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Development of a comprehensive health promotion AOD prevention initiative for a university

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Invited presentation at the Substance Abuse Librarians
& Information Specialists 37th Annual International
Conference, San Diego, CA.

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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

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**Enforcement
& Access**


Block


Reduce AOD access to limit excessive consumption and limit harmful behaviors

Examples:

- Campus restrictive policies
- COPP - DUI Checkpoints
- Shoulder tap
- Coordinated MIP enforcement
- RBS training
- “Social Host” enforcement

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**Behavioral
Alternatives**

Deflect

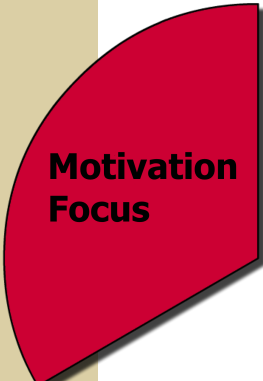
Increase opportunities to act responsibly while fulfilling developmental and social needs

Examples:

- Safe-Ride programs
- Substance free housing
- Substance free parties and social events
- Athletic, recreational and other facilities



Repel





Motivation 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 Action

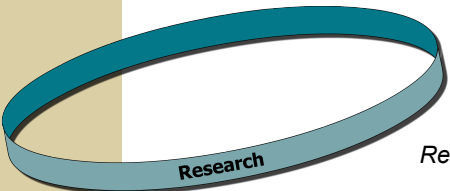
Community involvement to support core program objectives

Examples:

- Community Coalitions
 - County Prevention Collaboratives
 - Law Enforcement
 - Area Colleges and Universities
 - Alcohol Industry
- Support for local laws

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Research

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

Examples:

- Web or other surveys
- Breath test surveys

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Comprehensive Strategy

- Motivation Focus
- Enforcement and Access
- Behavioral Alternatives
- Community Action
- Research




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Tiers and Functions

NIAAA Task Force Tiers of Evidence				
Program Functional Domain	1—Evidence of effectiveness among students	2—Evidence of success with general populations	3—Evidence of logical and theoretical promise	4—Evidence of ineffectiveness
Individual Focus	1. Cognitive-behavioral skills training 2. Brief motivational enhancement interventions 3. Expectancy challenge		1. Increase publicity about enforcement of underage drinking laws on campus and eliminating mixed messages 2. Norms correction marketing campaign 3. Information campaigns for new students about alcohol policies	1. Informational knowledge-based programs 2. Blood alcohol content feedback
Behavioral Alternative			1. Alcohol free activities 2. Alcohol free dormitories 3. Reinstate Friday classes 4. Safe-ride programs	
Access Control		1. Increased enforcement of minimum drinking age 2. Enforcement of laws to reduce impaired driving 3. Restriction of alcohol retail outlet density 4. Increase alcohol prices 5. Responsible beverage service	1. Ban keg parties 2. Employ older resident assistants 3. Controlling alcohol at sports events 4. Banning alcohol on campus 5. Increase enforcement at campus events 6. Consistently enforcing disciplinary actions 7. Regulation of happy hours and sales	
Community Action		1. Formation of campus community coalition to implement programs listed under access and enforcement-Tier II	1. Refuse alcohol sponsorship	

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Using the Project Worksheet






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"/>
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"/>
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"/>
Description:	Function:				Function:				Function:			
Target Population:												


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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
EXAMPLE 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

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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
EXAMPLE 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

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Project Worksheet– Example 3													
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	
EXAMPLE Name: Safe-Rides Description: Free ride for students Target Population: All students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Function: Avoid dui/rwi with safe ride				Function: Raise awareness; Funding support; Program evaluation				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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Function: Motivation change				Function: Diversion from enforcement; Program Evaluation				Function: Redirection toward concrete alternative				
Name: CARPI Description: College/community coalition Target Population: Administration local officials	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Function: Coordinate efforts for community responses to alcohol problems				Function: Problem area identification; Program evaluation				Function: Membership expansion to include more alternatives				






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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"/>								

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Campus Worksheet—Example

EXAMPLE	 Individual Focus	 Behavioral Alternatives	 Enforcement & Access	 Community Action	 Research
Programs	Individual Focus	Behavioral Alternatives	Enforcement & Access	Community Action	Research
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"/>

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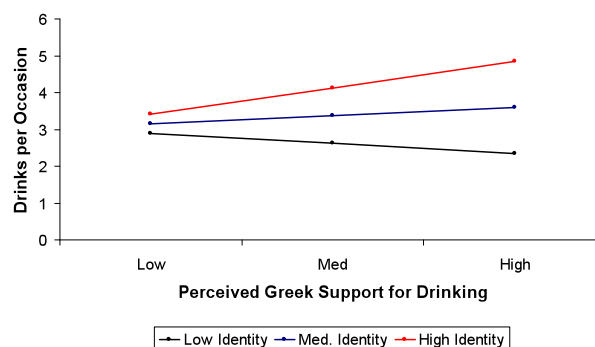
Environmental Considerations

- 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
- So bring them back to campus

Development of Identity


- First weeks of fall term is a very high risk time for new students
- Some evidence that up through 5th weeks is critical for student identity development
- Student success predictors
 - Engagement
 - Lower AOD involvement
 - On-campus living

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



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.

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Clips from Aztec Nights



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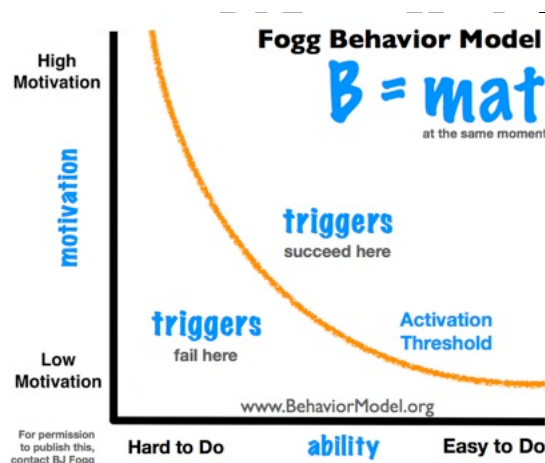




Templo del Sol
initiation rite


Environmental Interventions

- Typically use community mobilization to change the environmental availability of alcohol and increase enforcement of underage and DUI laws (e.g. Wolfson et al. 2012).
 - Increase coordination with police
 - Restrict alcohol use at campus events
 - Conduct compliance checks
 - Responsible beverage service training
- Can include alternative programming (fully restrictive environment)
- Both business and party focus




BJ Fogg's Behavior Model. Retrieved June 4, 2012, from <http://www.behaviormodel.org/>

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Comprehensive *Promotion* Strategies

- Comprehensive Strategy:
 - Motivational focus
 - Trigger (*cue*) focus -
 - Ability (*agency*) focus -





The diagram illustrates the Comprehensive Promotion Strategies. It features a central circle divided into three colored segments: a red segment labeled 'Individual Focus', a green segment labeled 'Behavioral Alternatives', and an orange segment labeled 'Enforcement & Access'. This central circle is encircled by a purple ring labeled 'Community Action' at the top and a blue ring labeled 'Research' at the bottom. The rings and segments are interconnected, suggesting a holistic approach to health promotion.

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BJ Fogg's Message



- 25 crummy trials are better than one "big brain" trial
- Trigger, ability and motivation.
- "Put hot triggers in the path of motivated people."
- Try a bunch of quick things to make it happen.

Basic Premises

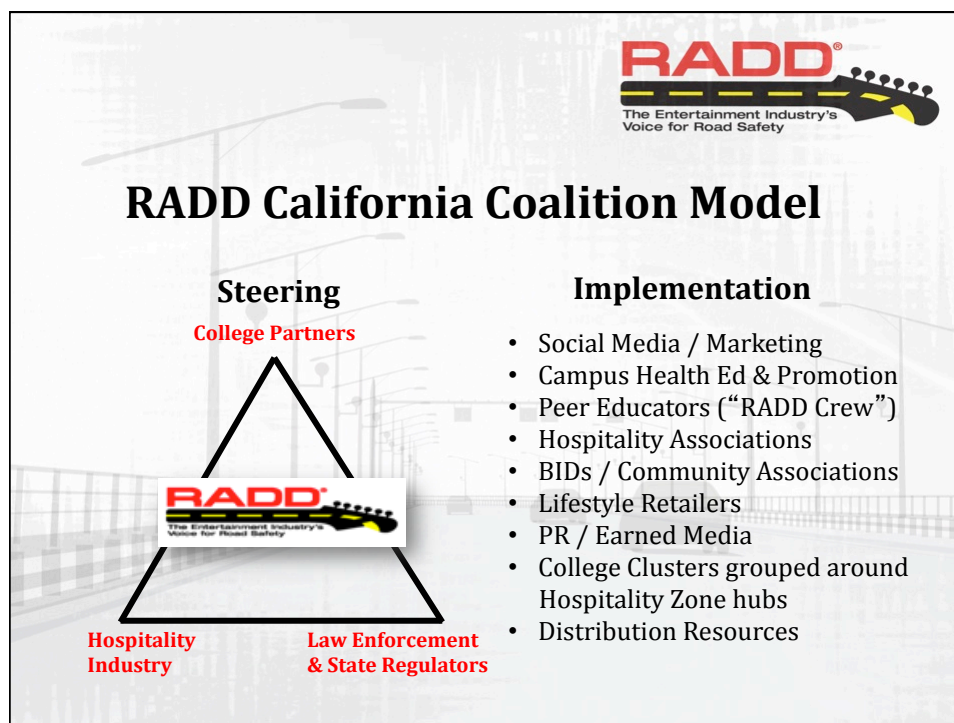
- Designated Drivers are widely known and popular (Anheuser-Busch, 2000; DeJong & Winsten, 1999; Fell, Voas, & Lange, 1997)
- Implementation of DD is inconsistent and flawed (Barry, Chaney, & Stellefson, 2013; Fell et al., 1997)
- Brief interactions can greatly enhance effective use of DD (Lange, Reed, Johnson, & Voas, 2006)

Anheuser-Busch. (2000). Designated driver poll 2000: Americans talk about designated drivers.
 Barry, A. E., Chaney, B. H., & Stellefson, M. L. (2013). Breath Alcohol Concentrations of Designated Drivers [OPEN ACCESS]. *Journal of Studies on Alcohol and Drugs*, 74(4), 509.
 DeJong, W., & Winsten, J. A. (1999). The use of designated drivers by US college students: A national study. *Journal of American College Health*, 47(4), 151–156.
 Fell, J., Voas, R., & Lange, J. E. (1997). Designated driver concept: Extent of use in the USA. *J Traffic Med*, 25(3-4).
 Lange, J. E., Reed, M. B., Johnson, M. B., & Voas, R. B. (2006). The efficacy of experimental interventions designed to reduce drinking among designated drivers. *Journal of Studies on Alcohol*, 67(2), 261–268.

Setting the Stage

- Server/Patron based intervention
- Getting establishments on board
- Getting patrons on board



The slide features the San Diego State University logo on the left, which consists of a red shield with a white building and the text "SAN DIEGO STATE UNIVERSITY" in black. To the right of the logo is a gold horizontal bar with the text "HEALTHPromotion" in black. Below the bar is the main title in large, bold, black font. At the bottom, the name and title of James Lange, Ph.D., are listed, followed by his email address. A note at the very bottom states that reprints of the slides can be downloaded from a specific website.

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Reprints of these slides can be downloaded by visiting the Report Vault of iPrevention.com