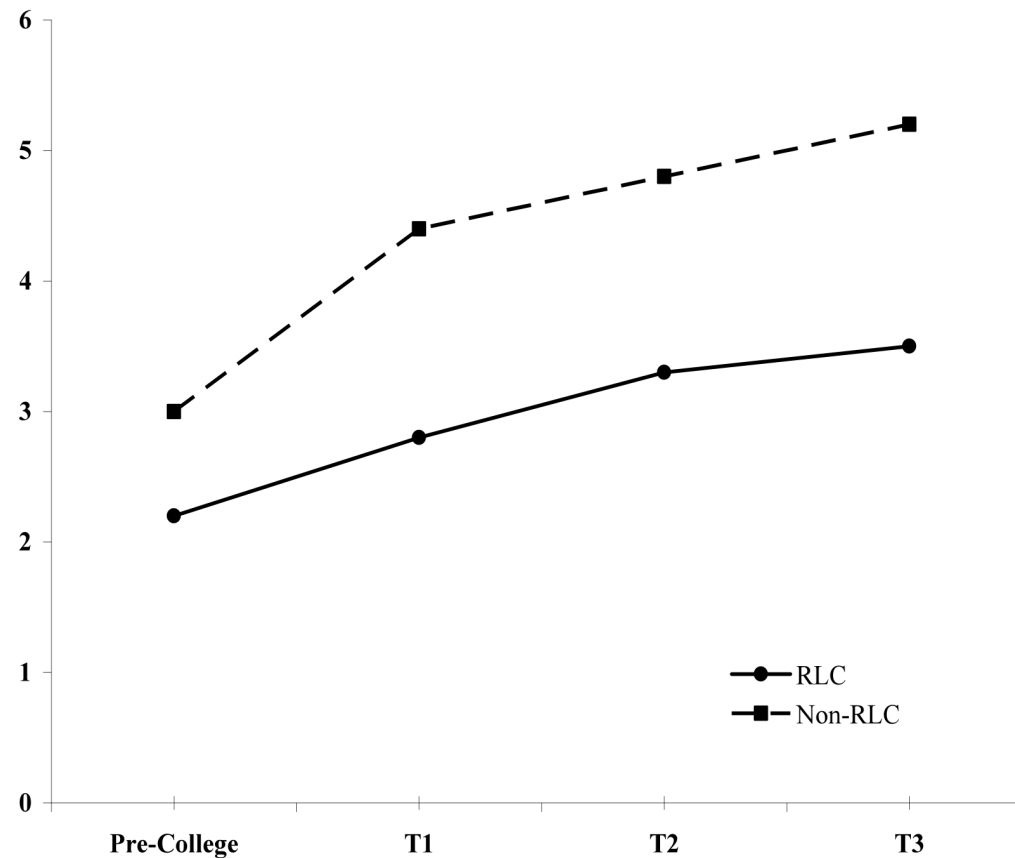
- + Increase opportunities to act responsibly while fulfilling developmental and social needs
- + Examples:
 - + Safe-Ride programs
 - + Substance free housing
 - + Substance free parties and social events
 - + Athletic, recreational and other facilities

Residential Learning Communities

- + Enhance connections between formal learning opportunities and students' living environments (Brower & Dettinger, 1998)
- + Typically focused around interest themes (e.g., research, service learning) and/or specific academic majors (e.g., science and engineering, health sciences)
- + Offer a range of activities such as first-year seminars, special courses, faculty partnerships, and study groups
- + Counteract estrangement of undergraduates at large schools by creating socially and academically supportive atmosphere and fostering student-faculty relationships

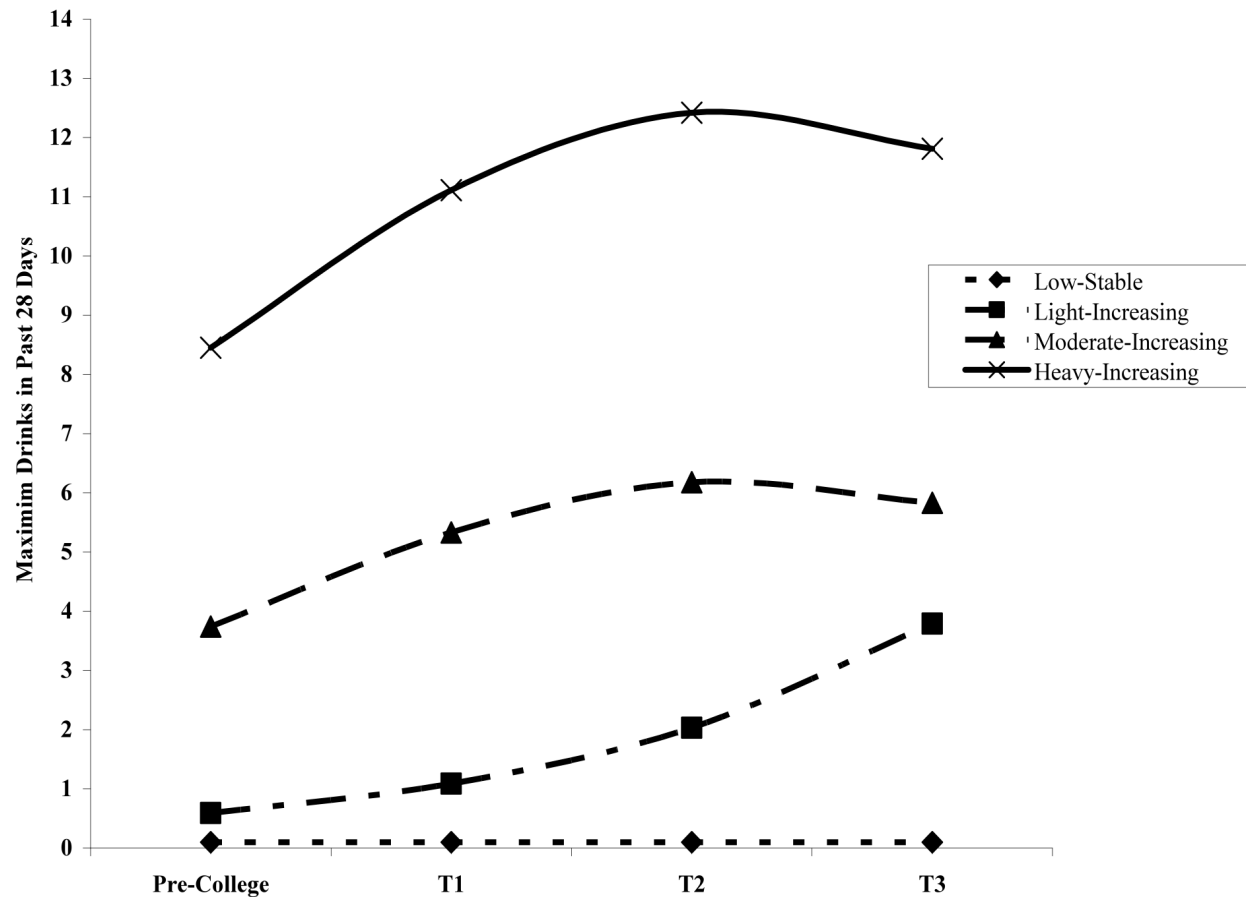
Results of Michigan study

Max Drinks Past 28 days



McCabe, S. E., Boyd, C. J., Cranford, J. A., Slayden, J., Lange, J. E., Reed, M. B., ... Scott, M. S. (2007). Alcohol involvement and participation in residential learning communities among first-year college students. Journal of Studies on Alcohol and Drugs, 68(5), 722–726.

More results



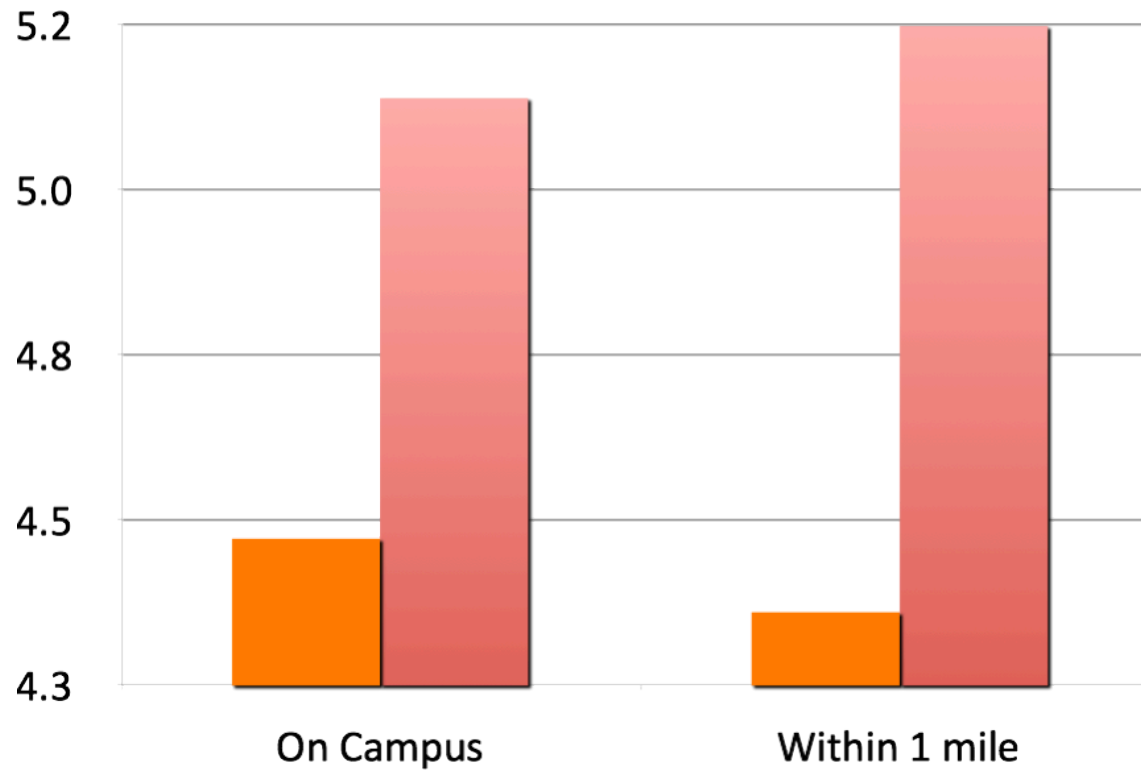
RLC were more likely in low-stable and less likely in heavy increasing

McCabe, S. E., Boyd, C. J., Cranford, J. A., Slayden, J., Lange, J. E., Reed, M. B., ... Scott, M. S. (2007). Alcohol involvement and participation in residential learning communities among first-year college students. Journal of Studies on Alcohol and Drugs, 68(5), 722-726.

Commuters: Special Considerations

- + Demographics
- + Social Identity
- + Environments
 - Living
 - Work
 - Party
- + Intervention opportunities

Identifying with Fellow Students



Living Arrangement: ■ No ■ Yes

Lessons from the RLC and Identity Research

- + Connection to campus
- + Academic orientation
- + Bringing in engagement concept

Block



Enforcement & Access

+ Reduce AOD access to limit excessive consumption and limit harmful behaviors

+ Examples:

+ COPP - DUI Checkpoints

+ Shoulder tap

+ Coordinated MIP enforcement

+ RBS training

+ "Social Host" enforcement

+ Party Patrols

Environmental Considerations

- + Three main environmental risk factors
 - Lack of responsible adult supervision
 - Facilitative social environment
 - Readily accessible alcohol/drugs
- + Off campus living...
 - is ripe with these factors
 - has fewer points for intervention
 - feeds the identity/engagement differences
 - + Opposite of RLC

Community Action

- + To facilitate
 - Access control
 - Alternative behaviors
 - Serve as agents of brief intervention



RADD California Coalition

*Community
action
supported
behavioral
alternative
strategy
with brief
intervention
component.*



AZTEC NIGHTS

Thursday, January 29

RADD's Ultimate Bartender Challenge
Campanile Walkway – Noon
Local bartenders compete to create the tastiest, most attractive non-alcoholic drinks.

- Judges include SDSU students, staff, & local law enforcement.
- Businesses competing include: PB Bar & Grill, Sandbar, Off Shore, Johnny V, Bareback Grill, Tavern at the Beach, Plum Crazy, Moondoggies, Bub's, True North, Firehouse American Eatery, Shore Club.

Taste of San Diego
Campanile Walkway – Noon-3pm
Local restaurants will provide FREE samples of select menu items. Tickets must be picked up at the Ticket Station that will be onsite.

- Restaurants participating include: PB Bar & Grill, Sandbar, Off Shore, Johnny V, Bareback Grill, Moondoggies, Woodstock's, Firehouse American Eatery, Shore Club
- Non-food Vendors: Adventure Logix, VAVI

Funding for this program was provided by a grant to RADD from the California Office of Traffic Safety, through the National Highway Traffic Safety Administration.



RADD
RADD is a non-profit organization dedicated to reducing alcohol-related traffic fatalities and injuries through education and enforcement.

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SDSU Student Affairs • Bridge to Success

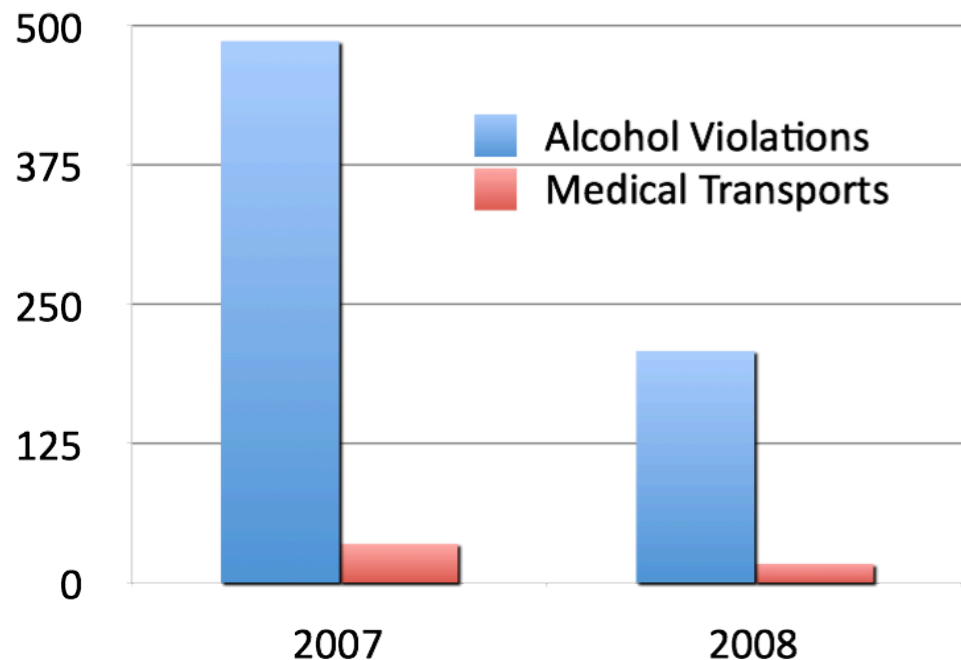
Comprehensive Strategy

- + Individual Focus
- + Enforcement and Access
- + Behavioral Alternatives
- + Community Action
- + Research



SDSU Example: Results

Campus wide alcohol violations and medical transports during the first 5 weeks of the semester. Decline is 57% and 50% respectively.








Other programs can also take credit






Hint: it takes a comprehensive approach

- +Mandatory e-Check Up to Go
- +Dry dorms
- +Dry Fraternities first 5 weeks
- +Mandatory Pledge Training and Status
- +Parent discussion guide

Campus Worksheet

Programs	 Individual Focus	 Behavioral Alternatives	 Enforcement & Access	 Community Action	 Research
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus Worksheet

<p>EXAMPLE</p> <p>Programs</p>	 <p>Individual Focus</p>	 <p>Behavioral Alternatives</p>	 <p>Enforcement & Access</p>	 <p>Community Action</p>	 <p>Research</p>
Safe-Ride	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASPIRE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARPI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Law Enf. Task force	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choices Ed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ARC:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ad Watch	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub. Free Dorms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Project Worksheet

Project Description	Objective	Support	Enhance
	Individual Behavioral Alt. Enforce/Access Community Research	Individual Behavioral Alt. Enforce/Access Community Research	Individual Behavioral Alt. Enforce/Access Community Research
Name:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description:	Function:	Function:	Function:
Target Population:			
Name:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description:	Function:	Function:	Function:
Target Population:			
Name:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Description:	Function:	Function:	Function:
Target Population:			

Project Worksheet

EXAMPLE Project Description	Objective	Support	Enhance
	Individual Behavioral Alt. Enforce/Access Community Research	Individual Behavioral Alt. Enforce/Access Community Research	Individual Behavioral Alt. Enforce/Access Community Research
Name: Safe-Rides Description: Free ride for students Target Population: All students	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Function: Avoid dui/rwi with safe ride	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Function: Raise awareness; Funding support; Program evaluation	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Function: Increase DUI enforcement would raise cost of DUI
Name: ASPIRE Description: Assessment and counseling program Target Population: Diversion /referral	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Function: Motivation change	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Function: Diversion from enforcement; Program Evaluation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Function: Redirection toward concrete alternative
Name: CARPI Description: College/community coalition Target Population: Administration local officials	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Function: Coordinate efforts for community responses to alcohol problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Function: Problem area identification; Program evaluation	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Function: Membership expansion to include more alternatives

Thank You

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