INTRODUCTION

This is the second of three Briefing Reports prepared for members of the University of Nebraska-Lincoln Campus-Community Task Force charged with addressing negative behaviors associated with high-risk alcohol consumption. The first Briefing Report, prepared and distributed during the March 8, 2017 meeting, was intended to provide Task Force members with the background information necessary to help identify targets for intervention.

Key findings from the first Briefing Report include the following:

* While the University of Nebraska-Lincoln has realized declines in binge drinking among the general student population (72% in 1997 to 38% in 2015), the University Greek community’s binge rate (63% for men and 62% for women) remains higher than the national average of 37%.
* Beginning with the 2002-2003 academic year, the campus experienced a shift from a majority of infrequent and frequent binge drinkers to a significant percentage of incoming students who report either abstaining from alcohol or drinking in low risk ways when they choose to consume alcohol. However, the binge rate of students interested in joining the Greek system exceeds 31% - nearly double (15.7%) of their non-Greek peers.
* Since 2013, University student admissions to civic protective custody have increased by 41%. Students admitted with BACs in excess of .20 have increased by 32%.
* The majority of alcohol-related citations issued to Nebraska students are for Minor in Possession/Consumption (76% during the 2015-2016 academic year). Members of the University Greek community are overrepresented in the violation data collected during the 2016 Fall semester.
* The percentages of wild party calls and repeat complaints increase by 12% and 25% respectively during the first five months of the 2016-2017 academic year. Approximately 50% of the post event investigations identified Greek community involvement.

The primary purpose of the second Briefing Report is to familiarize Task Force members with the environmental management approach to alcohol and other drug prevention and the nationally recognized evidence-based intervention strategies rated for effectiveness and cost. The third and final Briefing Report will summarize feedback from multiple student focus groups scheduled for later this month.

OVERVIEW

The environmental management approach is an integrated combination of programs, policies and education campaigns. Intellectually grounded in the field of public health, the approach emphasizes the broader physical, social, cultural and institutional forces that can influence individual choice (See Figure 1). Typically directed by a broad-based coalition, the approach seeks to change the environment that contributes to alcohol-related problems (DeJong et al., 1998).

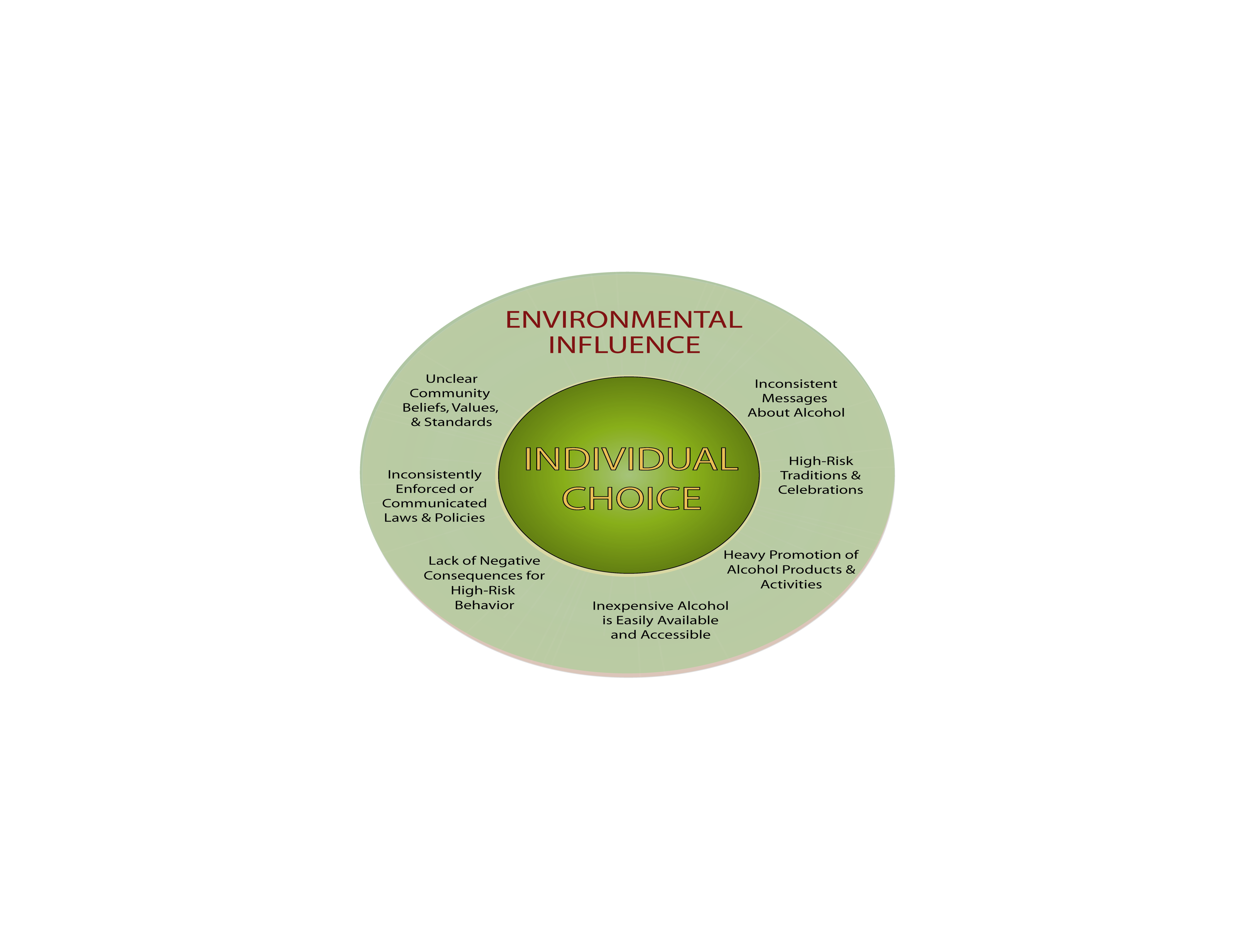
The University of Nebraska-Lincoln is no stranger to environmental management. NU Directions, a 10-year, grant-funded, coalition-based initiative, realized a significant decline in student high-risk drinking using a combination of policy, education and enforcement strategies to affect culture change. While the environmental approach is intended to influence the setting in which high-risk drinking occurs, central to this effort are the interventions that address the attitudes and behaviors of individual students including those who more regularly engage in high-risk drinking. It is important to note that research suggests that individual interventions are less likely to have lasting effects if the larger environment does not support the new attitudes and/or choices the individual tries to employ.

Figure 1. Model of environmental influence

The NU Directions effort reflected the principles of social cognitive theory (SCT). From a SCT perspective, alcohol use is influenced by a reciprocal relationship between the environment, the person, and the person’s behavior within the environment. The *environment* provides the context for possible alcohol use, including the legal and policy regulations surrounding use (e.g., whether alcohol is available, the consequences of alcohol misuse). A *person’s knowledge and beliefs* about alcohol and alcohol use provide motivations to drink or not to drink, including outcome expectancies (what the person expects will happen if he or she drinks or does not drink, and why), self-efficacy (the person’s confidence in his or her abilities to resist or control alcohol consumption), knowledge of laws and policies, and internalized socio-cultural norms about drinking. A *person’s actions* of drinking or not drinking both influence the environment that individual experiences (e.g., choosing to be in environments where alcohol is available rather than those where it is not available or choosing to associate with peers who drink) and result in consequences (rewards and punishments) that affect a person’s knowledge and beliefs (Newman et al., 2006).

EVIDENCE-BASED STRATEGIES

Beginning in the late 1990’s, the prevention field experienced a dramatic increase in both the quality and quantity of college student drinking research. Groundbreaking studies conducted by the Harvard School of Public Health, in combination with a series of high-profile student deaths caused by alcohol-related harm, stimulated an increase in both private and public research funding. In 2002, the National Institute of Alcoholism and Alcohol Abuse (NIAAA) commissioned a national task force on college drinking to summarize epidemiological and intervention research on college drinking and issued recommendations for prevention strategies (Saltz, n.d.).

More recently, NIAAA convened a similar group to conduct an extensive review of the literature and develop an updated web-based guide to assist college personnel compare and select intervention strategies based on the level of effectiveness, cost and other criteria. Strategies are organized into two categories – the first, environmental interventions, targets the campus, the community and student body as a whole, and the second, interventions that target individual students and student groups include those at greatest risk for high-risk alcohol consumption (Figure 2). *The report reaffirmed previous findings that education alone is not effective in producing changes in the frequency, quantity, blood alcohol concentration and/or alcohol-related risk-taking behavior among college students* (National Institute on Alcoholism and Alcohol Abuse [NIAAA], 2015).

Although CollegeAIM covers an extensive list of strategies, it does not include every possible intervention available to colleges, nor does it outline the combination of strategies appropriate for any given school. With a few exceptions, CollegeAIM focuses on interventions to reduce underage and excessive alcohol consumption as a way to reduce their harmful consequences, rather than focusing directly on the consequences themselves – (December 2016, <https://www.collegedrinkingprevention.gov/CollegeAIM/Introduction/AboutMatrix.aspx>).



Figure 2. The College AIM Alcohol Intervention Matrix

Using the College AIM as a guide, the University recently completed its Biennial Review of campus alcohol and other drug policies and programs. The following table provides an overview of programs and services available on the campus. When appropriate, the table includes the level of effectiveness of the program as indicated by the NIAAA’s College AIM (Alcohol Intervention Matrix). This level of analysis was conducted to determine the depth and breadth of prevention activity and identify gaps in the continuum of programs and services available to the campus community (2014-2015 Biennial Review of UNL’s Alcohol and Other Drug Policies and Programs, 2016).

|  |  |  |
| --- | --- | --- |
| **Program/Intervention** | **Description** | **Level of Effectiveness** |
| BASICS (Brief Alcohol Screening and Intervention for College Students) | This is an individualized educational program specifically designed for college students experiencing problems related to their alcohol use. Students are provided personalized information that will help them address problems related to their drinking. For a free self-referral intervention program, students can contact the Health Center. | Higher Effectiveness |
| Marijuana Education | Marijuana Education includes individual education for students who are experiencing problems because of marijuana use. | Higher Effectiveness |
| Screening and Brief Intervention in a health care setting | Students are asked to complete the AUDIT and the PHQ once per year when seeking medical services through the University Health Center. Health care providers respond based on the score for each instrument. | Higher Effectiveness |
| Alcohol e-Checkup to Go (e-CHUG) | e-CHUG is an online screening tool that lets individuals see how their drinking, family risk and campus norms affect their life. It takes about 15-20 minutes to complete and provides quick, confidential feedback. It can be found at: [interwork.sdsu.edu/echug2/UNL](https://interwork.sdsu.edu/echeckup/usa/alc/coll/index.php?id=UNL&hfs=true) | Higher Effectiveness |
| Year One College Alcohol Profile (Y1CAP) | The College Alcohol Profile (CAP) is a web-based brief intervention program designed to reduce high-risk drinking and alcohol related problems among college students in Nebraska. The CAP can also reinforce low-risk behaviors and reaffirm those who choose to abstain from alcohol. The CAP was developed by researchers and practitioners at the University of Nebraska-Lincoln with the help of national brief intervention experts and University students in 2005. | Not assessed by College AIM Matrix but grounded in Tier 1 theory/research |
| Greeks Social Host and Sanctioning Policies | Social host policies developed, implemented and enforced by the University Inter-Fraternity Council and Panhellenic. Policies include, but are not limited to, restrictions on hard alcohol and kegs, minor identification, sober monitors and time restrictions. An informal judicial board, internal to the Office of Fraternity and Sorority Life, will review and adjudicate violators. | Moderate Effectiveness |
| Campus Alcohol Beverage Policy | The University allows alcohol to be sold or served using criteria consistent with responsible beverage service best practices including the use of licensed servers, availability of food and NA beverages and strict monitoring of the area ensuring that minors and intoxicated guest are refused service. | Moderate Effectiveness |
| Campus NightLife | The mission of Campus NightLife is to provide all University of Nebraska-Lincoln students with interactive on-campus activities. In partnership with other University departments and organizations, Campus NightLife funds free late night programs that build diverse social relationships and student engagement while fostering campus-wide inclusiveness. We strive to provide entertainment that is unique and caters to the ever-changing student population and campus community. | Lower Effectiveness |

|  |  |  |
| --- | --- | --- |
| 475-RIDE | 475-RIDE provides a free cab ride home for any registered UNL student. The program runs from 7 pm to 7 am, 7 days of the week, excluding winter and summer breaks. The program is funded through a combination of student fees and funds generated by sale of the annual football t-shirt | Two few robust studies to rate effectiveness or mixed results |
| Social Norms Campaigns | Marketing campaigns designed and implemented by UHC that corrects students misperceptions about alcohol use on campus | Lower Effectiveness |
| Power of Parenting Website | This website provides parents with valuable information and resources to help them talk with their son and/or daughter about alcohol as they prepare to come to the campus. The curriculum includes facts about student drinking at Nebraska, successful strategies for communicating about alcohol and suggestions for improving their relationship with their son or daughter. | Not effective as a stand- alone strategy |
| Residence Hall Programming | Residence Hall Assistants are required to host regular programs for their residents including presentations involving alcohol and other drugs. | Not effective as a stand-alone strategy |
| Healthy Huskers | Healthy Huskers (HH) will be Peer Educators (PE) working to support the mission of the UHC. HHs are selected from the undergraduate student body at the University of Nebraska-Lincoln and are comprised of students from varying academic majors, backgrounds, perspectives, and life experiences. HHs strive to make a difference in the lives of other students by educating them on many important wellness topics including, but not limited to, alcohol, healthy eating, safer sex, sleep, stress, etc. HHs educate other students about health and social issues in order to increase awareness, encourage safer behaviors, create informed decision makers, and enhance the health and well-being of their peers | Not effective as a stand-alone strategy |

Additional campus-based programs and services, not assessed as part of the College AIM initiative, are described below:

|  |  |
| --- | --- |
| **Service** | **Description** |
| Recovery Services | Range of programs designed to support students who are choosing to abstain from alcohol and/or other drugs. Services include, but are not limited to, student mentors, campus-based Alcoholics Anonymous (AA), support groups, and one-on-one counseling. |
| Alcohol/Drug Support Group | This support group has been established for students seeking to make healthier choices about their drug and alcohol use. All students are welcome to attend this group, regardless if they are currently using/drinking or abstaining. The group is not a treatment or an AA group, and it is not intended to replace therapy for individuals needing treatment. The group is primarily interactive, but members can request a wide variety of educational or discussion topics. Students that attend this group WILL NOT BE PRESSURED TO CHANGE. The group is free and meets Wednesdays, 4-5 pm in Room #118 of Benton Hall. Interested students or anyone with questions should call 402-472-7450 for an appointment. |
| Counseling and Psychological Services (CAPS) | The multi-culturally and professionally diverse staff at CAPS consists of psychologists, social workers, counselors and psychiatrists who are available to respond to a broad spectrum of concerns and issues, including alcohol and drug use. They are available to provide assistance in avoiding drug/alcohol abuse, or in trying to overcome addiction, and have a substance abuse clinic. Drug/alcohol evaluations are available for students wanting an assessment of their drug/alcohol use. In addition, testing and an interview are followed up by recommendations to help students address any alcohol/drug problems. After-hours service is available if needed. It can be seen at: <http://health.unl.edu/caps> |
| Psychological Consultation Center – Substance Abuse Clinic (SAC) | SAC treats a variety of individuals (e.g., college students, community persons, court-mandated and non-court mandated) with primary substance use problems. SAC provides individual therapy, which is tailored to the client's specific needs and focuses on both abstinence-based and harm reduction approaches and intensive outpatient therapy (IOT), which is reserved for individuals mandated to substance abuse treatment from the University and local agencies and is designed to motivate clients to change their use patterns and address difficulties in quitting. |
| Data Collection and Sharing | University staff collect, analyze and regularly review data to identify patterns and trends in student behavior. Data sets include, but are not limited to, alcohol and other drug related citations, student judicial contacts, admissions to civil protective custody, student self-report surveys, and anecdotal reports. Law enforcement data is shared weekly with the Greek Affairs office for the purpose of identifying concerning trends and patterns within their community. |
| Student Legal Services (SLS) | SLS is a program of ASUN (student government) and is funded completely by student fees. SLS offers free legal advice or representation to registered students. |
| Alcoholics Anonymous | To help aid anyone in dealing with alcohol and drug dependency issues, AA meetings are held on and close to campus (all meetings are non-smoking).   * On-campus: Friday at noon, St. Mark’s Episcopal Church, 1309 R St, Monday at 7:30 pm University Lutheran Chapel, 1510 Q St. * Near campus: 7 days a week at 5:15 pm St. Paul Methodist Church, 12th & M St. (Room 027)   More information regarding Lincoln area AA meetings can be found at: [www.lincaa.org/](http://lincaa.org/) |

SUMMARY AND NEXT STEPS

The field of campus-based alcohol and other drug prevention is not without direction in identifying effective evidence-based intervention strategies designed to address high-risk drinking among college students. The NIAAA sponsored College AIM represents a multi-year collaboration involving 10 top college alcohol researchers who analyzed and rated a substantial body of literature resulting in two user-friendly matrices focused on environmental and individual interventions.

A significant percentage of the University of Nebraska-Lincoln’s activity to reduce high-risk drinking among its student population is consistent with the recommendations outlined on the College AIM website. A recent review found that the University has implemented 25 of 36 environmental strategies with high, moderate or mixed research evidence and 4 or 7 individual strategies with high research evidence.

Upon completion of the data collection and reporting phase, the Campus-Community Task Force will engage in a thoughtfully constructed strategic planning process designed to establish priorities, select strategies, develop an action plan and key benchmarks and initiate implementation prior to the start of the 2017-2018 academic year (Figure 3). The NIAAA College AIM, combined with a review of effective practices reported on similar campuses and ideas and suggestions that emerge from the membership itself, will increase the probability of success.

Review evidence based interventions and select strategies based on identified need

Implement and evaluate strategies and refine the program based on evaluation findings – use data to reassess and update priorities

Assess and establish priorities/Reassess and reestablish priorities

Figure 4. Prevention Planning Process

Develop action plan and identify key benchmarks

References

DeJong W., Vince-Whitman C., Colthurst T., Cretella M., Gilbreath M., Rosati M., Zweig K. (1998) Environmental Management A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses. Newton, MA: The Higher Education Center for Alcohol and Other Drug Prevention

Neuman IM, Shell DF, Major LJ, Workman TA (2006) Use of policy, education, and enforcement to reduce binge drinking among university students: the NU Directions project. The International Journal of Drug Policy 17:339-349

National Institute of Alcoholism and Alcohol Abuse, (2016). College AIM Alcohol Intervention Matrix. Retrieved from <https://www.collegedrinkingprevention.gov/CollegeAIM/Introduction/default.aspx>

Saltz, RF (n.d.). Preventing Alcohol-Related Problems on College Campuses – Summary of the Final Report of the NIAAA Task Force on College Drinking. Retrieved from <https://pubs.niaaa.nih.gov/publications/arh284/249-251.htm>.