Utilizing Community for Prevention: Curricular Infusion in Learning Communities

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Poster Objectives

- Describe a living-learning community (LLC) with an alcohol, gender and wellness theme.
- Share data comparing the effect of an evidence-based alcohol & gender intervention within theme-based LLC, other LLCs, traditional first-year seminar sections, and control LLC and first-year seminar sections.
“Changing a High Risk Drinking Culture through the Lens of Gender”

- A two-year project funded by the U.S. Dept. of Education
- Aim: To reduce gender-specific risk factors and high-risk drinking behavior and consequences.
- Total of 12 interventions placed along the Social Ecological Framework
### Project Components: Red components are part of this presentation

<table>
<thead>
<tr>
<th>Social Ecological Framework Level</th>
<th>Intervention Components</th>
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<tbody>
<tr>
<td><strong>Intrapersonal</strong></td>
<td><strong>Gender-specific prevention and harm reduction messages integrated into 1st-year academic seminars</strong>&lt;br&gt;One-day “Summit on Masculinity, Health, and Leadership” at UNCW</td>
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<td><strong>Interpersonal</strong></td>
<td><strong>“Men Advocating for Responsible Choices,” a men’s health advocacy student organization</strong>&lt;br&gt;<strong>“Gender &amp; Alcohol Peers,” a student group of peer facilitators</strong>&lt;br&gt;Peer-led single-sex small group intervention to challenge intact student groups in the style of Small Group Norms Intervention&lt;br&gt;<strong>“Gender Encounter” facilitated discussion groups</strong></td>
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| Organizational                   | Gender-based harm reduction alcohol education in Greek 101 programming attended by all Greek new members  
**A Learning Community about gender, alcohol use, and men’s and women’s health**  
A Men’s leadership floor |
| Community/Policy                 | A national expert speaker presentation to address the Good Girl/Bad Girl paradox and media influence on women's alcohol use  
A Gender-based social norms campaign targeting descriptive and injunctive norms  
Advocacy to address gender-based advertising in Wilmington community |
First-Year Seminar 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.

- Presentations by professional staff and Gender and Alcohol Peer educators (GAPs)
Living-Learning Communities

- UNCW has one theme-based living learning residence hall, where 9-11 learning communities live and attend class.
- Every year, theme-based living learning communities are formed by faculty teams, two basic studies courses and one semester-long “integrative seminar.”
“Pyramids & Wedding Cakes”

- Connected with a Personal Wellness section and a Criminal Justice 105 section.
- Integrative Seminar is a combination of traditional freshmen seminar material and unique material that integrates the other two classes.
- Basics studies instructors highlighted gender differences and topics in their material.
Integrative Seminar

- **Texts:**
  - Freakonomics (Levitt & Dubner)
  - Male/Female Roles Male/Female Roles (Opposing Viewpoints) (Ojeda, Ed.)

- **Prison Narratives from:**
  - “Couldn’t Keep It to Myself” (Wally Lamb, Ed.)
  - “Voices Behind the Wall” (Farrell, Ed.)
Integrative Seminar

Films:
- Transgeneration (2006)

Field Trips:
- Minimum Security Prison
- Drug Rehabilitation Center
Integrative Seminar

Projects:
- Conversation Analysis (analyze an overheard snippet)
- Gender Role Debates (small group debates re: topics in textbook)
- Documentary

Speaker:
- Dr. Jean Kilbourne
Substance Abuse Content

- Gender and Substance Abuse content by instructor
- CROSSROADS Gender presentation with Gender and Alcohol Peer educators
- Student in Recovery speaker
- Drug Rehabilitation field trip (& Prison field trip)
Gender Specific Content

- “What is Gender?” Course content
- Gender and Communication- content, Bly/Tannen film, conversation analysis paper
- Gendered Experiences with Prison- male & female narratives
- Gender Debates- debating common myths
- Dr. Jean Kilbourne address
- Gender Identity- “Transgeneration” documentary
- Men’s & Women’s Leadership Styles
Freshmen Seminar Content

- Study Skills
- Library Tour
- Financial Planning Speaker
- Sexual Health Speaker
- Spring Registration with Advisors
- Time Management
- Stress Management
Integrated Content: Documentary

- Group project on topics related to gender and wellness and crime (at least 2)
- Topics included:
  - High School Football and Supplements
  - Gender and Heart Disease
  - Women in Law Enforcement
  - Women, Alcohol, and Advertising
Evaluation
Definitions

- **High-risk drinking behaviors** (CORE, Pressley et al, 1998)
  - How many drinks do you have on average when you go out/party/socialize with other students?
  - How many drinks do you consume in an average week?
  - During the last 30 days, how many days did you consume alcohol?

- **Alcohol expectancies**
  - “…common pathways in decisions about alcohol use” (Fromm, Stroot, and Kaplan, 1993, p. 19)
    - Positive: If under the influence, I would…
      - Act sociable, be friendly, be humorous, be calm, be powerful, enjoy sex more, etc.
    - Negative: If under the influence, I would…
      - Act aggressively, feel self-critical, neglect my obligations, etc.
Theoretically-grounded Elements of Study’s Design

- **Intervention components**
  - Theme-based living-learning community focused on alcohol and gender while taking a criminal justice and personal wellness course, both of which were enhanced to highlight these topics.
  - Hour-long course exposing students to an educational video with gender-specific content related to alcohol expectancies and behaviors, followed by staff-facilitated discussions probing students’ gender-specific issues related to high-risk drinking.

- **Quasi-experimental design**
- **Measurement selection**
- **Analyses chosen**
Research Design

- Quasi-experimental longitudinal design
  - Longitudinal response rate = 81.4%.

- Five course conditions
  - Theme-based living-learning community with hour-long intervention (n=20)
  - Living-learning community with hour-long intervention (n=20)
  - Living-learning community with no intervention (n=20)
  - Freshman success courses with hour-long intervention (n=93)
  - Freshman success courses with no intervention (n=95)

- Measures
  - Core Alcohol and Other Drug Survey (CORE: Presley et al., 1998)
  - Bem Sex Role Inventory (BSRI: Bem, 1974)
  - Comprehensive Effects of Alcohol Scale (CEOA: Fromme, Stroot, & Kaplan, 1993)
Hypotheses

1. Students enrolled in our theme-based community will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students in either of the other two communities or success courses.

2. Students enrolled in the living-learning community with the hour-long intervention will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students enrolled in the comparison community or in the first-year success courses.

3. Students enrolled in the first-year success courses receiving the intervention will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students in the success courses not receiving the intervention.
Analyses

- Descriptive
- Median split (BSRI)
  - Undifferentiated
  - Highly masculine
  - Highly feminine
  - Psychological androgyny
- Factor and second-order factor
- Repeated measures ANCOVA, with estimated marginal means for three models
  - Drinking behaviors
  - Positive alcohol expectancies
  - Negative alcohol expectancies
Results: Drinking Behaviors, $\eta^2_{\text{Course condition}} = .048^{**}$
Hypotheses Partially Confirmed

1. Students enrolled in our theme-based community will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students in either of the other two communities or success courses.

2. Students enrolled in the living-learning community with the hour-long intervention will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students enrolled in the comparison community or in the first-year success courses.

3. Students enrolled in the first-year success courses receiving the intervention will have fewer alcohol expectancies and engage in fewer high-risk drinking behaviors than students in the success courses not receiving the intervention.

High-risking drinking behaviors: Confirmed
Positive alcohol expectancies lowered: Not confirmed
Negative alcohol expectancies increased: Not confirmed
Findings

Overall, the theme-based living learning community was most effective in reducing high-risk drinking behaviors.

Students in all three living learning communities have a greater reduction in high-risk drinking behaviors than students in either type (intervention or control) of traditional freshmen seminar sections.