



- Review the list of promising practices, effective strategies, and prevention approaches listed in the manual and identify which component(s) your group currently uses as well as the component(s) your group would like to undertake.
 - Ask each member of your peer education group to research and prepare a five minute presentation on an aspect of the manual they find intriguing or particularly relevant to your campus.
 - Devote 30 minutes of an upcoming meeting to discuss your current funding structure and how you can strengthen your fundraising efforts.
 - Brainstorm the allies and stakeholders in alcohol abuse, impaired driving, and sexual assault prevention on your campus and in your community at a meeting.
 - Use the program planning and task worksheets to plan at least one upcoming prevention program. After the program, discuss what elements were most helpful and what your group needs to alter to address any missing elements.
 - Participate in the Safe Spring Break Pledge Signing Contest and/or Photo Contest. Each offer a cash prize of \$250.
 - Revisit the list of high-risk times in this manual and the Prevention Planning Calendar on the BACCHUS website and identify at least four times (other than SSB) that Spring Break related concerns can be integrated into your group's efforts (i.e., St. Patrick's Day).
 - Discuss your group's current approach to prevention and how well it involves other student groups, campus departments, and community organizations. Facilitate a conversation about which campus group(s) your efforts currently reach and in what ways you can expand your efforts or partner with other campus entities to broaden your reach.
- This list comprises only a few ideas for putting this manual to work for you. Does your peer education group use the manual in a different way? Email us and let us know – we may include your approach in a future manual!

Road Trip to a Safe Spring Break- Prevention Strategies

Health Promotion and Prevention Theories and Models

Current Thinking in Prevention

Reviewing the data on college students is a good reminder that most students are making healthy choices. Most students are not driving after drinking and are using proactive and protective strategies to decrease their risk of negative consequences while drinking. Of the students who choose to be sexually active, most use protection when doing so.

However, the data also reveal that a portion of the student body engages in high risk drinking and unprotected sex and places themselves and others at risk for struggling academics, poor health, injury, and even death.

This section will discuss the variety of strategies campuses should be undertaking to proactively and comprehensively address concerns that can arise during spring break for students and the campus community. The strategies outlined will assist peer education groups address the different populations on campus to reinforce lower risk options (from abstaining to lower risk drinking and protected sexual activities) to build a healthy campus community. The more comprehensive a campus' approach to prevention, the greater likelihood the campus will see decreases in alcohol abuse, unhealthy sexual decisions, and related behaviors.

NIAAA Call to Action¹

In 2002, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) released a report titled *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*. A task force comprised of college presidents, alcohol researchers, and students developed this report by seeking out the current trends in alcohol use in higher education and analyzing the resources currently combating alcohol abuse on college and university campuses.

One of the outcomes of the Call to Action was the creation of the website www.collegedrinkingprevention.gov that details strategies and data for approaching this issue.

What follows are some of the highlights from the NIAAA report. As the “Home for Peer Education”, The BACCHUS Network™ is quite proud that the NIAAA Task Force singles out peer educators as a proactive force in fighting alcohol abuse. In their publication titled “What Peer Educators and Resident Advisors (RAs) Need to Know About College Drinking”, they list the following reasons why it is important to reach out to peer educators:

- Peer educators are trusted by classmates to provide reliable answers and accurate information, regardless of health topic.
- Peer educators have hands-on knowledge that enables them to interpret the NIAAA report from a different perspective.
- Peer educators are a very important link between the administration and student body.
- Peer educators can assist college presidents in reducing underage and excessive drinking.
- Peer educators’ input can make college alcohol abuse prevention programs more successful.

Recommendations for Colleges and Universities

To change the culture of drinking on campus, the NIAAA Task Force recommends that all colleges and universities adopt the following 3-in-1 Overarching Framework approach for program development. In addition, program planners should select appropriate strategies from among those presented in the report to tailor events to the special needs of their campus.

The 3-in-1 Overarching Framework

The research strongly supports the use of comprehensive, integrated programs with multiple complementary components that target:

- Individuals, including at-risk or alcohol-dependent drinkers
- Student population as a whole
- College and surrounding community

The 3-in-1 Framework presented here focuses on each of the three primary audiences. The NIAAA Task Force members agree that the framework is a useful introduction to encourage presidents, administrators, college prevention specialists, students, and community members to think in a broad and comprehensive fashion about college drinking. It is designed to encourage consideration of multiple audiences on and off campus. The Task Force offers the 3-in-1 Framework as a starting point to develop effective and science-based prevention efforts.

Individuals, Including At-Risk or Alcohol-Dependent Drinkers

The risk for alcohol problems exists along a continuum. Targeting only students with identified drinking problems misses those who drink heavily or misuse alcohol occasionally (e.g. those who drink and drive from time to time). In fact, non-dependent, high-risk drinkers account for the majority of alcohol-related problems. It is crucial to support strategies that assist individual students identified as problem, at-risk, or alcohol-dependent drinkers.

Strategies are clearly needed to engage these students as early as possible in appropriate screening and intervention services, whether provided on campus or through referral to specialized community based services. One important effort to increase on-campus screening is National Alcohol Screening Day, an event that takes place in April each year. This program, supported by the NIAAA and the Substance Abuse and Mental Health Services Administration (SAMHSA), provides free, anonymous screening and health information at a growing number of colleges and universities.

Student Population as a Whole

The key to affecting the behavior of the general student population is to address the factors that encourage high-risk drinking. They include:

- Widespread availability of alcoholic beverages to underage and intoxicated students
- Aggressive social and commercial promotions of alcohol
- Large amounts of unstructured student time
- Inconsistent publicity and enforcement of laws and campus policies
- Student perceptions of heavy alcohol use as the norm

Specific strategies useful in addressing these problem areas tend to vary by school. Examples of some of the most promising strategies appear in the “Recommended Strategies” section of the report. (www.collegedrinkingprevention.gov/NIAACollegeMaterials/TaskForce/CallToAction_02.aspx)

College and the Surrounding Community

Mutually reinforcing interventions between the college and surrounding community can change the broader environment and help reduce alcohol abuse and alcohol-related problems over the long term. When college drinking is reframed as a community as well as a college problem, campus and community leaders are more likely to come together to address it comprehensively. The joint activities that typically result help produce policy and enforcement reforms that, in turn, affect the total drinking environment. Campus and community alliances also improve relationships overall and enable key groups such as student affairs offices, residence life directors, local police, retail alcohol outlets, and the court system to work cooperatively in resolving issues involving alcohol.

Note:

Parenthetical references from the original document have been omitted for readability. A complete reference page appears at the end of the report located at collegedrinkingprevention.gov

NIAAA 4 Tiers of Prevention Programs

The evidence supporting the substance abuse prevention strategies in the literature varies widely. These differences do not always mean that one strategy is intrinsically better than another. They may reflect the fact that some strategies have not been as thoroughly studied as others or have not been evaluated for application to college drinkers. To provide a useful list that accounts for a wide range of activities, the NIAAA placed prevention strategies in descending tiers on the basis of the evidence available.

Tier 1: Effective Among College Students

- Combine cognitive-behavioral skills with norms clarification and motivation enhancement interventions
- Offer brief motivational enhancement interventions in student health centers and emergency rooms
- Challenge alcohol expectancies

Tier 2: Effective with General Population

- Increase enforcement of minimum drinking age laws
- Effectively implement and increase publicity and enforcement of other laws to reduce alcohol-impaired driving
- Restrictions on alcohol retail density
- Increased price and excise taxes on alcoholic beverages
- Responsible beverage service policies in social and commercial settings
- Form a campus-community coalition

Tier 3: Promising

- Adopt campus-based policies to reduce high-risk use (e.g., reinstate Friday classes, eliminate keg parties, establish alcohol free activities in residence halls)
- Increase enforcement at campus-based events that promote high-risk drinking
- Increase publicity about enforcement of underage drinking laws and eliminate mixed messages
- Consistently enforce campus disciplinary actions associated with policy violations

- Conduct a marketing campaign to correct student misperceptions about alcohol use on campus
- Provide “safe ride” programs
- Regulate happy hours and sales
- Enhance awareness of personal liability
- Inform new students and parents about alcohol policies and penalties

Tier 4: Ineffective or Lacking Evidence

- Informational, knowledge-based, or values clarification interventions when used alone
- The phrase “when used alone” is the most important part of this statement and is often overlooked or neglected in presentations about the Four Tiers. BACCHUS supports campuses in establishing comprehensive approaches in prevention efforts.

Correcting the Misperception

According to the Fall 2008 National College Health Assessment, college students believed that 94.3% of their peers drank at least once in the past 30 days; however, only 63% self reported drinking. The majority of those who did drink in the past month, drank on fewer than 10 days.

Source: American College Health Association. American College Health Association-National College Health Assessment II: Reference Group Executive Summary Fall 2008. Baltimore: American College Health Association, 2009.

Approaches to Prevention and Intervention

This section provides a brief overview of key theories and strategies in prevention. Each concept is one part of the overall, comprehensive approach for prevention. Some models may already be in use on your campus, and others may be worth exploring and discussing with your campus task force and peer education

group. By reviewing these strategies along with those already in place on your campus, you will have the opportunity to build and strengthen your prevention work.

Stages of Change

Published by Prochaska and DiClemente in 1979, stages of change is a concept, or model, to explain the process people move through when changing behaviors. A key premise is that changes in behavior are not random actions nor are they static events. In other words, change does not happen automatically and how change occurs and reasons for change vary by individual. There are six stages of change to remember (Walters and Baer, 2006, p 18):

1. Precontemplation: Not yet acknowledging that there is a problem behavior that needs to be changed
2. Contemplation: Acknowledging that there is a problem but not ready or sure of wanting to make a change
3. Preparation: Getting ready to change
4. Action: Changing behavior
5. Maintenance: Maintaining the behavior change
6. Relapse: Returning to older behaviors and abandoning the new changes

Effective prevention strategies should facilitate positive movement forward within the stages of change. In addition, this model encourages targeting interventions to the specific issues students experience within each stage. For example a student in the Precontemplation stage will respond better to education around alcohol expectancies, while a student in the Action stage will benefit from concrete skill building exercises that reduce consumption.

Students are more likely to change behaviors if they believe they have personally authored their choices, as opposed to being told what to do.



Harm Reduction

Harm reduction is one strategy campuses may use to address high-risk drinking. In this model of prevention, campuses encourage students to lower the risks associated with drinking by limiting their alcohol intake to an amount this decreases the likelihood that one will cause harm to self or others. For some students this means having nothing to drink at all; for others, it means employing the following lower risk guidelines:

- Engage in activities that do not involve drinking.
- Know your limits and stick to them. Keep track of the number of drinks you have.
- Avoid drinking games and guzzling drinks.
- Do not let others pressure you to drink.
- Designate a non-drinking, sober driver or arrange for a sober ride home before you go out.
- Drink no more than one drink per hour, no more than twice a week, and no more than three drinks in any day.
- Do not mix alcohol with other drugs, prescription, over-the-counter, or illegal.
- Drink non-alcoholic drinks between alcoholic drinks to slow the rate of drinking.

Harm reduction is also a strategy some campuses employ in their sexual health education efforts. Although it is known that the only “safe sex” is to abstain, it is also known that 45% of college students have engaged in sexual activity in the last 30 days.¹ Students can lower their risk of contracting a STI and increase the chance of a positive sexual experience by following lower risk guidelines:

- Communicate with your partner about boundaries and comfort level before engaging in sexual activity.
- Be honest with yourself and your partner about what you want from the relationship.
- Use a barrier method (i.e., condom, dental dam) every time you engage in any type of sexual activity, including vaginal, anal and oral sex.
- Use more than one protection method for preventing pregnancy (i.e., the pill and a condom).
- If you are sexually active, schedule regular tests for STIs.

- Avoid the abuse of alcohol and other drugs if you think things may become physical. A clear and sober mind is your best approach.
- Use a buddy system to be sure you and your friends are sticking to your decisions and not doing something you may later regret.

For additional tips on lowering one’s risk, visit smartersex.org/safe_sex/safe_sex.org

Source:

¹ American College Health Association. American College Health Association-National College Health Assessment II: Reference Group Executive Summary Fall 2008. Baltimore: American College Health Association, 2009.

Environmental Management

Environmental management strives to alter the environment in which students make decisions about drinking to better support lower risk choices and protective behaviors. Prevention and intervention approaches under this umbrella recognize the need to address the many environmental factors that influence students’ choices, such as accessibility, visibility, price, policy, and enforcement. College drinking is affected not only by peer to peer influence, but also by factors that include campus, community, state and federal issues such as:

- Enforcement of on-campus drinking policies
- Local law enforcement of underage drinking laws
- Inconsistent messaging regarding reducing risky drinking
- Concentration of alcohol retail outlets surrounding a campus
- Alcohol advertising on campus and within campus publications

Environmental strategies to address high-risk drinking among the college population can include the following:

- Increase enforcement of minimum age drinking laws
- Enforce laws to reduce alcohol-impaired driving
- Restrict alcohol retail outlet density
- Increase prices on alcoholic beverages
- Encourage responsible beverage service policies
- Provide substance-free activities

- Increase publicity about enforcement of underage drinking and impaired driving laws, particularly when paired with increased and visible enforcement
- Regulate happy hour sales
- Consistent disciplinary actions for policy violations
- Implement social norms campaign to correct student misperceptions about drinking
- Support of safe ride home programs

Environmental management is an approach that can energize a campus-community coalition because it requires active support from both entities. In addition, these strategies offer campuses a way to reach the broader campus community, one of three groups discussed in the 3-in-1 Framework, in its efforts to decrease alcohol abuse and impaired driving.

Social Norms

College-age adolescents receive the same message every year in shared college lore: “risky drinking is a natural part of the college experience” or “it’s college – everyone is having sex”. These cultural messages contribute to a widespread belief that all students drink and have sex, and those who choose not to, will not fit in.

The unfortunate result of this messaging is that students enter campuses believing that there is a lot of drinking and sex occurring, much more than what is the reality for most campuses. Social norms campaigns are designed to correct misperceptions about these and other topics. Research has shown that students’ expectancies can be changed when they are exposed to the true norms on their campus.

Perception surveys are used to gauge where the target population is at in relation to actual participation in various alcohol, tobacco and health risk behaviors and the perceptions which surround these. Surveys are performed at the onset of the campaign to assist with developing messages and establishing baseline data. Follow-up surveys are performed to measure progress toward a reduction in the misperceived norms and resulting decline in self-reported risk behavior.

Michigan State University surveyed their students specifically about “celebratory drinking”, or drinking that occurs during specific holidays or celebration times for campus students. These times include Welcome Week, Halloween, St. Patrick’s Day, Spring Break, football games, and 21st birthdays. The compiled data was then used in a social norms campaign for each specific celebratory time. For example, the campus created a “MSU Irish Blessing” poster and table tent and a “Ready for Spring Break Poster” with statistics from the survey such as

- On St. Patrick’s Day, most MSU students drink moderately, or not at all.
- 80% of MSU students stay with same group of friends when they celebrate St. Patrick’s Day.
- 70% drank moderately on spring break last year.

For more information about their campaign, visit socialnorms.msu.edu

Need more information on the
Social Norms Approach? Visit
www.socialnorms.org

You can also attend the National
Conference on the Social Norms
Approach, Philadelphia,
July 11-13.



Bystander Intervention

Bystander intervention is a strategy that looks at when to intervene in a situation or potential situation in which a friend or stranger may experience harm. Often people witness a situation in which they believe someone should do something to intervene or to help someone who is in trouble. However, too often people are hesitant to intervene for a variety of reasons such as past negative experience with intervening, lack of support from others, time, risk of personal harm, negative peer pressure, and fear. Jackson Katz coined the term “empowered bystander” to describe someone who possesses the skills and confidence to intervene appropriately in situations with friends or strangers. Whether the intervention is picking up trash, confronting someone who used abusive or hurtful language, stopping someone from driving after drinking, or calling for help, this model of prevention and intervention trains students with the skills they need to identify a situation and to respond in a safe and appropriate manner to prevent or reduce further harm.

Spring Break History

Every year thousands of college students participate in some type of spring break activity whether it is in a tropical climate, a ski trip, or a road trip. Due to the fact that some students engage in high-risk behaviors during this time period, it is crucial for peer educators to provide students on campus with information that will help insure that their spring break will be a success!

In 2008, the University of Arizona, with collaboration from the NCAA, The BACCHUS Network™, and The APPLE Conference released a low-cost training tool on bystander intervention, called “Step Up!” The three-hour training uses video clips, PowerPoint slides, and activities to discuss the bystander effect, the reasons why people do not intervene, and the five decisions a person must make to intervene. It provides scenarios for students to practice the steps and skills necessary for intervening safely and offers worksheets and resources students can utilize during the training and in the future. The training is geared toward athletes but can be adapted to other student audiences. It is available for purchase at stepupprogram.org

BACCHUS has adapted the training for other student audiences including Resident Assistants (RAs), peer educators, fraternity and sorority student leaders, and student mentors in multicultural offices. BACCHUS can come to your campus and facilitate this training for these student groups. Interested campuses can contact the BACCHUS office at (303) 871-0901.

The Safe Spring Break Campaign— What Is It?

Safe Spring Break is a great opportunity for you to get your peers ready for all the fun of spring break while encouraging them to make positive choices for their own health as well as the safety of their friends. It is a chance for you to do what peer educators and health and wellness offices do best: being positive and supportive about healthy decision-making, while at the same time pointing out some of the real dangers and risks that need to be addressed.

Through the promotion of safe and sober driving, responsible decision-making, planned strategies for personal safety and avoiding high-risk drinking, we hope to reduce if not eliminate the number of injuries and deaths among college and university students during the spring break period. And, since healthy decision-making such as choosing to drive safe and sober are life skills, your efforts will save lives long after Spring Break is over.

Although the main focus may be on preventing impaired driving, you will find that our Safe Spring Break Campaign also includes information and encouragement on other health issues, such as healthy sexual decision-making, predatory drugs, and even safe sun protection! We encourage you to add some of these issues to your educational efforts as well.