A Shot in the Arm: Using a Tiered Strategy to Improve and Enhance Your Alcohol Prevention Efforts

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Participants will:

- Learn how to develop a multi-tiered strategy to address a key risk factor or targeted behavior related to alcohol abuse on campus.
- Learn how to develop an evaluation plan for that strategy that captures individual program effectiveness and campus-wide effects.
- Learn more detail about several effective and innovative alcohol prevention programs that target gender as a risk factor for high-risk drinking.
Our Roadmap

- Designing multi-tiered interventions - our process
- Brainstorm for yourself
- Snapshot of our outcome data

- We are happy to send you additional information about anything we don’t have to time cover today.
What do we mean by multi-tiered?

- Interventions along the social ecological framework.
- Targeting the same mediator/risk factor
- Creates synergy
- Strong saturation
Categorized by two dimensions:

- Social Ecological Framework
  - Individual, Group, Institution, Community, Policy
- Four Key Areas of Intervention
  - Knowledge, Attitudes, Skills, Self-Efficacy, Behavioral Interventions
  - Environmental Change
  - Health Protection
  - Intervention & Treatment
20+ Years Commitment to AOD Prevention

- Director-level position, plus two staff
- Policy & enforcement valued
- AOD understood as endemic problem needing a long-term approach
- Conducive cultural values: collaboration, relationships, innovation
Basic Individual Interventions

- Freshmen Seminar Classes
- Residence Hall Programs
- Individual Consultation
- Passive and Active Information Programs
- Orientation Programs
- Judicial Sanction Education
Basic Group Interventions

- Greek New Member Education
- Invited Greek Chapter Presentations
Interventions continued...

- Community - General Social Norms Campaigns
- Community - Campus Community Coalition
- Policy - Strong policies & enforcement
Getting to your focus area

- Hunches
- Campus-specific problems
- Incidents
- Responding to funding
College Men and Drinking

- Traditional Male Gender Role and Alcohol
- Paradox of Masculinity: Powerful and Powerless
- Development as a Man in a Alcohol-dominated Environment
Men’s Drinking Culture

Two Routes to Problem Drinking:

• Stereotypical beliefs about masculinity that include heavy drinking.
• Gender role stress or conflict, for which alcohol is a coping mechanism.
College Women and Drinking

- Strong traditional female role is negatively correlated to drinking
- Drinking as a way to be in relation with others
  - High-risk female drinkers have high sociability expectations and low expectation of impairment.
- Problem drinking in women tied to a need to be assertive and not to be dominated in social situations
Women’s Drinking Culture

- Compensating for a perceiving lack of power and control in social situations.
- Escaping the masculine orientation of daily life and to express stereotypically female traits.
The Goals of Our Project

- To reduce the level of high-risk drinking and alcohol-related consequences among college men and women at UNCW.
- To create a climate in which the gender-specific risk factors for high-risk drinking and its consequences are identified and reduced.
- To challenge the cultural aspects of masculinity and femininity that perpetuate high-risk drinking.
# Handout: Project Details

<table>
<thead>
<tr>
<th>Social Ecological Framework</th>
<th>Current Efforts</th>
<th>New Target Strategies</th>
<th>Changes to Support Target Strategies</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Individual</td>
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<td>Group</td>
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<td>Institution</td>
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<td>Policy</td>
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Brainstorming Your Idea

- What does your institutional value?
- What gets your students engaged with you?
- What shifts the conversation away from what is expected/assumed about you?
Sample Ideas...

- Student Activism
- Honor Code
- Athletic Pride
Gender Project Outcomes
Consequences (Last 30 Days)

- Hangover: 47.06 (2005), 44.5 (2007)
Consequences (Last 30 Days)

- Played Drinking Games: 49.61 (2005) vs. 46.04 (2007)
Protective Strategies

- Alternate Alcoholic & Non-Alcoholic Drinks
- Determine a Limit in Advance
- Watch Out for Friends
- Use a Designated Driver

2005
2007
05 O or A
07 O or A

Legend:
- 2005
- 2007
- 05 O or A
- 07 O or A
Protective Strategies

- Eat a Full Meal
- Keep Track of Your Drinks
- Pace to 1 or Fewer per Hour
- Avoid Drinking Games

Year Comparison:
- 2005
- 2007

05 Often or Always
07 Often or Always
Our Measures

- Bem Sex Role Inventory
- CEOA: Comprehensive Effects of Alcohol survey
- Modified version of CORE Alcohol and Drug Survey
Example: First-Year Seminars Intervention

- Utilizing “Spin the Bottle” with Jackson Katz, Jean Kilbourne, and a variety of students who model exploring alcohol and gender.

- Combined with class discussion and didactic alcohol education.

- Evaluated with “control” classrooms who do not invite the presentation.
Methodology

- **Longitudinal design (pre and post test)**
  - 10 courses evaluated
    - 5 UNI courses receiving intervention
    - 5 UNI courses not receiving intervention

- **Longitudinal response rate = 81.4%**
  - 86 out of a possible 118 students completed pre and post test within intervention class
  - 87 out of a possible 97 students completed pre and post test within control class
CORE Example 1: How many times did you have 5 or more alcoholic drinks at a sitting?

![Graph showing the mean number of times drank 5 or more at a setting over the semester, with two lines representing received intervention and did not receive intervention.]}
CORE Example 2: How many drinks do you have on average when you go out/party/socialize with other students?

![Graph showing the mean number of drinks on average when you party over the semester. The graph compares 'Received intervention' and 'Did not receive intervention' groups. The x-axis represents 'Semester start' and 'Semester end', while the y-axis represents the mean number of drinks. The graph shows an increase in the mean number of drinks from the start to the end of the semester for both groups.](image-url)
Core Example 3: Number of drinks consumed in an average week...
Core Example 5: During the last 30 days, on how many days did you consume alcohol?

Mean number of days alcohol was consumed in past 30 days

- Received intervention
- Did not receive intervention
Drinking makes me more sociable

CEOAL Example 1: Sociability Scale

- Received intervention
- Did not receive intervention

Semester start  Semester end
Drinking makes me take risks, feel dominant and act tough.

CEOAS: Risk and Aggression Scale

-0.25 -0.2 -0.15 -0.1 -0.05 0 0.05 0.1 0.15 0.2 0.25

Semester start Semester end

- Received intervention
- Did not receive intervention
Example #2: Gender-based Social Norms Campaign

- 9 Posters:
  - 4 aimed at women
  - 4 aimed at men
  - 1 injunctive norms poster
UNCWomen

eat, like math and use a condom

Most UNCW women eat a full meal before drinking alcohol, they count how many drinks the have and they use safe sex practices- even under the influence.

Want to know more? Go to www.uncw.edu/crossroads

Fall 2005 Substance Use Survey of 334 UNCW students.

CROSSROADS • Student Development Services • Division of Student Affairs
98 percent of UNCW women feel sexy without alcohol.

UNCW women take care of themselves.

Want to know more? Go to
www.uncw.edu/realmen

Fall 2005 Substantial Use Survey of 334 UNC Wilmington students.

CROSSROADS • Student Development Services • Division of Student Affairs
The samples in this study are not designed to be representative of the population of students; however, these samples do not necessarily represent the policy or the Department of Student Affairs. For more information, contact the Office of University Communications at 910-343-3648 or uncw@uncw.edu.
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UNCW women take care of themselves.

Want to know more? Go to www.uncw.edu/crossroads.
Fall 2005 Substance Use Survey of 334 UNCW students.
Division of Student Affairs • CROSSROADS
REAL MEN CARE.

2 of every 3 UNCW men take care of their friends when they've had too much to drink.

Fall 2005 Substance Use Survey of 334 UNCW students.

CROSSROADS • Student Development Services • Division of Student Affairs
REAL MEN don’t need to fight.

75% of UNCW men do not get into an argument or fight while under the influence of alcohol.

Fall 2005 Substance Use Survey of 334 UNCW students.

CROSSROADS • Student Development Services • Division of Student Affairs
REAL MEN don’t get violent when they drink

Most UNC Wilmington men have not been in trouble with police, damaged property, or got into a fight while under the influence of alcohol.

Fall 2005 Substance Use Survey of 334 UNCW students.

CROSSROADS = Student Development Services = Division of Student Affairs
The content of this advertisement was developed and approved by the Office of Student Affairs, UNCW. This project does not necessarily represent the policy of the Office of Student Affairs, and you should not assume endorsement by the federal government.
Social Norms Evaluation

- Focus Groups During Development and After Campaign
- Market Saturation Testing:
  - Campus-wide survey, palm pilots, and intercept surveys show over 80% recognition rate.
- Track Perception Changes
- Track Behavior Changes
Target Behavior: UNCW women failed to use safe sex practices while under the influence.

Perception Change: Once or twice: decreased from 60% to 42%*

Behavior Change: Decreased from 15% to 8%
Social Norms Perception & Behavior Change Example

- **Target Behavior:** UNCW men look after their friends who’ve had too much to drink.

- **Perception Change:** Increased from 31% to 49%*

- **Behavior Change:** Increased from 66% to 70%
Target Behavior Movement

Right direction:

- Women - ate before drinking
- Women - kept track of # of drinks
- Women - alcohol makes them feel sexy
- Men - fight or argument under the influence
Wrong direction:
  
  - Men and women - alcohol makes them feel more powerful
  - Men - didn’t get in trouble with police or university
Example #3: Gender-based Small Group Social Norms

- Challenges group beliefs and misperceptions about behaviors
- Data captured through using “clickers” during presentation
- 30-day follow-up data collected through palm pilots
- Trends toward change prompted continued use and refinement
How does CROSSROADS Affect the Behavior of Sorority Sisters?

What do most students think about drinking?

What do you think about drinking?

Do you eat a full meal before you drink?

How do you get home after you've been drinking?

How do you protect yourself in sexual situations while under the influence?

Clicker Questions

Average Response

PreTest

PostTest
How do You get Home After You've Been Drinking?

- I take a taxi.
- I ride home with a sober friend or sister.
- I spend the night where I am.
- I figure it out when I'm ready to leave.
- I ride with whoever seems the most sober.

Response Choices

<table>
<thead>
<tr>
<th>Response Options</th>
<th>PreTest</th>
<th>PostTest</th>
</tr>
</thead>
<tbody>
<tr>
<td>I take a taxi.</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>I ride home with a sober friend or sister.</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>I spend the night where I am.</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>I figure it out when I'm ready to leave.</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>I ride with whoever seems the most sober.</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>
What do Most Students in your Organization Think about Drinking?

- Drinking is never a good thing to do.
- Drinking is ok, but getting wasted is not.
- Getting drunk is occasionally ok, as long as it doesn't interfere with academics or responsibilities.
- Getting drunk is occasionally ok, as long as it only interferes sometimes.
- Getting drunk frequently is ok, if that's what the individual wants.

**Response Choices**

**Percent of Total Responses**

**PreTest**

**PostTest**
The presentation was...
(check all that apply)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.43%</td>
<td>Interesting</td>
</tr>
<tr>
<td>48.57%</td>
<td>Informative</td>
</tr>
<tr>
<td>8.57%</td>
<td>A bunch of stuff I already knew</td>
</tr>
<tr>
<td>17.14%</td>
<td>Non-judgmental</td>
</tr>
</tbody>
</table>
Which of the following have you done since the presentation?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Action Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.43%</td>
<td>Not thought about it at all</td>
</tr>
<tr>
<td>58.57%</td>
<td>Thought about it</td>
</tr>
<tr>
<td>25.71%</td>
<td>Used the information</td>
</tr>
<tr>
<td>28.57%</td>
<td>Shared what I learned with someone else</td>
</tr>
<tr>
<td>2.86%</td>
<td>Talked to a friend about their use</td>
</tr>
</tbody>
</table>
Inter-connected interventions can add up to measurable campus behaviors change.

Evaluation isn’t hard, but it takes consistent effort.

Evaluation helps you “claim” your success and improve your efforts!