

SAN DIEGO STATE UNIVERSITY

Drug Free Schools Act Biennial Review

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requirement



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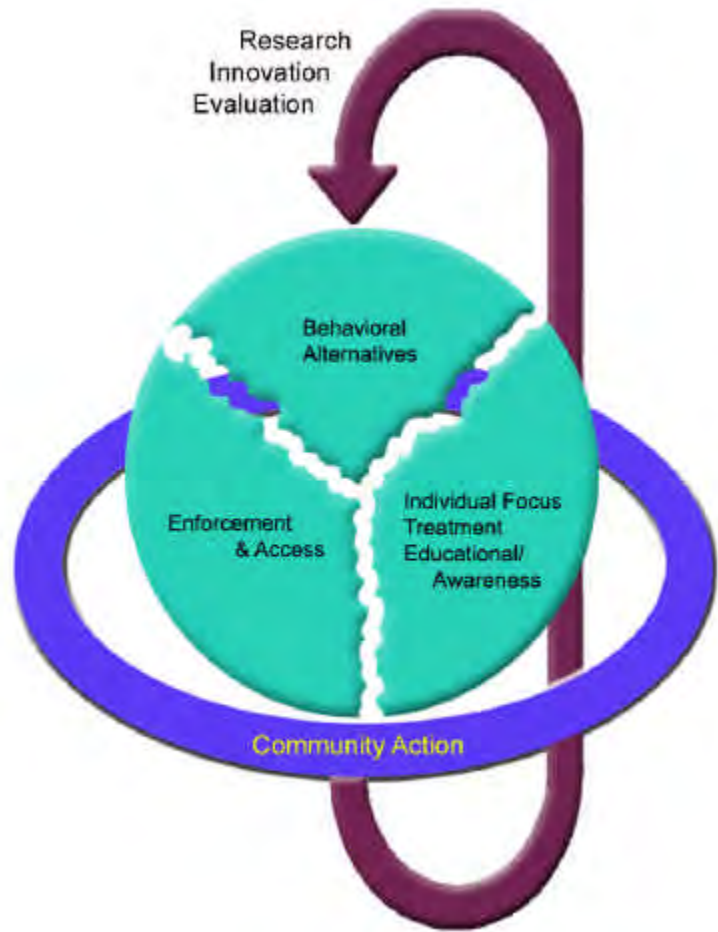
AOD program goals

Alcohol and Other Drug (AOD) use and abuse pose a potential risk to the health, safety and educational/occupational experience of our students and staff. Further, the negative impact of student AOD abuse is often felt in the broader community through noise, vandalism, vehicle crashes, and use of community resources such as police and paramedics. Therefore, we seek through our AOD programs to reduce and prevent problems associated with alcohol and other drug use by students of SDSU.

Description of AOD Program Elements

San Diego State University has traditionally operated AOD abuse prevention/intervention activities in a decentralized manner. Programs have emerged from departments or faculty interest, often in response to a current need or funding opportunity. While this has led to a great deal of activity, and some stellar innovation, it has also resulted in inefficiencies, duplication of effort and serious gaps in the campus's approach to the problem. Therefore, it seems critical that a cohesive model be adopted for AOD prevention/intervention so that each program operating on campus synergistically fits with other programs, maximizing the effectiveness of all related effort.

A comprehensive AOD strategy must include elements from five interacting domains (see Figure). The idea of the model is to put into place a system whereby (1) student attitudes and motivations to use or abuse AODs are changed, (2) opportunities for students to act responsibly while fulfilling developmental and social needs are provided, and (3) access to AODs is reduced to limit excessive consumption. These domains act both within the campus and the broader community level and thus often require community action and involvement. Finally, all programmatic activity should be developed and evaluated within an environment of rigorous scientific methods that enable measurement of improvements in individual and public health outcomes, cost-efficiencies, program sustainability, and continuous program improvement.



Management structure

SDSU added a Coordinator of AOD Initiatives position during the 2001-2002 academic year. Dr. James Lange was retained to fill this position. The Coordinator is a faculty-level position housed within the Health Promotion department of the Student Health Services. The Coordinator is a resource for campus elements developing and implementing AOD programs within the comprehensive plan described above. The Coordinator also spearheads program, research and funding development for AOD programs. Dr. Lange also functions as a community representative for the university in AOD related community-wide prevention efforts.

The Coordinator also chairs a committee on AOD issues, the AOD Priority Team. This committee includes representatives from all the divisions of Student Affairs as well as faculty, public safety, students and Associated Students. Appendix A. includes the year-end report on the AOD Priority Team's accomplishments and goals.

Most AOD programs implemented on campus remain within specific divisions of Student Affairs. Fraternity and Sorority Life, Residential Education, and Counseling and Psychological Services are the predominate purveyor of AOD programming. Many of the programs include the involvement of Public Safety and the office of Student Rights and Responsibilities. Additional programming occurs within the Athletics and Student Health Services. Another source of programming comes from faculty grant and research interests. The generation of needs assessment, program development and implementation remains within the realms of the specific divisions and departments. However, with the development of the AOD Priority Team, and the Coordinator position, there is now better communication between interested parties regarding such programming.

Individual Focus Example Programs

The following are examples of SDSU programs currently being offered that have a focus on individual student's knowledge, beliefs or attitudes.

- Alcohol and other Substance abuse Prevention Intervention Re-directive Effort (ASPIRE)

For over 10 years, prior to the development of ASPIRE, many SDSU students cited for alcohol violations were mandated to attend a 'Saturday school' educational group conducted by a private off-campus agency. Students were required to attend an 8-hour educational group and write a 500-word essay. While no outcome data were collected, anecdotal reports and observations regarding efficacy of the program (recidivism rates) were disappointing. It should be noted that more recent research shows little support for the efficacy of group educational approaches. Strictly didactic approaches to prevention/intervention yield little to no change in problematic drinking of college students (Walters & Bennett, 2000). Research supports the notion that personalized feedback regarding alcohol use is linked to decreases in drinking as opposed to general information provided in a lecture (Miller & Willbourne, 1995). Furthermore, from an organizational perspective, the referral process frequently resulted in several months delay before students received the intervention.

Therefore, SDSU's Counseling and Psychological Services developed a model program called the Alcohol and other Substance abuse Prevention Intervention Re-directive Effort (ASPIRE). The program continues the overriding goal of the original program, which is to change the behaviors of those violating campus alcohol policies. However, now a treatment modality is used, where students are first assessed, then assigned appropriate treatment protocols. This *step-care* model allows for different levels of intensity for students depending on their assessed needs. Under the ASPIRE system, mandated students are typically assigned into a one, two or three session treatment plan. Each session is guided by the Motivational Interviewing style of interaction, with a focus on bringing the students into a reflective state concerning their goals and behaviors.

Initially, a student mandated to the ASPIRE Program pays a fee of \$75.00 at the university Cashier's office. Next, he/she presents to Counseling & Psychological Services to complete written assessment measures and to schedule an appointment for an initial assessment with a trained therapist. Assessment measures include a Personal Data Questionnaire for demographic data, the Check-up-to-go (CHUG) to assess drinking patterns, and the Brief Symptom Inventory to assess psychological symptoms.

The initial appointment consists of an overall exploration of the student's drinking patterns and use of other drugs using a motivational interviewing approach. Psychological issues commonly co-occurring with substance abuse are also assessed, such as depression, anxiety, relationship problems, and anger management issues. Results of the assessment session and written measures are evaluated and used to generate individualized treatment protocols that may include some or all of the following: (1) Alcohol 101 CD-Rom interactive computer program (Reis et al., 2000) with accompanying worksheet; (2) up to two additional Motivational Interviewing sessions; (3) referrals for adjunct or long-term therapy. If the student is referred for a second Motivational Interviewing session, feedback regarding the assessment measures is provided in the session. If the student is not referred for additional sessions, feedback regarding the Check-up-to-go is mailed to the student. The clinical decision regarding the specific protocol assigned will be based upon the extent of alcohol abuse identified, the nature of comorbid conditions, and the student's apparent stage of change.

After the initial appointment, most students are expected to be assigned the two additional MI sessions because we expect that most will present a history of serious alcohol abuse. The first of these additional sessions is scheduled for one week after the initial appointment. At this time, alcohol use is reassessed and additional feedback is provided. The final follow-up session is scheduled for six weeks after the second session. Again at that appointment assessment instruments are administered and feedback is provided through an MI technique.

When the student has completed the requirements of the program, a progress report documenting completion is sent to the referral source and the student is given a certificate of completion. An initial evaluation of the ASPIRE program is included in Appendix B.

- Check Up to Go (CHUG) and eCHUG

The Counseling and Psychological Services have begun to use the CHUG and eCHUG procedure for quick alcohol and marijuana related assessment and feedback. The eCHUG is a web-based version of the instrument (see Appendix C). As of the Fall 2002 semester, all students enrolled in the Freshman Success class are required to complete the eCHUG. The eCHUG system is also now being marketed by the C/PS to all colleges and universities nationwide.

- Choices Peer Education Trial

Beginning in the Fall 2002, a project was initiated to test a new alcohol curriculum within the Freshmen Success classes. The curriculum was centered on materials developed by The Change Companies? called CHOICES. While the basis of the curriculum is sound science, the CHOICES program has not been rigorously tested for efficacy. Therefore, it is important to test the efficacy of the curriculum before offering it widely. The project therefore seeks to support the limited release of the CHOICES program, and its careful evaluation.

The Choices developer, Dr. George Parks, trained peer educators from both the Counseling and Psychological Services, and the Student Health Services. Following training, the Peer Educators made presentations to a limited number of Freshmen Seminar classes. Students who participated in the CHOICES program were asked to voluntarily provide additional data that will be used to assess the effectiveness of the program. Additionally, data were requested from volunteers attending some Freshmen Seminar classes that did not receive the CHOICES program.

Data collection is ongoing as of the time of this report, so no results are currently available.

- 21st Birthday Letters

All students receive a letter from the Vice President of Student Affairs, just prior to their 21st birthday. A copy of the letter is included in Appendix D. The effectiveness of this program is not yet evaluated.

- Other Programs

Campus organizations and departments conduct focused interventions designed to serve specific constituencies. These include various Residential and Greek programs. The GAMMA has been chartered since before 1993, and during the 2002 spring semester there was a Safe Spring Break program. Heretofore, none of these programs have been evaluated, and many of them are student initiated.

Behavioral Alternatives Example Programs

- Safe Rides

The Associated Students have initiated a Safe Ride program, offering free transportation home to students from various locations around San Diego on weekend nights. The program is currently funded by AS, SDSU Student Affairs and contributions by local beer distributors. A funding request has been made to NIAAA for money to research the effectiveness of the Safe Ride program for providing an alternative to drunk driving.

- Other Associated Student activities

Many of the on campus non-alcohol or drug related recreational activities are organized by the Associated Students. These include movies and sporting events.

- Other off-campus sources

San Diego offers a wide variety of recreational activities that are—or can be—free from AODs. Efforts to assure that students can avail themselves of these opportunities could be enhanced however. There are also many alternatives to driving a motor vehicle while intoxicated that students could use. Such transportation alternatives will be greatly enhanced by the trolley that will soon be arriving to the campus.

Currently none of the activities related to behavioral alternatives have been evaluated.

Enforcement & Access Example Programs

- SDSU and other entities' policy

There are a number of policies that SDSU has that address student access to alcohol. In addition to the omnibus policies, there are specific policies for dormitories, fraternities and sororities, athletics, and Associated Student groups.

Alcohol is readily available to those over 21 on campus. There is a pub on campus with a prominent location and the faculty lounge also sells alcohol. There is liquor and beer sold at a convenient store across an ally from the major dormitory complex.

Since most SDSU students live and party off campus, many of the efforts within this domain necessarily overlap with the community action discussed below.

The Daily Aztec undertook one recent positive change in policy. It has decided to prohibit advertising for bars and nightclubs in Tijuana that may be perceived as encouraging those under 21 to consume alcohol.

- C-CAPP funded enforcement activity

An experimental program to enhance community oriented policing activities centered around alcohol enforcement was funded by the U.S. Department of Education.

Enforcement activities included:

–COPP - DUI Checkpoints

- Shoulder-tap style enforcement
- CAPP ordinance enforcement
- Coordinated MIP enforcement
- RBS training

Community Action Example Programs

•C-CAPP

Awarded National Prevention Model Program in 2001, C-CAPP is a “town/gown” coalition reducing alcohol and other drug (AOD) problems experienced by students attending colleges and universities in San Diego County. C-CAPP members represent every major university in San Diego, local and state law enforcement and regulatory agencies, student groups, community groups, businesses, and student affairs. C-CAPP collects data, identifies problem areas, and develops strategies using theoretically and empirically based prevention efforts to reduce student AOD problems, to include environmental prevention strategies. C-CAPP supports the Community Oriented Policing Project (COPP) and the Responsible Hospitality Coalition (RHC) to implement such prevention strategies.

The C-CAPP coalition is funded by a grant from the U.S. Department of Education, a subcontract from the Pacific Institute for Research and Evaluation and a subcontract from the San Diego County Policy Panel on Youth Access to Alcohol. Funding is set to end July 1, 2003.

The Pacific Institute for Research and Evaluation (PIRE) is conducting the evaluation of the C-CAPP project through a grant from the NIAAA. Since the data collected by PIRE are part of an ongoing research project, SDSU only has use of these data by permission of that research institution. Because this report is essentially a public document, no data from that evaluation may be used here.

•Presidential activity

President Stephen Weber is a leader within the “College Presidents Forum” and was recently named to the Higher Education Center’s Presidents Leadership Group. Dr. James Kitchen, Vice President for Student Affairs, has been working side-by-side with other CSU vice presidents for student affairs on the Chancellor’s Alcohol and Other Drug (AOD) Initiative to reduce alcohol abuse and to combat underage and binge drinking among college students throughout the system.

•MADD sponsorship of student activists

Dr. Louise Stanger of the School of Social Work has secured several scholarships for students serving as representatives of the Mothers Against Drunk Driving organization on campus.

Research and Innovation Examples

In addition to the C-CAPP project, research has mainly focused on program evaluation. Clearly, additional basic research is needed to supplement the program evaluation. As such, research currently under development include:

- Study of social group dynamic effects on drinking
- Party environmental factors
- Alternative transportation effects on drinking and drunk driving

Summaries of AOD Program Strengths and Weaknesses

SDSU implements a diverse set of programs for preventing AOD abuse. It is a recognized leader in a community environmental management approach for of AODs. It has also fostered an environment that has lead to truly impressive innovations. The C-CAPP project, ASPIRE program and CHUG are excellent examples of this innovation.

There are two main weaknesses with the programs: (1) most are not evaluated, and (2) the heavy reliance on external funding for some of the most innovative programs has placed some in jeopardy of vanishing.

Procedures For Distributing AOD Policy To Students and Employees

The policy statement is currently included in the student guidebook and course schedule. The guidebook is available to all students for a small fee. The entire guidebook is also available on the SDSU web site. All students have free access to the computer lab, and thus all students have access to the internet. However, after reviewing the current distribution procedures, the AOD priority team determined that a more direct distribution process was required to assure that all students received the statement. Therefore, beginning in the fall semester of 2002, all registered students are being mailed the statement to their address of record. During the spring semester, we intend to mail the statement to new students. This procedure will be repeated each year.

Previously, the only statement regarding AOD policy being distributed to faculty and staff is a statement included within the Clery Act compliance document. That statement is posted on a university web site and faculty and staff are directed to that site through statements included on pay stubs and campus-mailed postcards. The AOD priority team has determined that this is an inadequate form of notification because it (a) did not assure that all faculty and staff viewed the AOD portion of the document, (b) the statement was not specifically tailored to the policies and services related to SDSU faculty and staff, and (c) the Clery notification to faculty and staff does not mention that AOD related information is available within the report. The AOD Coordinator recommended modifications to staff and faculty notification procedures to the Dean of Faculty and the Associate Vice President of Business Enterprises.

Responding to this recommendation, the Human Resources department has now mailed all faculty and staff a statement previously approved by the campus senate. While the policy statement mailed is useful, there are acknowledged weaknesses in its content vis-à-vis the DFSA requirements.

Copies Of The Policies Distributed To Students And Employees

See Appendix E.

Recommendations For Revising AOD Programs

The comprehensive plan allows for a continuous process of needs assessment and evaluation, allowing for the AOD prevention programs to be more responsive to the SDSU community. Clearly, we are still in the process of enhancing our distribution of AOD policies to students and employees. Further, we are facing the end of some externally funded programs. Therefore the primary recommendations for AOD programs are as follows:

1. Institutionalize externally funded programs that have been identified as successful, such as the C-CAPP program.
2. Expand the peer education program to include an AOD component that will be applicable to the diverse student body.
3. Continue to improve communication and coordination of campus AOD programs.
4. Continue to develop the infrastructure for improving the scientific basis for AOD programs.
5. Continue to improve the distribution of AOD policies to all students, faculty and staff.