

Orchestrating Meaningful Drug and Alcohol Misuse Prevention Efforts: Context, Competencies, and Collaboration

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for alcohol, other drug
& violence prevention



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LEARNING OUTCOMES

- ❖ To learn practical approaches for preparing a grounded, locally-appropriate, organized, innovative and impactful campus prevention effort within the context of a comprehensive strategy.
- ❖ To gain confidence with implementing an appropriate and engaged strategic planning approach for meaningful and positive change.
- ❖ To identify opportunities for enhancing competencies and skills surrounding personnel involved with drug and alcohol misuse prevention.

OUTLINE

- ❖ Overview and Background
- ❖ Context of Campus Prevention Efforts
- ❖ Vision, Overall Aims, Foundations and Baseline Needs
- ❖ Organizing Personnel and Groups
- ❖ Areas of Focus, Plans and Strategies
- ❖ Evaluation, Review and Institutionalization
- ❖ Infusion of Core Prevention Competencies
- ❖ Resources and Actionable Leadership Strategies
- ❖ Summary and Next Steps

Leading Campus Drug & Alcohol Abuse Prevention: Grounded Approaches for Student Impact

CONTEXT

The Impact of Substance Abuse on Campus

Changing the Campus Culture: Norms and Assumptions

Frameworks for Action

CONTENT

Policy and Procedural Interventions

Universal Prevention Strategies

Selective Prevention Strategies

Indicated Prevention Strategies

Staff, Student and Student Leader Training

Measuring the Impact of Prevention Efforts

COLLABORATION

Planning Processes: How to Mobilize Resources

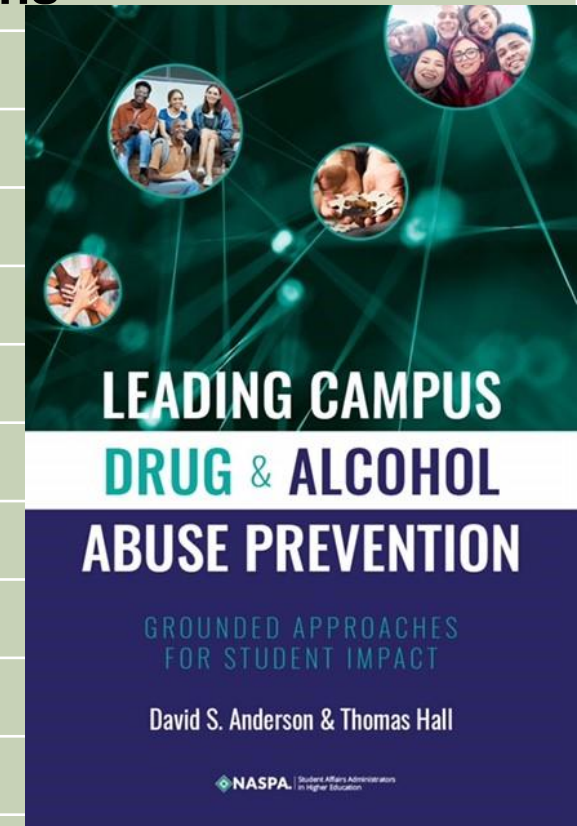
Coalition Building: Engaging Partners in Prevention

Promotion and Advocacy

CHOICES

Reporting Results and Processes

Identifying and Celebrating Progress



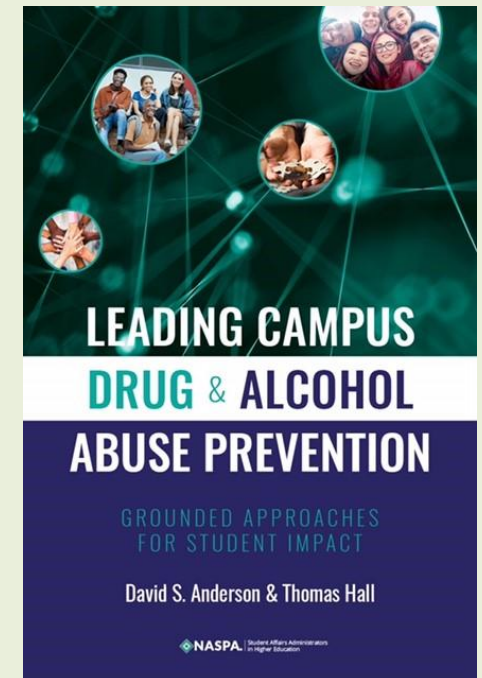
NASPA Publications
May, 2021

<https://naspa.org/book/leading-campus-drug-and-alcohol-abuse-prevention-grounded-approaches-for-student-impact>

FOUNDATIONS

“Leading Campus Drug & Alcohol Abuse Prevention”

- ❖ Grounded and practical within the context of a comprehensive campus effort
- ❖ Designed for all levels and all stages of program development
- ❖ Prepared as a “how to think” guide; not a “how to” guide
- ❖ Features Case Studies, Lessons from the Field, Innovators, Student Views
- ❖ Four broad sections:
 - ❖ Context
 - ❖ Content
 - ❖ Collaboration
 - ❖ Choices
- ❖ Chapter conclusions:
 - ❖ Grounded and theory-based approaches
 - ❖ Innovation
 - ❖ Thorough and thoughtful planning and engagement
 - ❖ Locally appropriate



A Strategic Planning Model

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graph TD; A([A Strategic Planning Model]) --> B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Core Foundations]; D --> E[Baseline Needs]; E --> F[Areas of Focus]; F --> G[Plans and Strategies]; G --> H[Evaluative Approaches]; H --> I[Review and Revise]; I --> A;
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**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

**Review and
Revise**

Institutionalization

THE GUIDE TO THE EIGHT PROFESSIONAL COMPETENCIES FOR HIGHER EDUCATION SUBSTANCE MISUSE PREVENTION

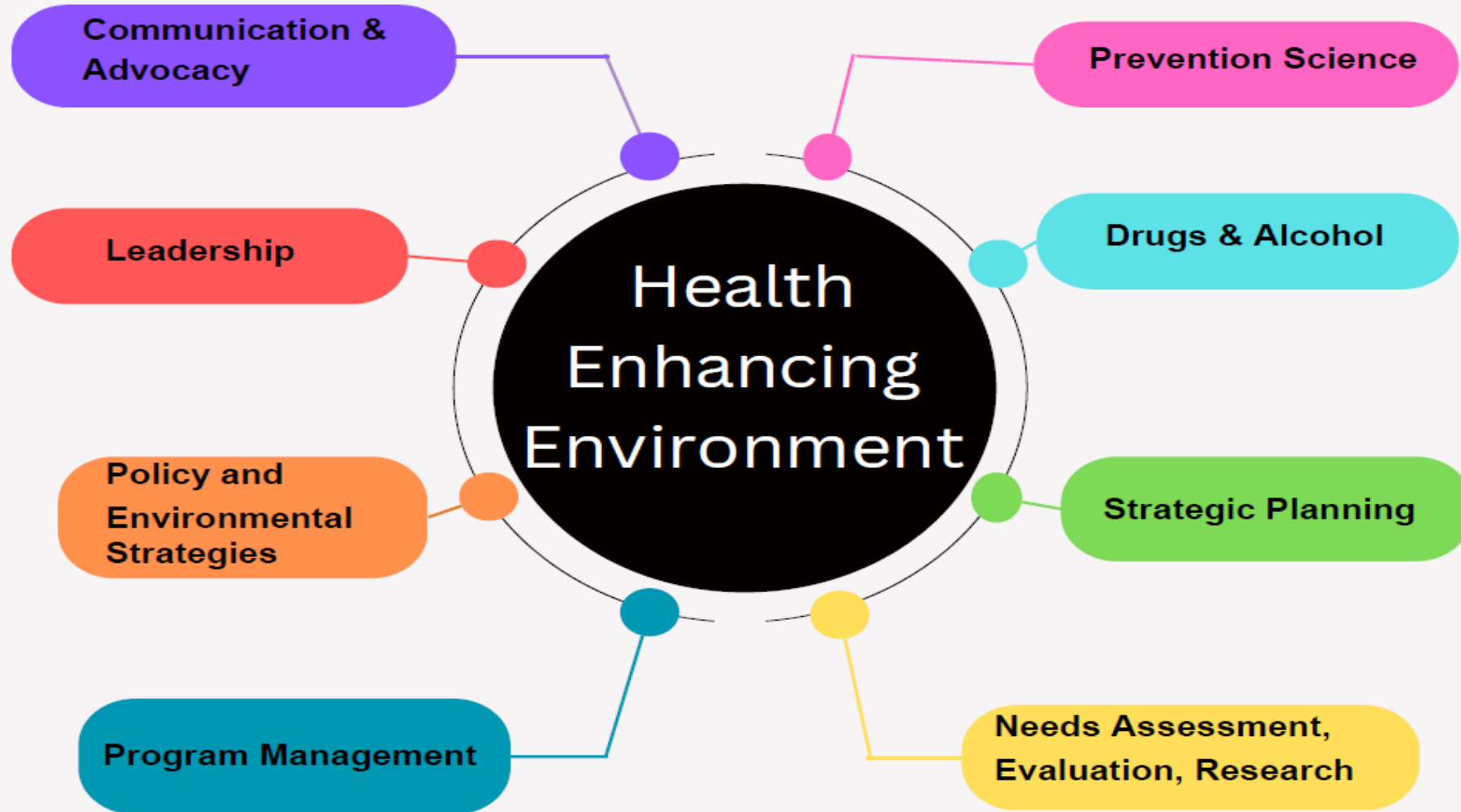


Designed to promote enhanced professional skills and ultimately significantly impact college students' decisions surrounding drugs and alcohol.

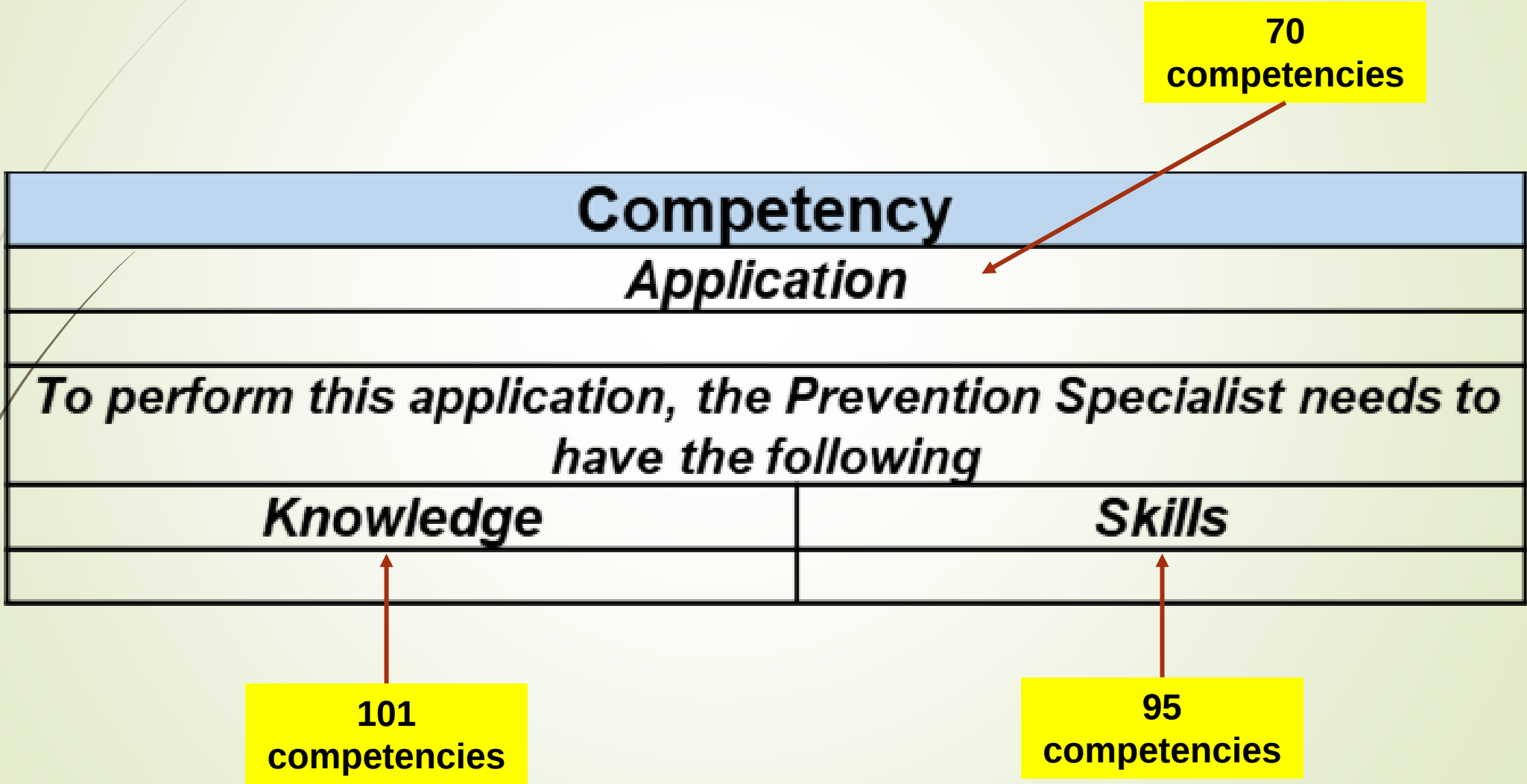


Developed with funding from the
Mid-America Prevention Technology Transfer Center

www.preventioncompetencies.org



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org



STRATEGIC PLANNING

5. Oversee Contextual Elements

1. Oversee Continuum of Efforts

Application

Manage strategic planning efforts along the entire planning continuum.

To perform this application, the Prevention Specialist needs to have the following

Knowledge

Knowledge of theoretical frameworks, evidence-informed strategies and strategic planning processes.

Knowledge of using vision- and goal-setting strategies for universal, selective and indicated audiences.

Understand the institution's history, culture, values, community relationships, issues and aspirations.

Skills

Synthesize elements gathered from campus vision-setting efforts related to substance misuse prevention and health-enhancing behavior promotion.

STRATEGIC PLANNING RESOURCES

Primary Resources:

Anderson, D. S. and Hall, T. V. (2021) *Leading campus drug and alcohol abuse prevention: Grounded approaches for student impact*. Washington, D.C.: NASPA Publications.

Drug Enforcement Administration. (2020). *Prevention with purpose: A strategic planning guide to preventing drug misuse among college students*.
<https://www.campusdrugprevention.gov/preventionguide>

Cimini, M.D. & Rivero, E.M., Eds. (2019). *Promoting behavioral health and reducing risk among college students: A comprehensive approach* (pp.127–144). Routledge.

Substance Abuse and Mental Health Services Administration. (2019). *A guide to SAMHSA's strategic prevention framework*.
<https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf>

Anderson, D. S., & Milgram, G. G. (2000). *Action planner: steps for developing a comprehensive campus alcohol abuse prevention program; Promising practices: Campus alcohol strategies*. George Mason University.
<https://caph.gmu.edu/resources/college/create>

National Institute on Alcohol Abuse and Alcoholism (2019) *Planning alcohol interventions using NIAAA's CollegeAIM*
NIH Publication No. 19-AA-8017
<https://www.collegedrinkingprevention.gov/>

Plested, B. A., Edwards, R. W., & Jumper-Thurman, P. (2006). *Community readiness: A handbook for successful change*. Tri-Ethnic Center for Prevention Research.

Substance Abuse and Mental Health Services Administration. (2018). *Selecting best-fit programs and practices: Guidance for substance misuse prevention practitioners*.
https://www.samhsa.gov/sites/default/files/ebp_prevention_guidance_document_241.pdf

Substance Abuse and Mental Health Services Administration (2021) *Prevention core competencies*. Publication No. PEP20-03-08-001. Rockville, MD: Substance Abuse and Mental Health Services Administration. <https://store.samhsa.gov/product/Prevention-Core-Competencies/PEP20-03-08-001>

National Organizations

- Alcoholics Anonymous <https://www.aa.org>
- American College Health Association – National College Health Assessment <https://www.acha.org/NCHA>
- American Council on Education <https://www.acenet.edu/pages/default.aspx>
- Association of Recovery in Higher Education <https://collegiaterecovery.org>
- Center for Communities that Care <https://www.ccc.org>
- Center for Substance Abuse Research <https://www.csaer.org>
- Center of Alcohol Studies <https://alcoholcenter.org/>
- Clery Center <https://www.clerycenter.org/>
- Coalition of Higher Education Associations (CoHEASAP) coheasap.org
- Community Anti-Drug Coalitions of America <https://www.cadc.org/>
- Core Institute <https://core.siu.edu/>
- Council for the Advancement of Standards <http://www.cas.edu/standards>
- Foundation for Advancing Alcohol Response <https://www.faar.org/>
- Gordie Center <https://gordie.studenthealth.org/>
- Grayken Center for Addiction at Boston Medical Center <https://www.bu.edu/aodhealth/>
- Healthy Minds Network <https://healthyminds.org/>
- Higher Education Center for Alcohol and Other Drugs <https://hecaod.osu.edu/>
- Illinois Higher Education Center <https://www.ihedc.org/>
- Jed Foundation <https://jedfoundation.org/>
- Mothers Against Drunk Driving <https://www.madd.org/>
- Narcotics Anonymous <https://na.org/>
- NASPA <https://naspa.org/division/alcohol>
- National Alcohol Beverage Control Association <http://www.nabca.org>
- National Association of Lesbian and Gay Students <http://www.nalgas.org>
- National Association of State Alcohol and Drug Abuse Directors <https://nasadad.org/>
- National Collegiate Athletic Association <http://www.ncaa.org/>
- National Prevention Network (NPN) <http://www.npn.org/>
- National Resource Center for The First-Year Transition https://sc.edu/about/offices_and_divisions

Data Sources

American College Health Association. (2020). *National college health assessment*. <https://www.acha.org/ncha>

Anderson, D. S. (2021). *College alcohol survey 1979-2021: The national longitudinal survey on alcohol, tobacco, other drug and violence issues at institutions of higher education*. George Mason University. <https://caph.gmu.edu/resources/college/review>

Centers for Disease Control and Prevention. (2019). *Annual surveillance report of drug-related risks and outcomes: United States, 2019*. <https://www.cdc.gov/drugoverdose/pubs/related-publications.html>

Centers for Disease Control and Prevention. *Youth risk behavior surveillance system*. <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Miech, R. A., Johnston, L. D., O'Malley, P. M., Bachman, J. G., Schulenberg, J. E., & Patrick, M. E. (2022). *Monitoring the Future national survey results on drug use, 1975-2021: Volume I, Secondary school students*. Ann Arbor: Institute for Social Research, The University of Michigan, 596 pp. <http://monitoringthefuture.org/pubs.html>

National Collegiate Athletic Association. *Student-athlete well-being study* (2022). <https://www.ncaa.org/news/2022/5/24/media-center-mental-health-issues-remain-on-minds-of-student-athletes.aspx>

National Collegiate Athletic Association. (2018). *NCAA national study on substance use habits of college student-athletes*. <https://www.ncaa.org/sports/2013/11/20/ncaa-student-athlete-substance-use-study.aspx>

National Institute on Alcohol Abuse and Alcoholism. (2020). *Consequences*. <https://www.collegedrinkingprevention.gov/statistics/consequences.aspx>

Patrick, M. E., Schulenberg, J. E., Miech, R. A., Johnston, L. D., O'Malley, P. M., & Bachman, J. G. (2022). *Monitoring the Future Panel Study annual report: National data on substance use among adults ages 19 to 60, 1976-2021. Monitoring the Future Monograph Series*. Ann Arbor: Institute for Social Research, The University of Michigan. <http://monitoringthefuture.org/pubs.html>

Schulenberg, J. E., Patrick, M. E., Johnston, L. D., O'Malley, P. M., Bachman, J. G., & Miech, R. A. (2021). *Monitoring the Future national survey results on drug use, 1975-2020: Volume II, college students and adults ages 19-60*. Ann Arbor: Institute for Social Research, The University of Michigan, 508 pp. <http://monitoringthefuture.org/pubs.html>

News and Information Resources and Listservs

- Addiction Technology Transfer Center Network <https://www.acenet.edu/pages/default.aspx>
- Alcohol Law Review <https://www.alcoholawreview.com/>
- American Academy of Pediatrics news Room <https://www.aap.org/en/news-room/>
- American College Health Association - ACHA Connect <http://community.acha.org/home>
- American Council on Education - ACE Net <https://www.acenet.edu/pages/default.aspx>
- American Public Health Association <https://apha.org/>
- American Public Health Association's Alcohol, Tobacco and Other Drugs Section <https://apha.org/APHA-Communities/Member-Sections/Alcohol-Tobacco-and-Other-Drugs>
- Campus Drug Prevention https://www.campusdrugprevention.gov/#subscription_updates
- Centers for Disease Control and Prevention <https://tools.cdc.gov/campaignproxyservice/subscriptions.aspx?>
- Centers for Disease Control and Prevention Alcohol Program <https://www.cdc.gov/alcohol/index.htm>
- Grayken Center for Addiction at Boston Medical Center - aodhealth-list <https://www.bu.edu/aodhealth/free-subscriptions/>
- Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery - U Report <https://hecaod.osu.edu/news-research/ureport/>
- Illinois Higher Education Center <https://www.ihedc.org/listservs.php>
- Mothers Against Drug Driving Online News <https://madd.org/get-connected/>
- National Center on Safe Supportive Learning Environments - Higher Education e-Digest <https://safesupportivelearning.ed.gov/webform/sign-higher-education-e-digest>
- National Institute on Alcohol Abuse and Alcoholism News & Events <https://www.niaaa.nih.gov/news-events>
- National Institute on Drug Abuse News & Events <https://nida.nih.gov/news-events>
- Office of Juvenile Justice and Delinquency Prevention News & Events <https://ojjdp.ojp.gov/news>
- Partnership to End Addiction - Partnership News Service <https://drugfree.org/article/partnership-news-service-disclaimer/>

Webinar Series!!



ENHANCING PROFESSIONAL COMPETENCIES FOR PREVENTING DRUG AND ALCOHOL MISUSE AMONG COLLEGE STUDENTS

The [Guide to the Eight Professional Competencies for Higher Education Substance Misuse Prevention](#) is "brought to life" with an eight-part, DEA-produced webinar series, highlighting each of the individual competencies. Check out all of the episodes in this hub.

[Watch Now](#)

<https://pttcnetwork.org/centers/mid-america-pttc/home>

<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org



Context of Campus Prevention Efforts



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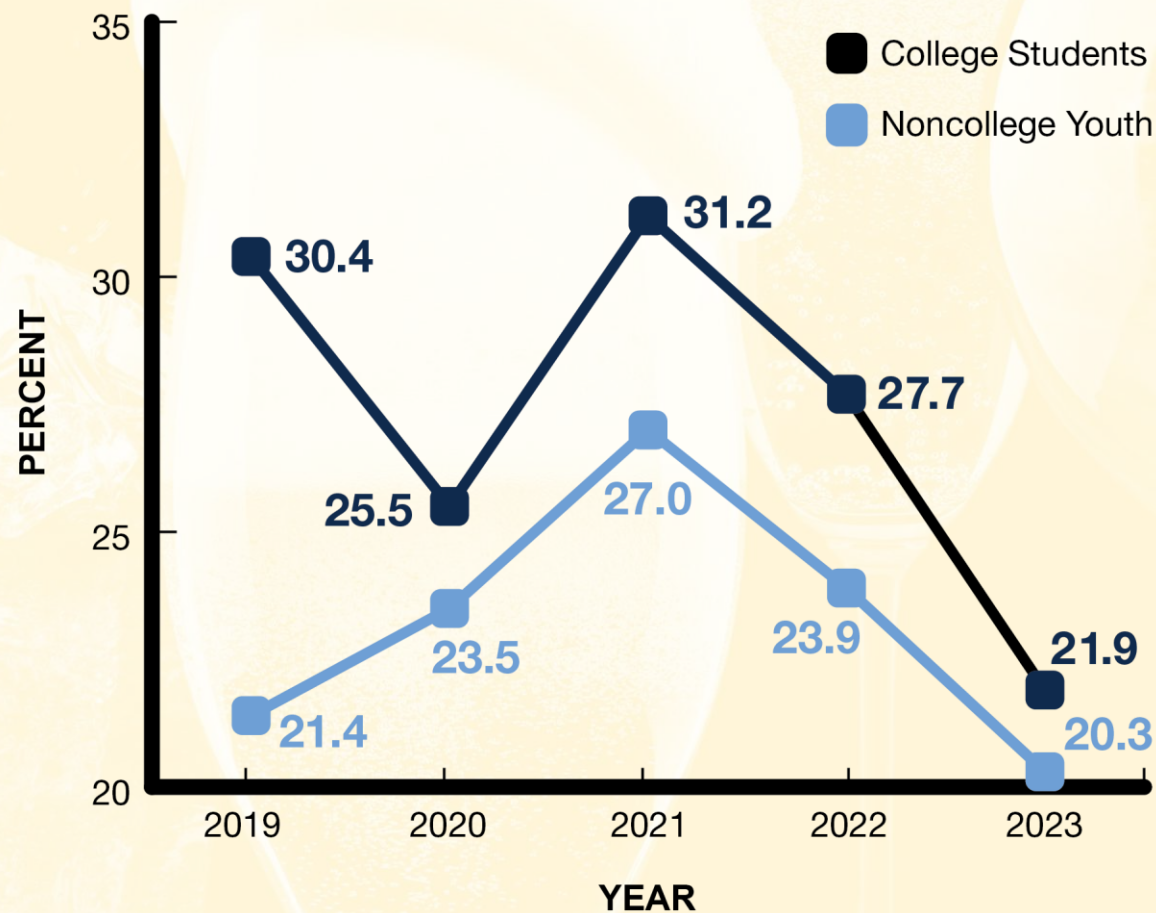




DEA



Trends in 2-Week Prevalence of Having 5 or More Drinks in a Row among College Students vs. Noncollege Youth 1 to 4 Years beyond High School



Alcohol and Drug Use Rates Among College Students



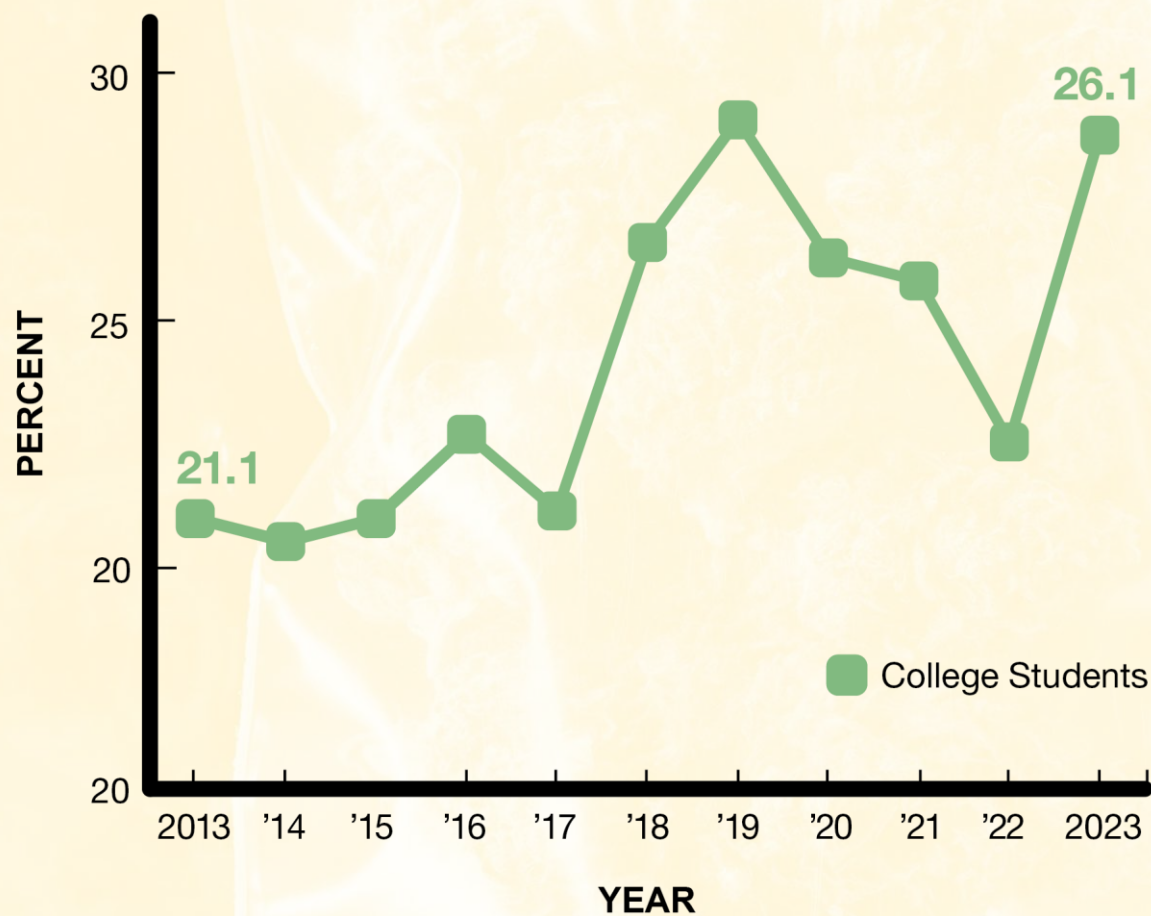
Source:
2024 Monitoring the Future Study



DEA

marijuana

Trends in 30-Day Prevalence of Marijuana Usage among College Students

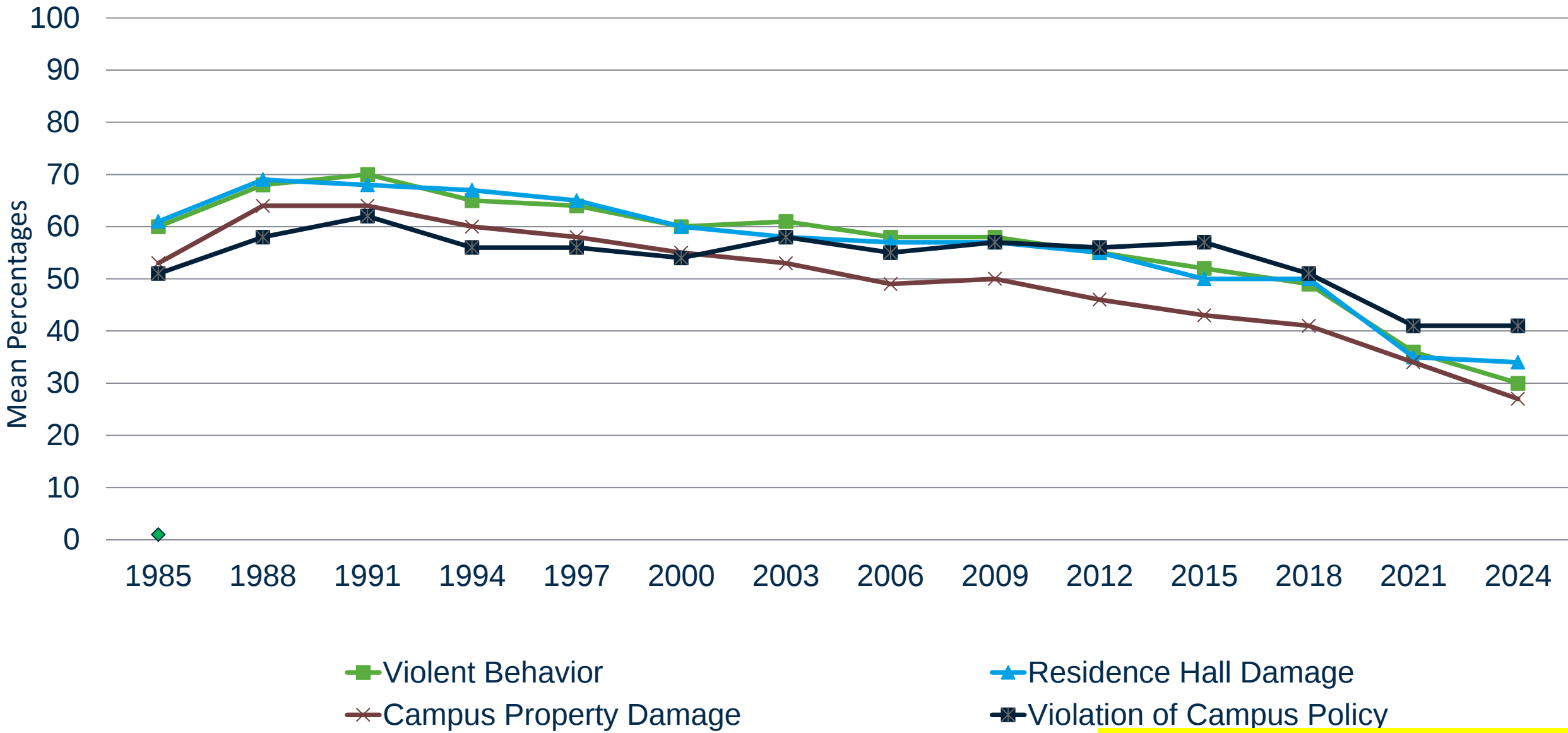


Alcohol and Drug Use Rates Among College Students

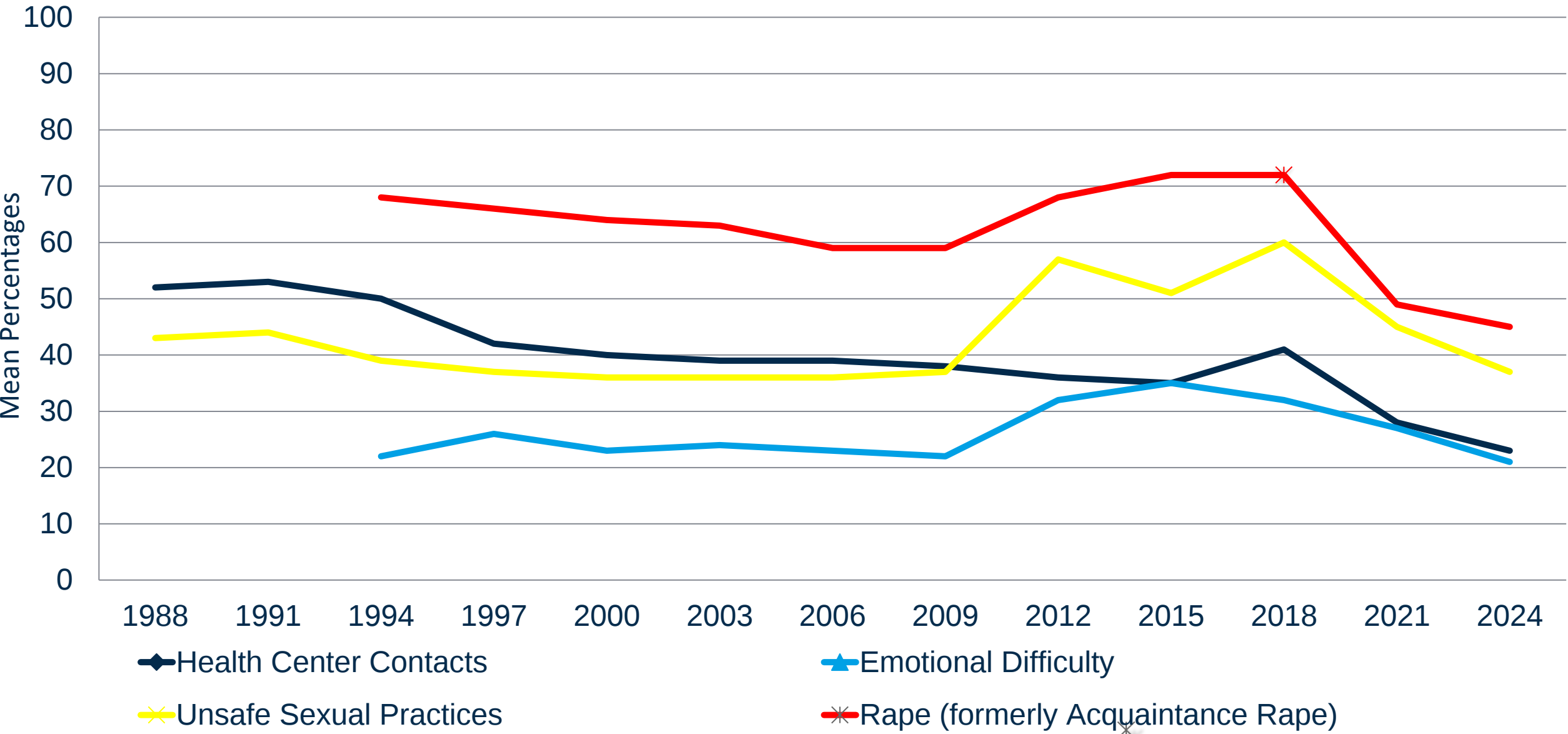


Source:
2024 Monitoring the Future Study

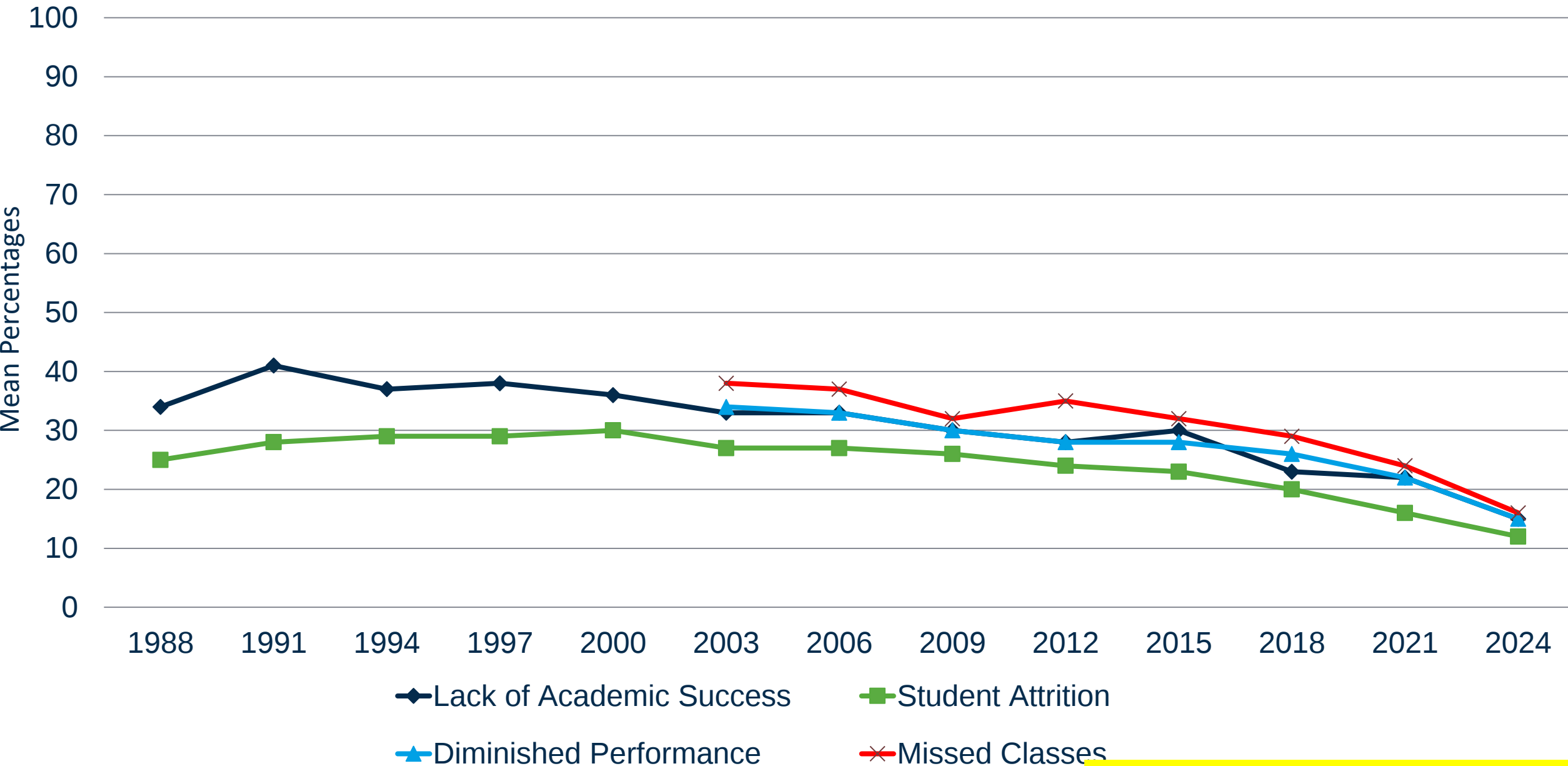
Alcohol's Involvement With Campus Behaviors



Alcohol's Involvement with Personal Behaviors



Alcohol's Involvement With Academic Problems



Key Elements for Campus Prevention Efforts

- 1. Focus on making a difference with specified desired outcomes.**
- 2. Be locally appropriate and be based on current identified needs.**
- 3. Ground selection of campus strategies on evidence-informed foundations and current best practices.**
- 4. Adopt a comprehensive framework that incorporates a range of strategies and numerous offices and individuals.**
- 5. Attend to meeting varied student needs, learning styles and usage patterns.**
- 6. Utilize a systematic strategic planning approach, ranging from needs assessment and a sound theoretical framework to evaluation and refinement.**
- 7. Incorporate proactive and innovative approaches as well as responsive and reactive efforts.**
- 8. Attend to the overall campus culture as well as the culture surrounding drug/alcohol use and drug/alcohol-related issues.**

Vision, Overall Aims, Foundations and Baseline Needs



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Validate Foundations and Impetus

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graph TD; A([Validate Foundations and Impetus]) --> B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Core Foundations]; D --> E[Baseline Needs]; E --> F[Areas of Focus]; F --> G[Plans and Strategies]; G --> H[Evaluative Approaches]; H --> I[Review and Revise]; I --> J[Institutionalization]; J --> A;
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**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

**Review and
Revise**

Institutionalization

Validate Foundations and Assumptions

Numerous potential motivations:

- A crisis
- A sense of 'things out of control'
- A desire to take a fresh look
- A focus on aligning strategies with campus mission
- An emphasis on taking this issue seriously
- Other initiatives or reports pointing toward a need for heightened prevention
- Seeing ways to better prevent programs and promote increased resiliency

This step helps clarify **“The Why”**: Why is the campus embarking on these efforts regarding drugs and alcohol?

Maintain the focus on this general, fuzzy, soft foundation throughout planning and implementation efforts.

Develop Core Foundations

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graph TD; A([Develop Core Foundations]) --> B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Core Foundations]; D --> E[Baseline Needs]; E --> F[Areas of Focus]; F --> G[Plans and Strategies]; G --> H[Evaluative Approaches]; H --> I[Review and Revise]; I --> J[Institutionalization]; J --> B;
```

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Develop Core Foundations

Prepare the **overall vision** for the campus – overall and with regard to drugs/alcohol

Clarify what you want to **prevent** and what you want to **promote**

Develop **guiding principles**

- | | |
|--|---|
| <ul style="list-style-type: none">• Membership and meaningful involvement• Timing• Reporting• Audiences• Quantitative and qualitative documentation• Visibility | <ul style="list-style-type: none">• Implementation• Needs-based approaches• Decision making• Administrative support• Comprehensiveness• Long-term perspectives |
|--|---|

Specify **desired outcomes and processes**

- Include objectives and sound measures
- Specify processes such as involvement, decision-making processes, engagement

Sampling of Worksheets

WORKSHEET 2.2

CAMPUS VISION DEVELOPMENT

How would you describe the ideal campus culture, particularly as it relates to drugs and alcohol?		
	Outcomes	Processes
What do you want to prevent?		
What do you want to promote?		

378

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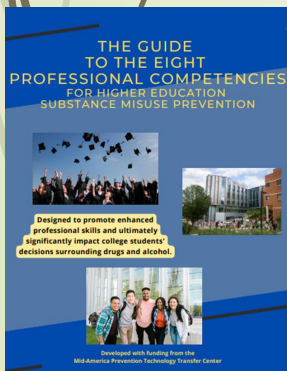
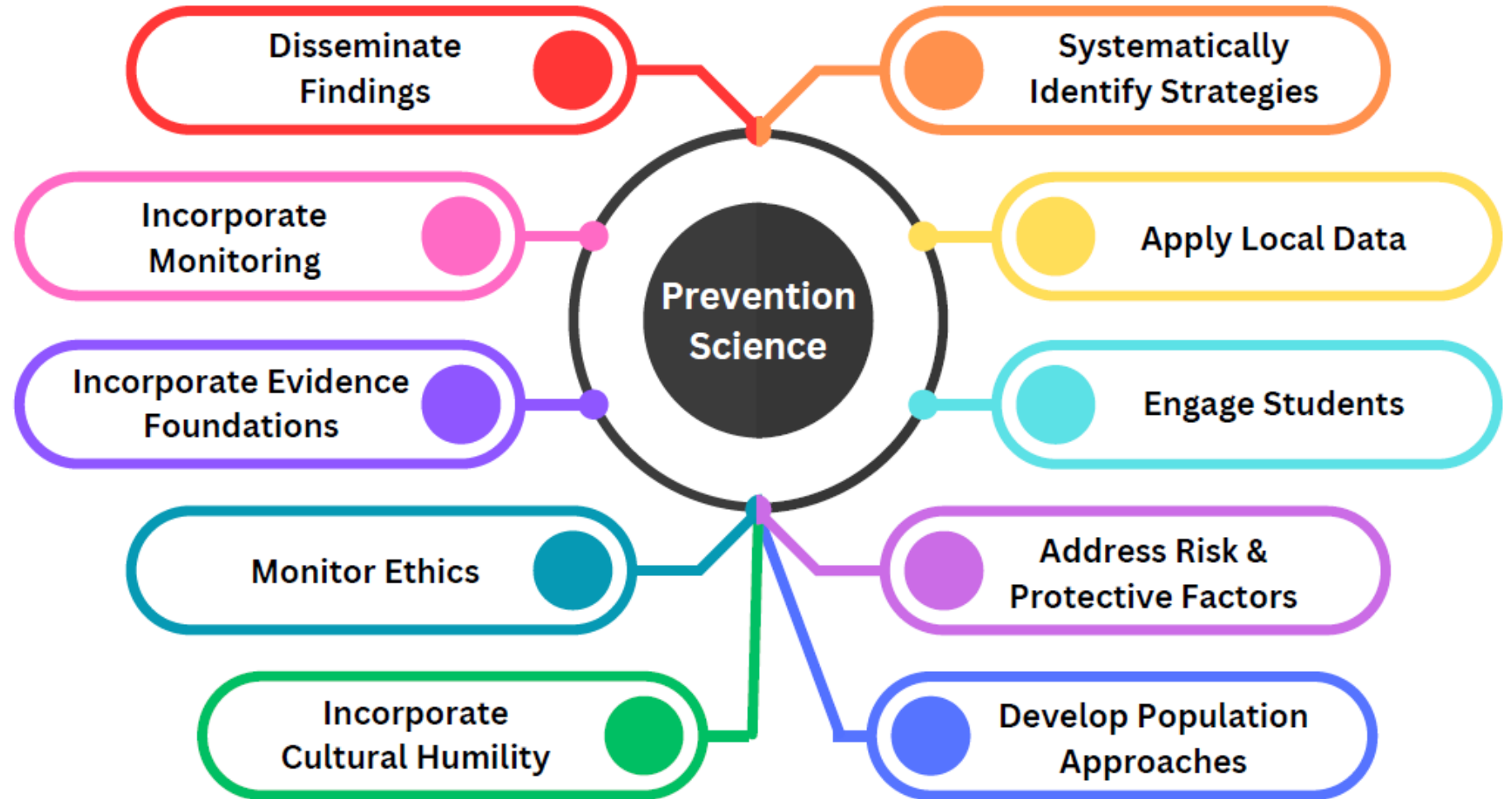
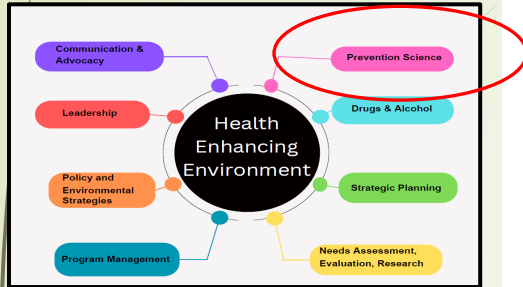
WORKSHEET 3.2

STAGES OF CHANGE WORKSHEET

Stage	Considerations for change strategies	Planned change strategies
Precontemplation	Increase awareness of need for change Personalize information about risks and benefits	
Contemplation	Motivate Encourage making specific plans	
Preparation	Assist with developing and implementing concrete action plans Help set gradual goals	
Action	Assist with feedback, problem solving, social support, and reinforcement	
Maintenance	Assist with coping, issuing reminders, finding alternatives, avoiding slips/relapses	

Note. Adapted from "Stages and Processes of Self-Change in Smoking: Toward An integrative Model of Change," by J. Prochaska and C. DiClemente, 1983, Journal of Consulting and Clinical Psychology, 51, 390-395. Copyright © 1983 by the American Psychological Association. Adapted with permission.

Ground Efforts in Prevention Science



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

SAMHSA Resources

SAMHSA
Substance Abuse and Mental Health
Services Administration

A Guide to SAMHSA's Strategic Prevention Framework



JUNE 2019

SAMHSA

Substance Abuse and Mental Health
Services Administration

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Current Topics

Guidance to States and School Systems on Addressing Mental Health and Substance Use Issues in Schools

Addressing Mental Health and Substance Use Issues in Schools

A Practical Guide to Psychiatric Advance Directives

Psychiatric Advance Directives for crisis planning and self-directed care

Use of Medication-Assisted Treatment for Opioid Use Disorder in Criminal Justice Settings

New SAMHSA criminal justice publications

Real risks of marijuana use

Promoting best practice in antipsychotic prescribing for children and adolescents

Opioid Overdose Prevention Toolkit provides essential information about preventing an opioid overdose

Treating Opioid Use Disorder, by Dr. McCance-Katz

Technology Transfer Centers (TTC) Program

Get Help

Substance Abuse and Mental Health Services Administration (SAMHSA)
**Selecting Best-fit Programs and Practices:
Guidance for Substance Misuse
Prevention Practitioners**

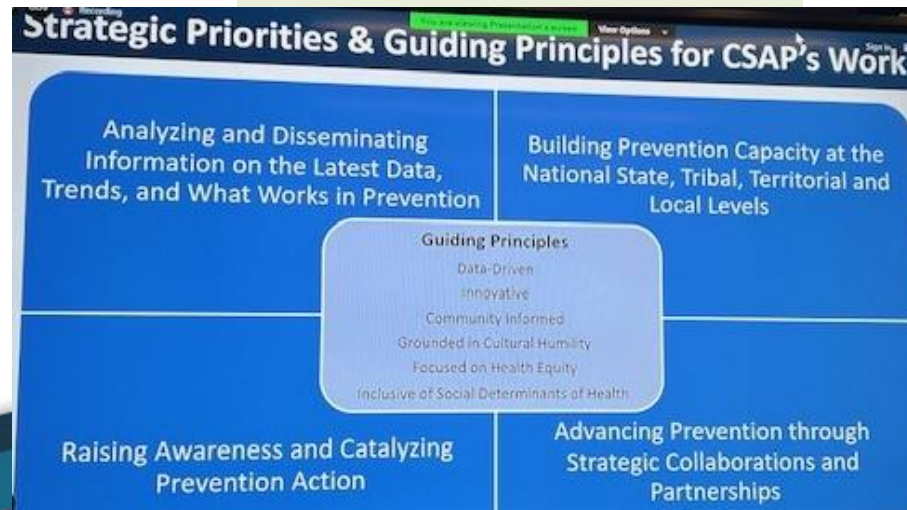


<https://store.samhsa.gov/>

SAMHSA Resources

EVIDENCE-BASED RESOURCE GUIDE SERIES

Substance Misuse Prevention for Young Adults



PREVENTION CORE COMPETENCIES



**Data Driven
Innovative
Community Informed
Grounded in Cultural Humility
Focused on Health Equity
Inclusive of Social Determinants of Health**



SAMHSA
Substance Abuse and Mental Health
Services Administration

<https://store.samhsa.gov/>

Document Baseline Needs

Foundations and
Impetus

Organizing
Groups

Core Foundations

Baseline Needs

Areas of Focus

Plans and
Strategies

Evaluative
Approaches

Review and
Revise

Institutionalization

Document Baseline Needs

Conduct quality **needs assessment**, building upon identified foundations

Use both **quantitative and qualitative** approaches

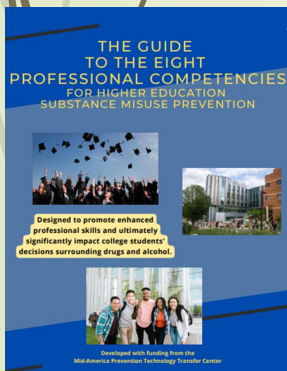
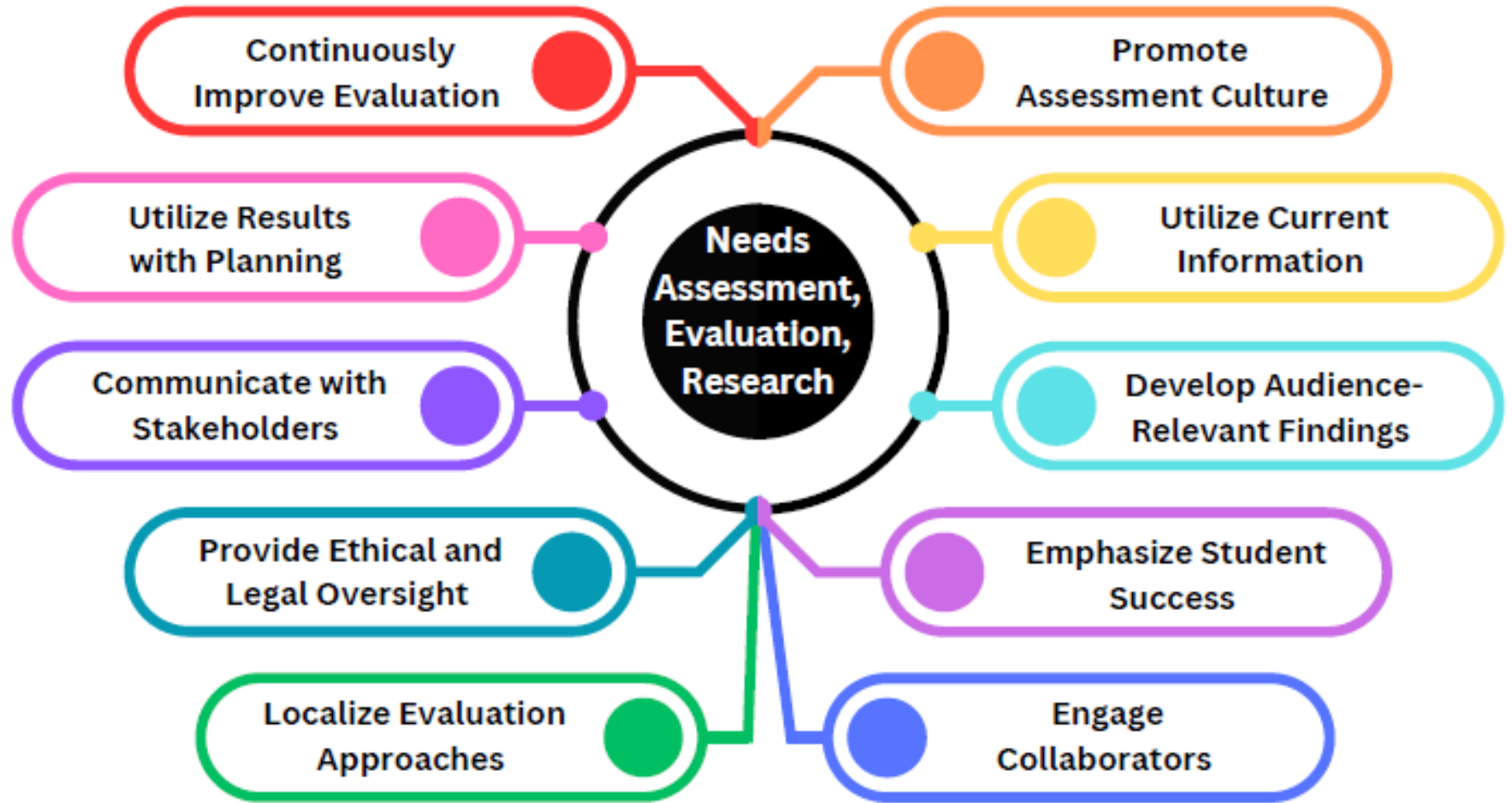
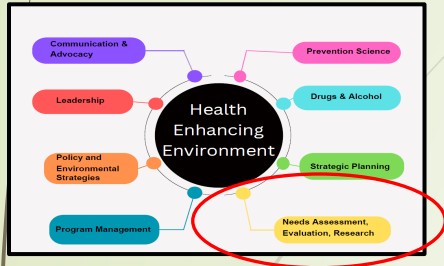
Engage **stakeholders and gatekeepers**

Attend to specific **desired outcomes and audiences**

Use **Institute of Medicine framework** (Protractor)

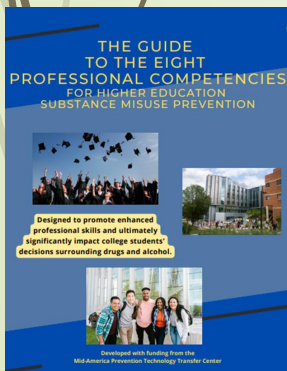
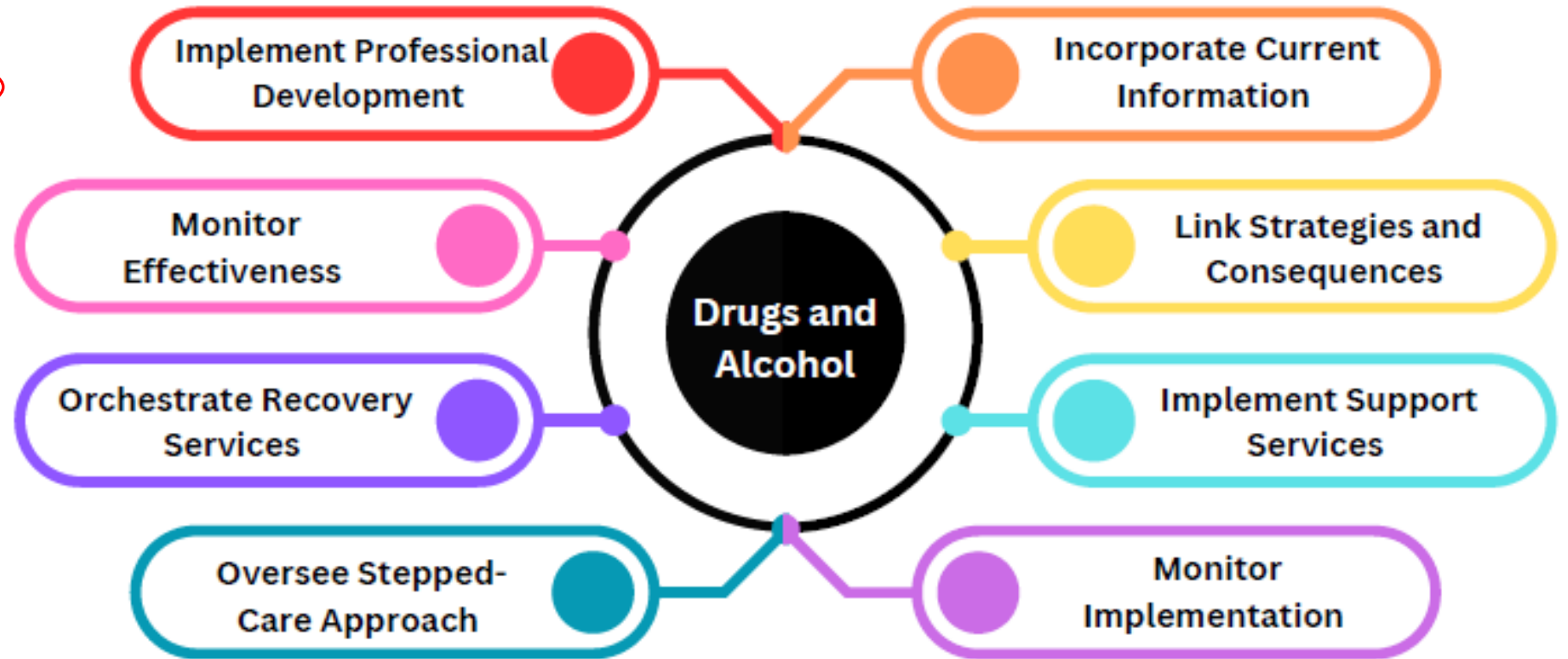
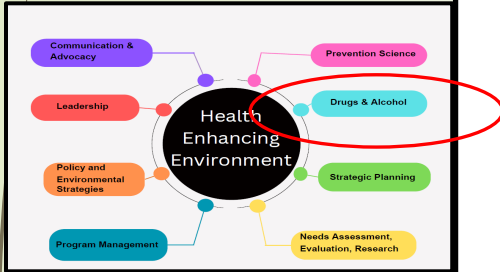
Incorporate findings into planning for implementation and resource allocation

Monitor, Document, and Review



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Use Current Drug/Alcohol Knowledge



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Organizing Personnel and Groups



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Convene Organizing Groups

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graph TD; C((Convene Organizing Groups)) --> F1[Foundations and Impetus]; F1 --> F2[Organizing Groups]; F2 --> F3[Core Foundations]; F3 --> F4[Baseline Needs]; F4 --> F5[Areas of Focus]; F5 --> F6[Plans and Strategies]; F6 --> F7[Evaluative Approaches]; F7 --> F8[Review and Revise]; F8 --> F9[Institutionalization]; F9 --> F1[Foundations and Impetus];
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**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

Areas of Focus

**Plans and
Strategies**

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Approaches**

**Review and
Revise**

Institutionalization

Collaboration

Consider involvement from traditional as well as nontraditional individuals, groups, and organizations.

Traditional partners may include:

- ✓ Counseling
- ✓ Judicial
- ✓ Housing and residence life
- ✓ Law enforcement
- ✓ Wellness offices

Nontraditional partners may consist of:

- ✓ Student government
- ✓ Alumni
- ✓ Public affairs
- ✓ Marketing classes

A Resource and a Worksheet



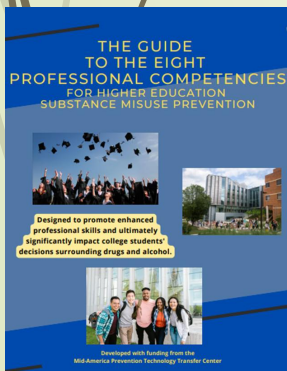
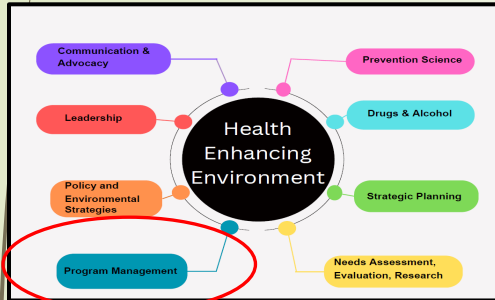
<https://caph.gmu.edu/resources/college/create>

WORKSHEET 11.1
PLANNING FOR COLLABORATION

Potential collaborator	Benefits for involvement	Concerns about involvement
College president/chancellor		
Vice president for student affairs		
Provost		
Admissions/enrollment services		
Dean of students		
Student activities		
Fraternity/sorority		
Health center		
Counseling and psychological services		
Athletics department		
Faculty member		
Academic department		
Student organizations		
Student government		
Alumni		
Community member		
Community organization		
Other:		

From Anderson and Hall, Leading Campus Drug And Alcohol Abuse Prevention: Grounded Approaches For Student Impact. NASPA Publications, 2021

Implement Program Management



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Areas of Focus, Plans and Strategies



ILLINOIS HIGHER
EDUCATION
C E N T E R

for alcohol, other drug
& violence prevention



Use Constructs to Determine Areas of Focus

Foundations and
Impetus

Organizing
Groups

Core Foundations

Baseline Needs

Areas of Focus

Plans and
Strategies

Evaluative
Approaches

Review and
Revise

Institutionalization

Use Constructs to Determine Areas of Focus

Blend **needs assessment results** with other **contextual factors** (institution history and priorities, campus culture aims)

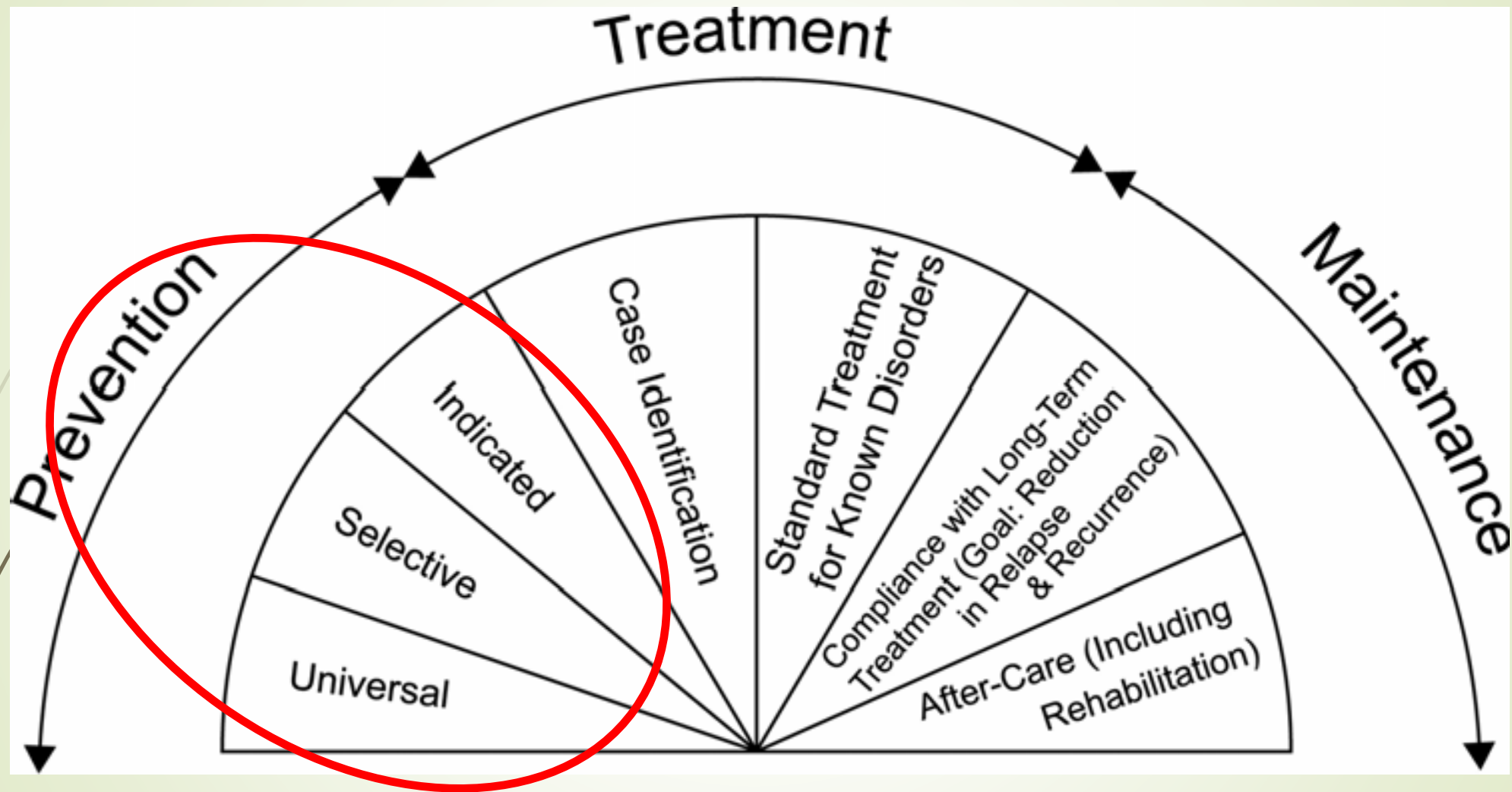
Use **evidence-informed foundations**, including theoretical constructs

- Institute of Medicine's Protractor (Universal, Selective and Indicated Approaches)
- Socio-Ecological Model
- Stages of Change Model

Identify **audiences and issues** worthy of attention

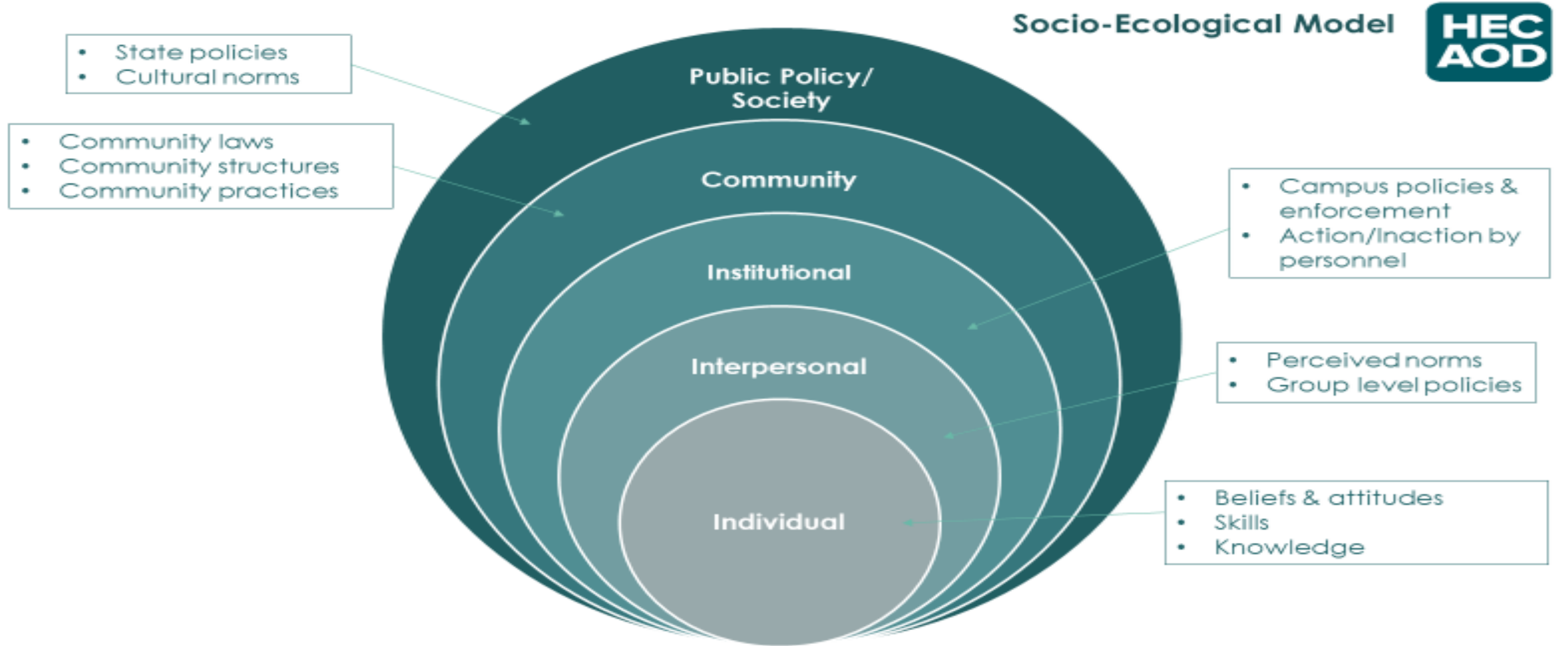
Attend to **root causes**

The Protractor



Note. Reprinted from *The Institute of Medicine Framework and its Implication for the Advancement of Prevention Policy, Programs and Practice* (p. 3), by J. R. Springer and J. Phillips, 2007, U.S. Department of Health and Human Services (http://ca-sdfsc.org/docs/resources/SDFSC_IOM_Policy.pdf). In the public domain.

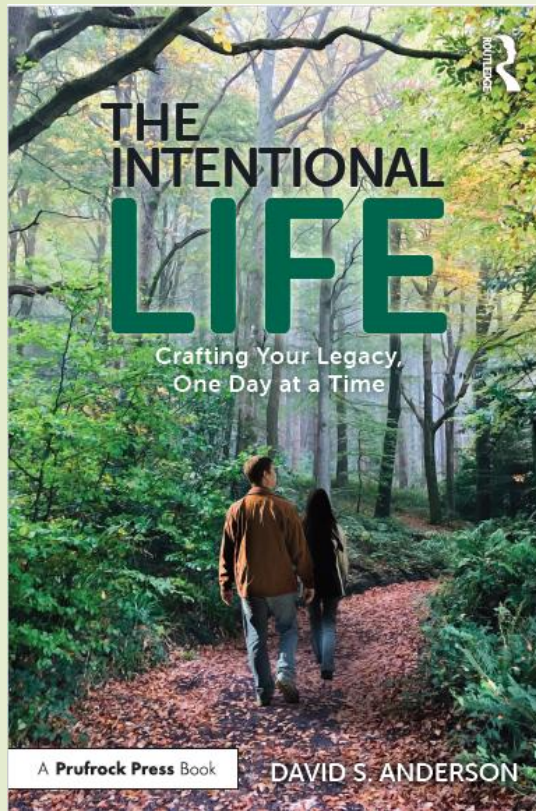
Socio-Ecological Model



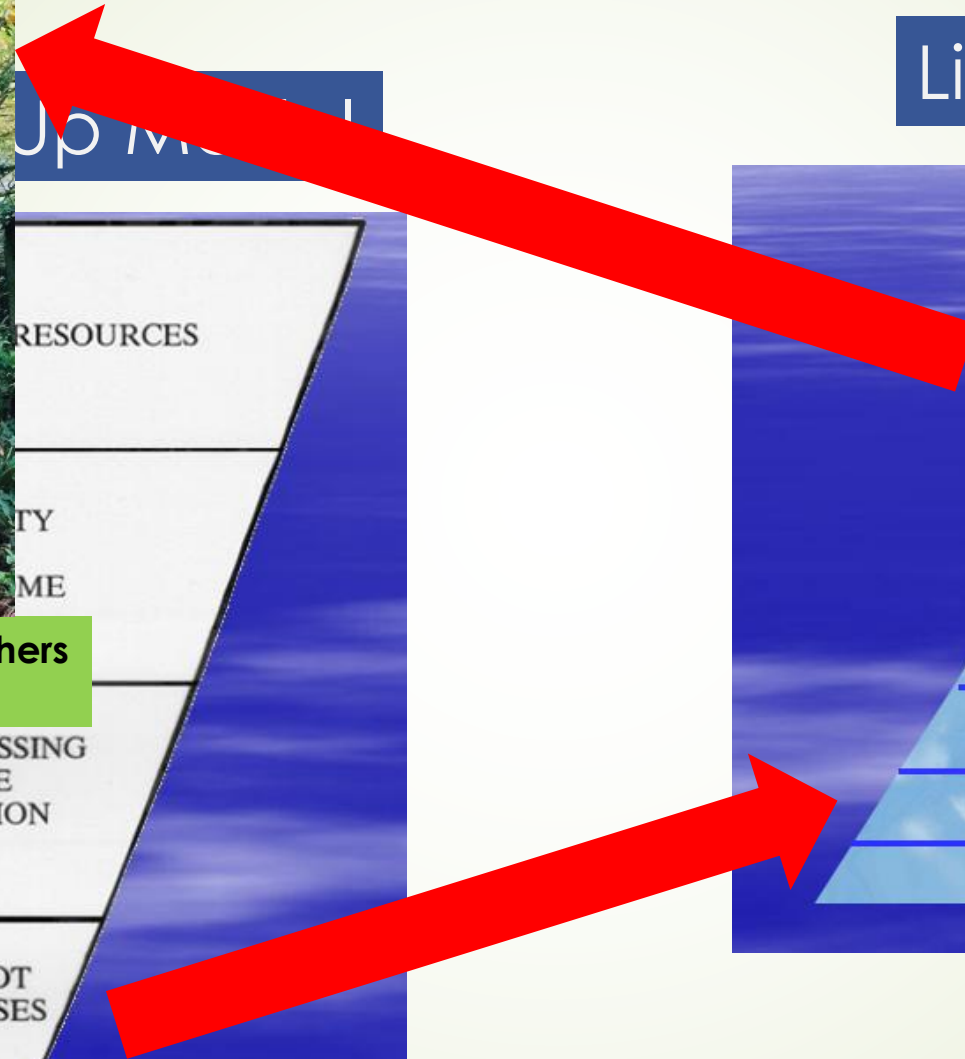
Health Belief Model

<i>Concept</i>	<i>Definition</i>	<i>Potential Change Strategies</i>
Perceived susceptibility	Beliefs about the chances of getting a condition	*Define what populations(s) are at risk and their levels of risk *Tailor risk information based on an individual's characteristics or behaviors *Help the individual develop an accurate perception of his or her own risk
Perceived severity	Beliefs about the seriousness of a condition and its consequences	*Specify the consequences of a condition and recommended action
Perceived benefits	Beliefs about the effectiveness of taking action to reduce risk of seriousness	*Explain how, where and when to take action and what the potential positive results will be
Perceived barriers	Beliefs about the material and psychological costs of taking action	*Offer reassurance, incentives, and assistance; correct misinformation
Cues to action	Factors that activate "readiness to change"	*Provide "how to" information, promote awareness, and employ reminder systems
Self-efficacy	Confidence in one's ability to take action	*Provide training and guidance in performing action *Use progressive goal setting *Give verbal reinforcement *Demonstrate desired behaviors

Attending to Root Causes



Prufrock Press – Routledge Publishers
October 2025



Life Health Pyramid



Prepare Plans and Strategies

```
graph TD; A([Prepare Plans and Strategies]) --> B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Core Foundations]; D --> E[Baseline Needs]; E --> F[Areas of Focus]; F --> G[Plans and Strategies]; G --> H[Evaluative Approaches]; H --> I[Review and Revise]; I --> A;
```

**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

**Review and
Revise**

Institutionalization

Prepare Plans and Strategies

Use a **planful approach** - avoid a “ready, fire, aim” approach

Consider a **Menu of Strategies** with a ‘best fit’ mindset

Draw upon (but not be limited to) **established approaches**

- Incorporate NIAAA’s CollegeAIM publication
- Evidence-informed vs. evidence-based strategies
- Theory-based interventions

Attend to **local needs**, specified outcomes, localized logic models, insights of campus leaders

Incorporate goals, objectives, strategies and measures

Refer to the ***Key Elements for Campus Prevention Efforts***

Prepare **logic models** appropriate for specified outcomes

Key Elements for Campus Prevention Efforts

1. Focus on making a difference with specified desired outcomes.
2. Be locally appropriate and be based on current identified needs.
3. Ground selection of campus strategies on evidence-informed foundations and current best practices.
4. Adopt a comprehensive framework that incorporates a range of strategies and numerous offices and individuals.
5. Attend to meeting varied student needs, learning styles and usage patterns.
6. Utilize a systematic strategic planning approach, ranging from needs assessment and a sound theoretical framework to evaluation and refinement.
7. Incorporate proactive and innovative approaches as well as responsive and reactive efforts.
8. Attend to the overall campus culture as well as the culture surrounding alcohol use and alcohol-related issues.

Strategic Planning

Emphasis on **PLANNED CHANGE**

This process, implicit within strategic planning, emphasizes **thoughtful leadership and planning** that helps guide the organization leaders toward some specified and desired results.

Planned change incorporates various approaches:

- ✓ SWOT Analysis (strengths, weaknesses, opportunities, threats)
- ✓ The Eisenhower Matrix (urgency v. importance)
- ✓ Force Field Analysis
- ✓ Collective Impact Model
- ✓ Prioritization efforts

It is built around the process of being **purposeful**—as opposed to being reactive or piecemeal in approach.

ENVIRONMENTAL-LEVEL STRATEGIES:

Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; and Research Amount/Quality¹

COSTS: Combined program and staff costs for adoption/implementation and maintenance				
		Lower costs \$	Mid-range costs \$\$	Higher costs \$\$\$
EFFECTIVENESS: Success in achieving targeted outcomes	Higher effectiveness ★★★	ENV-16 Restrict happy hours/price promotions [###, B, ●●●] ENV-21 Retain ban on Sunday sales (where applicable) [##, B, ●●●●] ENV-22 Retain age-21 drinking age [##, B, ●●●●]	ENV-11 Enforce age-21 drinking age (e.g., compliance checks) [##, B, ●●●●] ENV-23 Increase alcohol tax [###, B, ●●●●]	
	Moderate effectiveness ★★	ENV-17 Retain or enact restrictions on hours of alcohol sales [##, B, ●●●●] ENV-34 Enact social host provision laws [##, B, ●●●]	ENV-3 Prohibit alcohol use/sales at campus sporting events [##, F, ●●●●] ENV-25 Enact dram shop liability laws: Sales to intoxicated [##, B, ●●●●] ENV-26 Enact dram shop liability laws: Sales to underage [##, B, ●●●] ENV-30 Limit number/density of alcohol establishments [###, B, ●●●●] ENV-35 Retain state-run alcohol retail stores (where applicable) [###, B, ●●●●]	ENV-31 Enact responsible beverage service training laws [##, B, ●●●]
	Lower effectiveness ★		ENV-1 Establish an alcohol-free campus [###, B, ●●●] ENV-7 Conduct campus-wide social norms campaign ² [#, B, ●●●●]	ENV-12 Restrict alcohol sponsorship and advertising [##, B, ●●●] ENV-14 Implement beverage service training programs: Sales to intoxicated [C = #, S/L = ##, B, ●●●] ENV-15 Implement beverage service training programs: Sales to underage [C = #, S/L = ##, B, ●●●●] ENV-28 Enact keg registration laws [##, B, ●●●]
	Too few robust studies to rate effectiveness—or mixed results ?	ENV-4 Prohibit alcohol use/service at campus social events [##, B, 0] ENV-5 Establish amnesty policies ² [#, F, ●●●] ENV-8 Require Friday morning classes ² [#, B, ●●] ENV-9 Establish standards for alcohol service at campus social events [#, B, ●●●] ENV-10 Establish substance-free residence halls ² [#, F, ●●] ENV-13 Prohibit beer kegs [C = #, S/L = ###, B, ●●●] ENV-18 Establish minimum age requirements to serve/sell alcohol [##, B, ●●●●] ENV-19 Implement party patrols [##, B, ●●●] ENV-24 Increase cost of alcohol license [##, B, 0] ENV-27 Prohibit home delivery of alcohol [##, B, ●●] ENV-29 Enact noisy assembly laws [##, B, 0]	ENV-6 Implement bystander interventions ² [#, F, 0]	ENV-2 Require alcohol-free programming ² [#, F, ●●] ENV-20 Implement safe-rides program ² [##, F, ●●] ENV-32 Conduct shoulder tap campaigns [##, B, ●●] ENV-33 Enact social host property laws [##, B, 0] ENV-36 Require unique design for state ID cards for age < 21 [##, B, 0]
Legend Barriers: ### = Higher ## = Moderate # = Lower C = Barriers at college level S/L = Barriers at the state/local level Research amount/quality: ●●●● = 5 or more longitudinal studies ●●● = 5 or more cross-sectional studies or 1 to 4 longitudinal studies ●● = 2 to 4 studies but no longitudinal studies ● = 1 study that is not longitudinal Public health reach: B = Broad F = Focused				

See brief descriptions and additional ratings for each environmental-level strategy on the summary table beginning on page 19.

¹ **Effectiveness** ratings are based on estimated success in achieving targeted outcomes. **Cost** ratings are based on a consensus among research team members of the relative program and staff costs for adoption, implementation, and maintenance of a strategy. Actual costs will vary by institution, depending on size, existing programs, and other campus and community factors. **Barriers** to implementing a strategy include cost and opposition, among other factors. **Public health reach** refers to the number of students that a strategy affects. Strategies with a broad reach affect all students or a large group of students (e.g., all underage students); strategies with a focused reach affect individuals or small groups of students (e.g., sanctioned students). **Research amount/quality** refers to the number and design of studies (see legend).

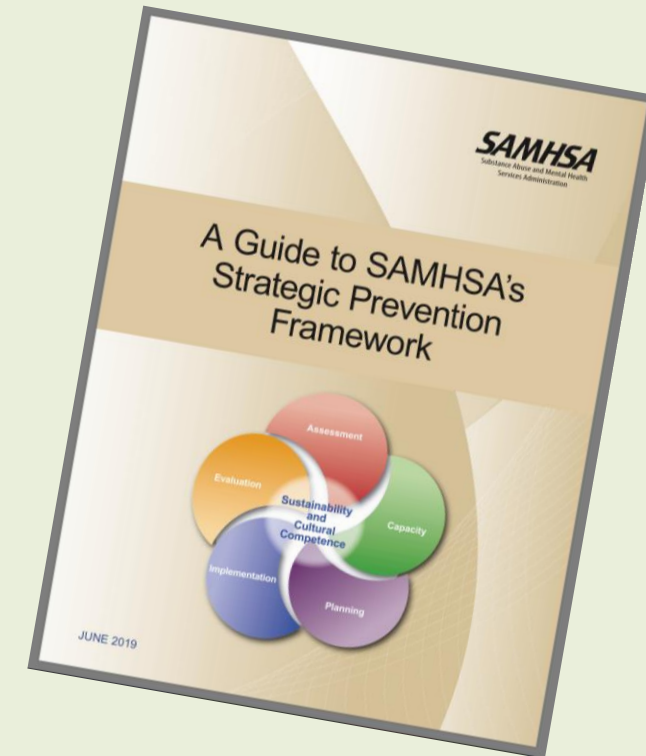
² Strategy does not seek to reduce alcohol availability, one of the most effective ways to decrease alcohol use and its consequences.

Promising Practices: Campus Alcohol Strategies



<https://caph.gmu.edu/resources/college/create>

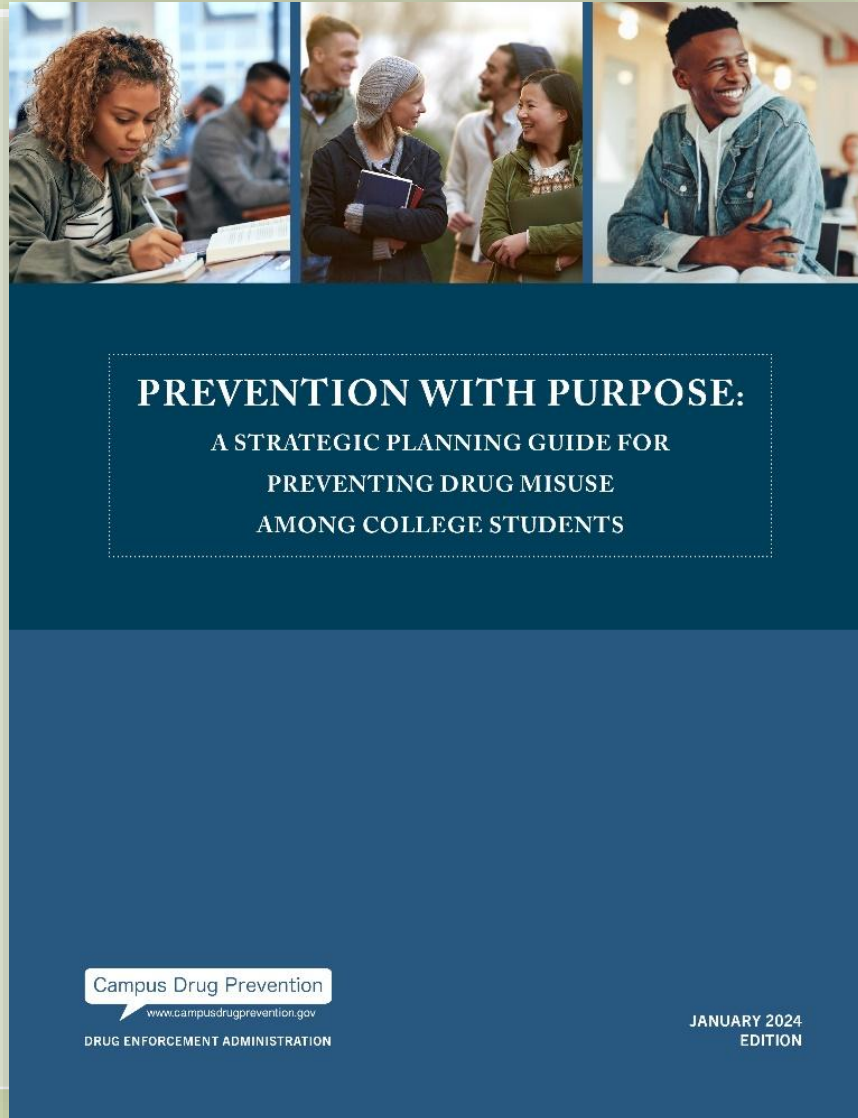
The Strategic Prevention Framework



<https://www.samhsa.gov/>

Engage with Strategic Planning

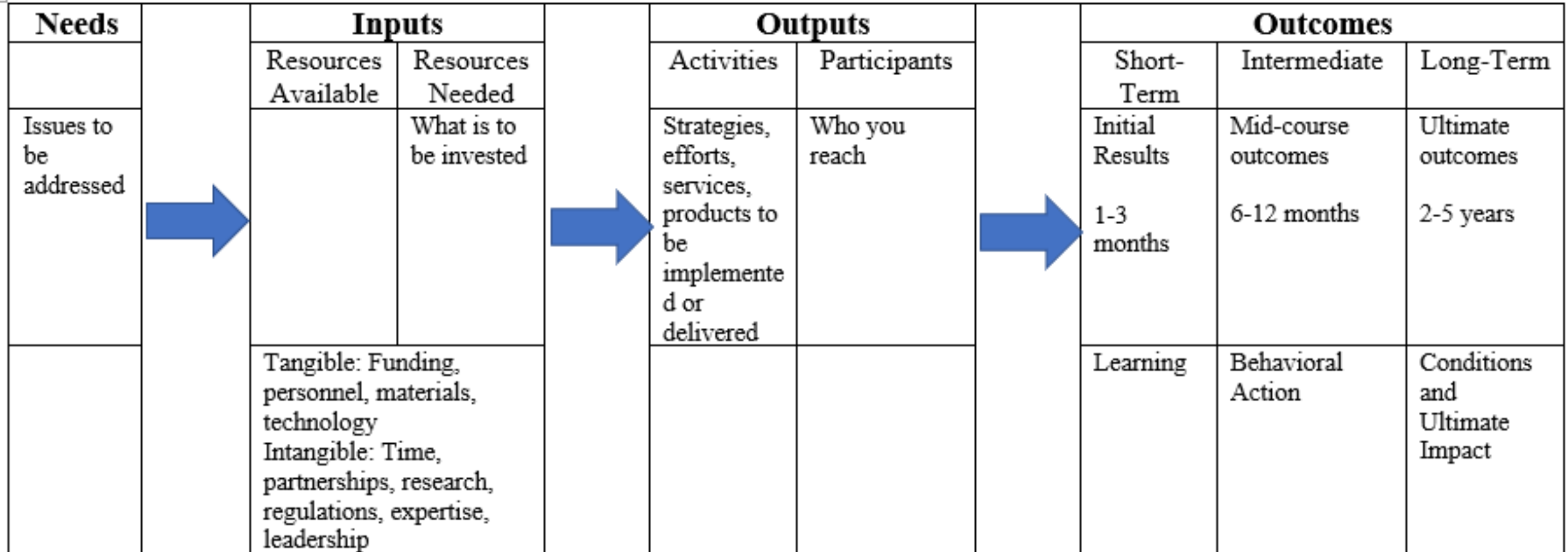
- OVERVIEW OF THE GUIDE
 - Eight easy-to-read chapters with helpful graphics
 - Print and online versions
 - Online resources associated with each chapter



- WHAT'S NEW IN THE 2024 EDITION
 - Data update
 - SPF Profiles in Action
 - Integrating Culture Throughout the SPF
 - Prevention Success During Times of Disruption

<https://www.campusdrugprevention.gov/>

A Logic Model



Sampling of Worksheets

WORKSHEET 9.2
PLANNING FOR GOALS AND OBJECTIVES

Goals, objectives, and activities	Schedule	Who	Resources
Goal:			
Objective #1:			
Activities:			
1.			
2.			
3.			
4.			
5.			
Objective #2:			
Activities:			
1.			
2.			
3.			
4.			
5.			

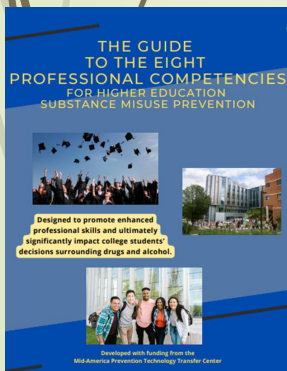
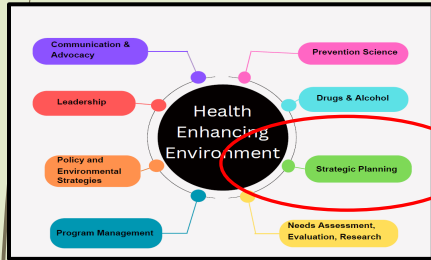
WORKSHEET 10.3.
MENU OF STRATEGIES

Policies and Laws	Enforcement
Information Dissemination	Affective Approaches
Campaigns	Curriculum
Skill Building	Peer Approaches and Mentoring
Programming	Training
Community Engagement	Media Involvement

WORKSHEET 11.1
PLANNING FOR COLLABORATION

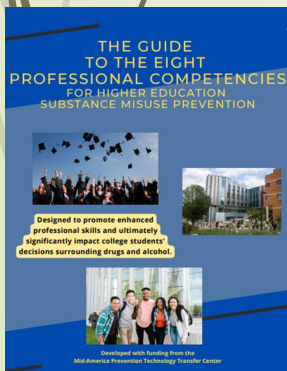
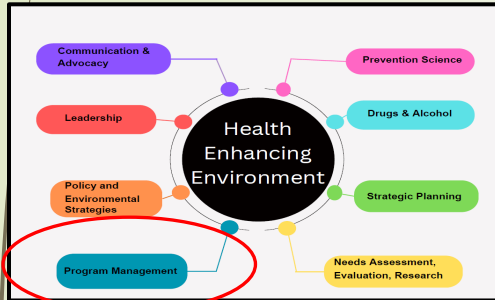
Potential collaborator	Benefits for involvement	Concerns about involvement
College president/chancellor		
Vice president for student affairs		
Provost		
Admissions/enrollment services		
Dean of students		
Student activities		
Fraternity/sorority		
Health center		
Counseling and psychological services		
Athletics department		
Faculty member		
Academic department		
Student organizations		
Student government		
Alumni		
Community member		
Community organization		
Other:		

Engage in Strategic Planning



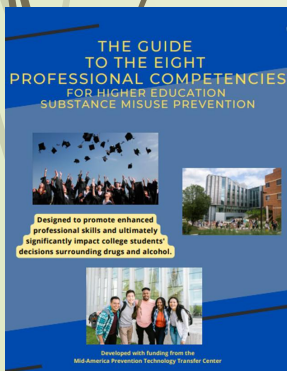
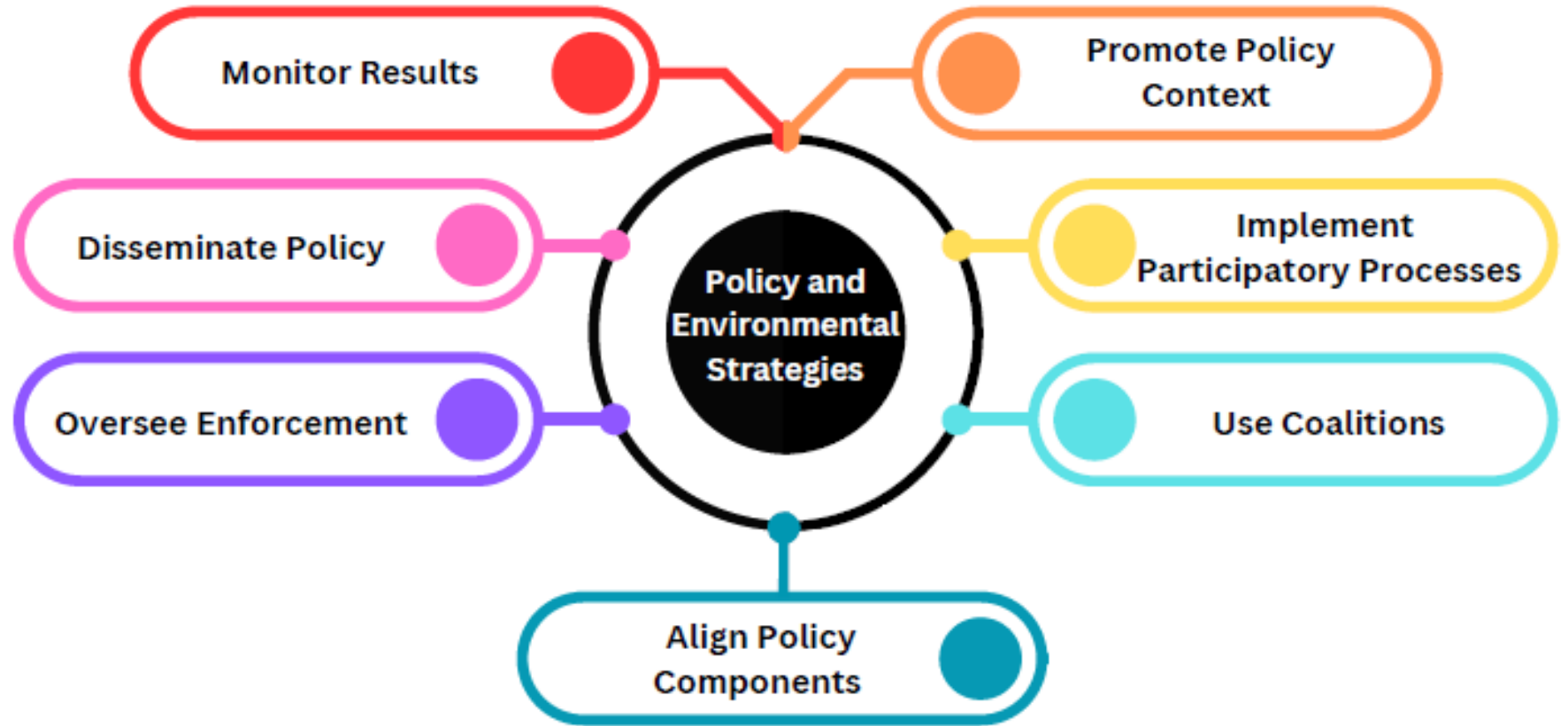
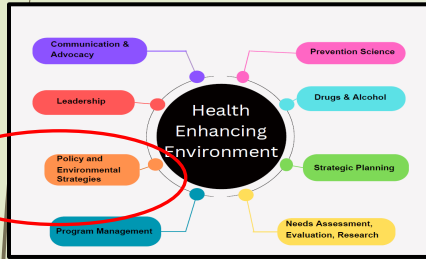
<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Implement Program Management



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Incorporate Policy and Environmental Approaches



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Evaluation, Review and Institutionalization



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for alcohol, other drug
& violence prevention



Implement Substantive Evaluative Approaches

Foundations and
Impetus

Organizing
Groups

Core Foundations

Baseline Needs

Areas of Focus

Plans and
Strategies

Evaluative
Approaches

Review and
Revise

Institutionalization

Implement Substantive Evaluative Approaches

Attend to **outcomes and processes**

- What results are being sought
- What was done, what worked well, what might be improved

Use **quantitative** (“the data”) and **qualitative** (“understand the data” and “tell the story”)

Make sure the objectives are **reasonable and appropriate**

Review messages

- What messages were intended
- What messages were heard
- What impact did messages have

Incorporate **faculty members** and their expertise

Sampling of Worksheets

WORKSHEET 10.4 PREVENTION/OUTREACH CHECKLIST AND AFTER ACTION REPORT

Date: _____ Event: _____

Check target population: ☐ Universal ☐ Selective ☐ Indicated

Brief event description: _____

Prevention strategy (check all that apply)	☐ Information dissemination (increase awareness and knowledge of risks of substance abuse and available prevention services) ☐ Education (improve skills, reduce negative behavior, improve responsible behavior and encourages harm reduction) ☐ Alternatives (a constructive activity that excludes substance abuse and encourages harm reduction) ☐ Problem identification and referral services (identify emerging adults who have indulged in the use of tobacco or alcohol and those who have indulged in the use of illicit drugs—to assess for prevention services or treatment) ☐ Community-based (enhance the ability of a community to provide prevention and treatment services more effectively) ☐ Environmental (establish or change local laws, regulations, or rules to strengthen the general community)	
	Risk factors ☐ Group affiliation ☐ Substance-using peers ☐ Favorable attitudes about substance use ☐ Risk taking/thrill seeking ☐ Low academic engagement ☐ Inconsistent enforcement of policy/law ☐ Poor school performance ☐ Easy access to mood-altering substances ☐ Early age of substance use onset ☐ Low perception of risk associated with use ☐ Favorable norms about substance use ☐ Anxiety, depression, or other behavioral health concerns	
Harm reduction (check all that apply)	Protective factors ☐ Promoting well-being ☐ Promoting meditation/mindfulness ☐ Promoting self-help and/or professional counseling ☐ Promoting physical activity ☐ Promoting "safer" behaviors ☐ Promoting academic support services ☐ Promoting self-control/self-regulation ☐ Promoting self-sufficiency ☐ Delaying the age of substance use onset ☐ Promoting substance-free social activities ☐ Promoting access to support resources ☐ Disseminating accurate information about the health and safety of alcohol/drug use	

WORKSHEET 12.1 COMMUNICATION FOUNDATIONS

This worksheet helps identify the audience(s) to be reached, the overall aim with each audience, and the messages desired regarding what the audience should know, feel, or do.

Audiences	Aim			Message
	Change	Reinforce	Introduce	
Universal				
Selective				
Selective				
Selective				
Indicated				
Indicated				
Indicated				

Duration of activity
Location of activity
Number of participants

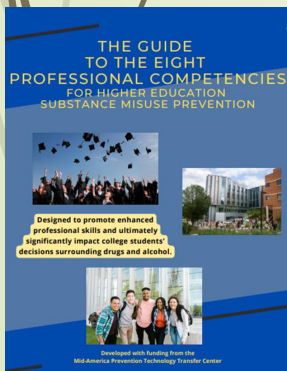
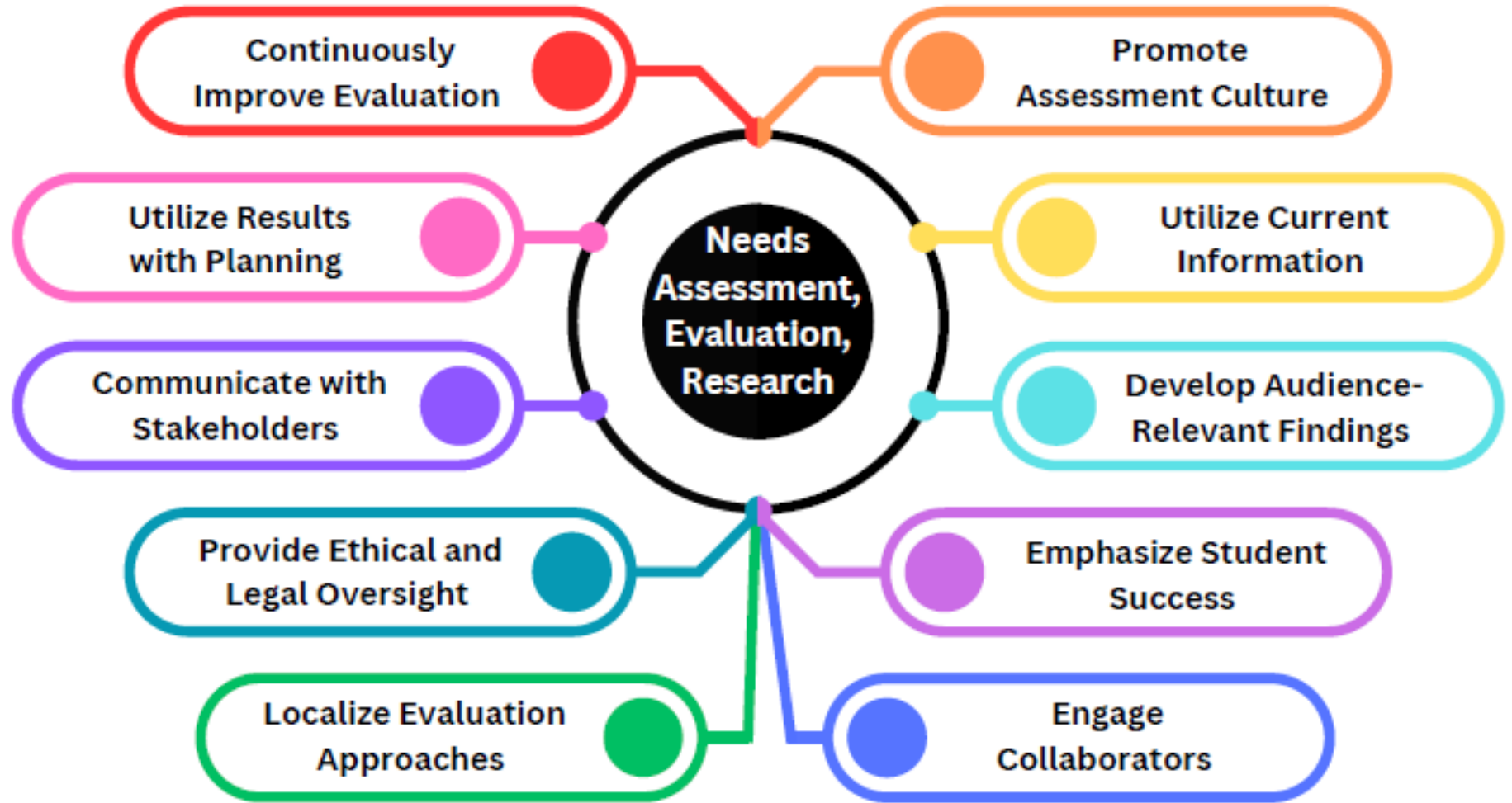
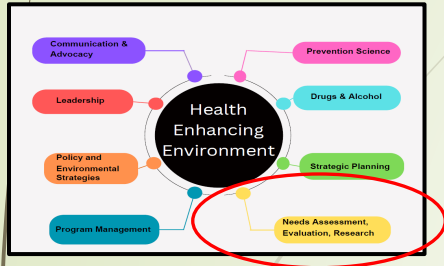
See additional page for comments.
Note: Developed by Thomas Hall at the University of Central Florida.

WORKSHEET 4.2 ORGANIZATIONAL SELF-ASSESSMENT Collaboration and Contacts

1. Over the specified period of time, please report the number of times you had contact with each group/individual regarding campus drug and alcohol issues. Also report the quality of interaction on a 7-point scale, with 1 = poor quality and 7 = high quality; N/A for no contact.

Campus leaders	Number of times					Quality (1-7) (N/A)
	None	1-2	3-5	6-10	More than 10	
President						
Chief student affairs officer						
Drug/alcohol coordinator						
Counseling center						
Residence life department						
Health services						
Judicial affairs						
Police/security						
Faculty leadership/council/senate						
Athletic department						
Student government						
Student organizations						
Other:						
Community leaders	Number of times					Quality (1-7) (N/A)
	None	1-2	3-5	6-10	More than 10	
Mayor/city council						
Police/sheriff						
Judicial services/court						
Bar/tavern owners						

Monitor, Document, and Review

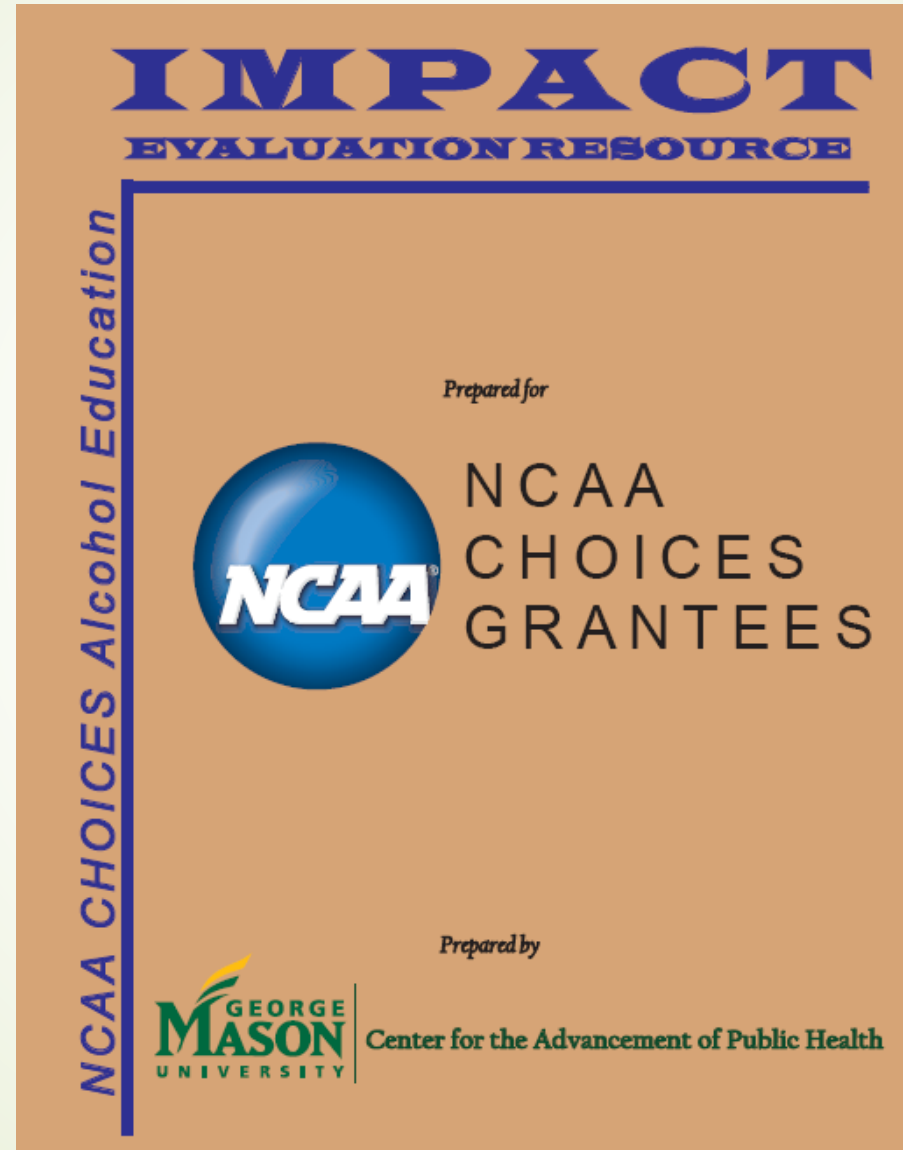


<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Evaluate

➤ INCLUDES

- Practical guidance
- Milestone Charts for planning
- Sample Milestone Charts for illustration
- Instrumentation
- Resources



Review and Revise

```
graph TD; C((Review and Revise)) --> F[Foundations and Impetus]; F --> O[Organizing Groups]; O --> CF[Core Foundations]; CF --> BN[Baseline Needs]; BN --> AF[Areas of Focus]; AF --> PS[Plans and Strategies]; PS --> EA[Evaluative Approaches]; EA --> RR[Review and Revise]; RR --> C;
```

**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

**Review and
Revise**

Institutionalization

Review and Revise

Conduct **regular reviews**

- Immediate and follow-on for events, campaigns, trainings
- Periodic reviews on an ongoing basis (e.g., quarterly, semi-annually)
- Annual or biennial review
- Five-year substantive review

Understand the **extent to which objectives were achieved**, as well as what contributed to those results and what might have limited their attainment

As a result of the review, **assess** the assumptions made, the logic model, the theoretical grounding, the strategies chosen, and the implementation.

Use the results and insights – adjust, modify, enhance

Share findings regularly

Promote Institutionalization

```
graph TD; A([Promote Institutionalization]) --- B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Baseline Needs]; D --> E[Areas of Focus]; E --> F[Plans and Strategies]; F --> G[Evaluative Approaches]; G --> H[Review and Revise]; H --> I[Institutionalization]; I --> A;
```

**Foundations and
Impetus**

**Organizing
Groups**

Institutionalization

**Review and
Revise**

Baseline Needs

Baseline Needs

Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

Promote Institutionalization

Maintain attention to the prevention effort as an **integrated whole** that addresses a range of issues and needs

Attend to **students' behaviors**: current, past, intended and anticipated

Focus on the **overall campus culture**

Help ensure a **consistent overall campus strategy**

Emphasize a **long-term perspective**: long-term strategies designed to offer long-term solutions

Speak to Stakeholders

Making Data

A Work



Be aware of audience biases

There are also biases people have when interpreting data methods. For instance, people can process incoming info subconscious patterns that run automatically. These short reasoning¹⁶ and are summarized in Table 3.1.

Table 3.1 Audience Biases that Influence

Shortcut	
Representativeness heuristic	• People can sometimes use an object's category to make a judgment. — People perceive cancer difficult to communicate are slow-growing and a "death sentence."
Anchoring and adjustment bias	• People tend to be "anchored" to the first information they receive and make adjustments they make are based on that anchor. — Physicians and patients only adjust their guess: are told they are incorrect.
Correlation equals causation	• People have a strong tendency to think that if two things are related, then one causes the other. — Demographic information suggest that churches in a geographic area increase suggest that churches density—a third variable may be causing both.
Failure to consider randomness	• People tend not to consider events, or occurrences, as random. — When clusters of birth defects occur, these clusters to a single occurrence may truly be random.

Use strategies to overcome tendencies and biases

Health communicators can use a variety of factors about their audiences, from the characteristics discussed in Chapter 2 of this workbook to the quantitative literacy level, general tendencies, and mental shortcuts discussed in this chapter. Below are several tips that take these factors into consideration and can improve communication about public health data across a wide spectrum of groups:

Determine whether data should be presented. Are there sufficient data to support a science-based storyline? If so, are they appropriate for presentation to intended audiences?

Be brief and concise. Present the "bottom line" and use only a few data points to support it.

Be complete and transparent in portraying statistics. Word choice, as well as the selection or omission of data, can be highly influential in how audiences receive and interpret data. Avoid implication of a causal link between variables that are only associated through correlation.

Identify and counter mistaken health-related lay audience beliefs. Use messages that acknowledge the misconception, diplomatically state why it is inaccurate, and present an alternate explanation.

Use familiar types of data and explain key scientific or mathematical concepts. Choose formats that will likely be familiar (e.g., frequencies and round numbers) and supplement data that has the potential to be misunderstood (e.g., concepts of risk) with explanations or additional materials as needed.

Address uncertainty directly. Be honest about the tentative nature of the science, emphasize why scientists cannot make a definitive explanation, and work to answer questions about what uncertainty means for people.

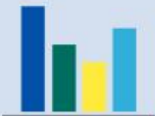
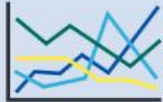
Ensure usability. Select user-friendly formats (e.g., boxes that highlight key points, upfront summaries of information) so that audiences can process information more accurately and efficiently.

Provide contextual information. Present individual findings within their larger context, using tools such as comparison data and short text phrases that state the key findings as appropriate.

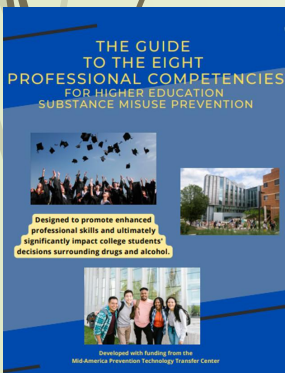
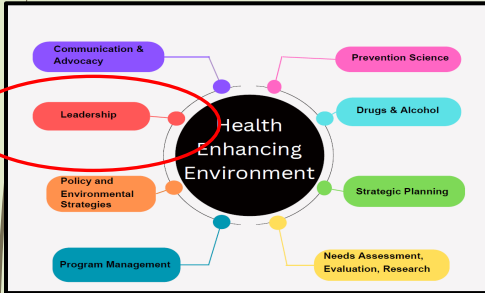
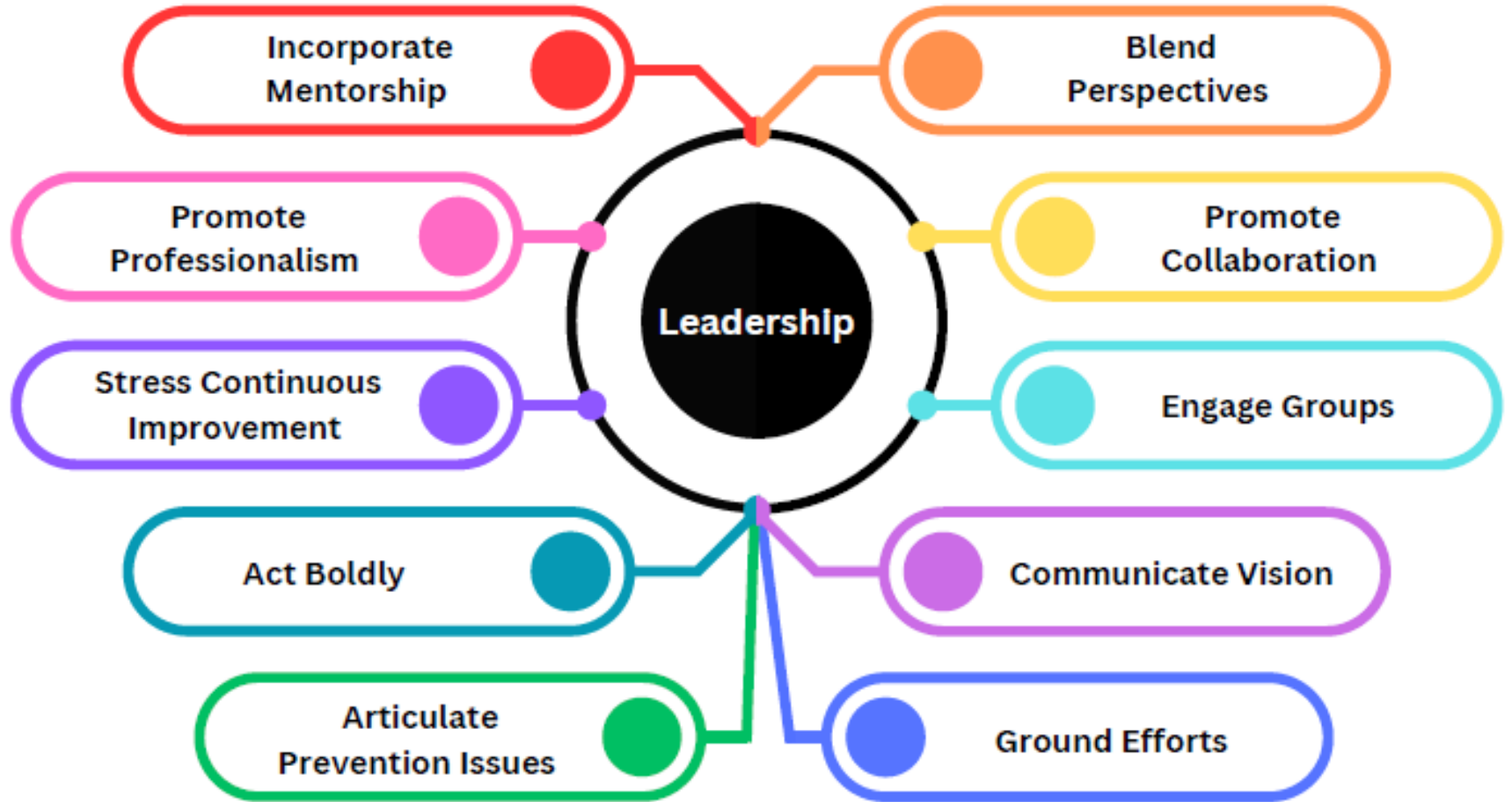
After reading this chapter, you should be more familiar with factors that can influence how people receive and interpret data. For further detail on concepts presented in this chapter, refer to Chapter 3, Overcoming General Audience Tendencies and Biases to Enhance Lay Understanding of Data, of *Making Data Talk: Communicating Public Health Data to the Public, Policy Makers, and the Press*.

Prepare Support Materials

Table 4.1 Basics of Visual Symbols

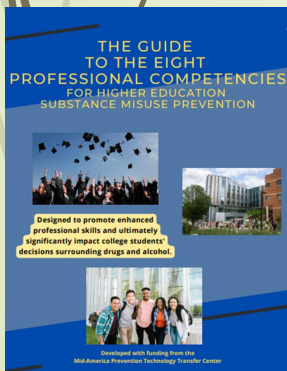
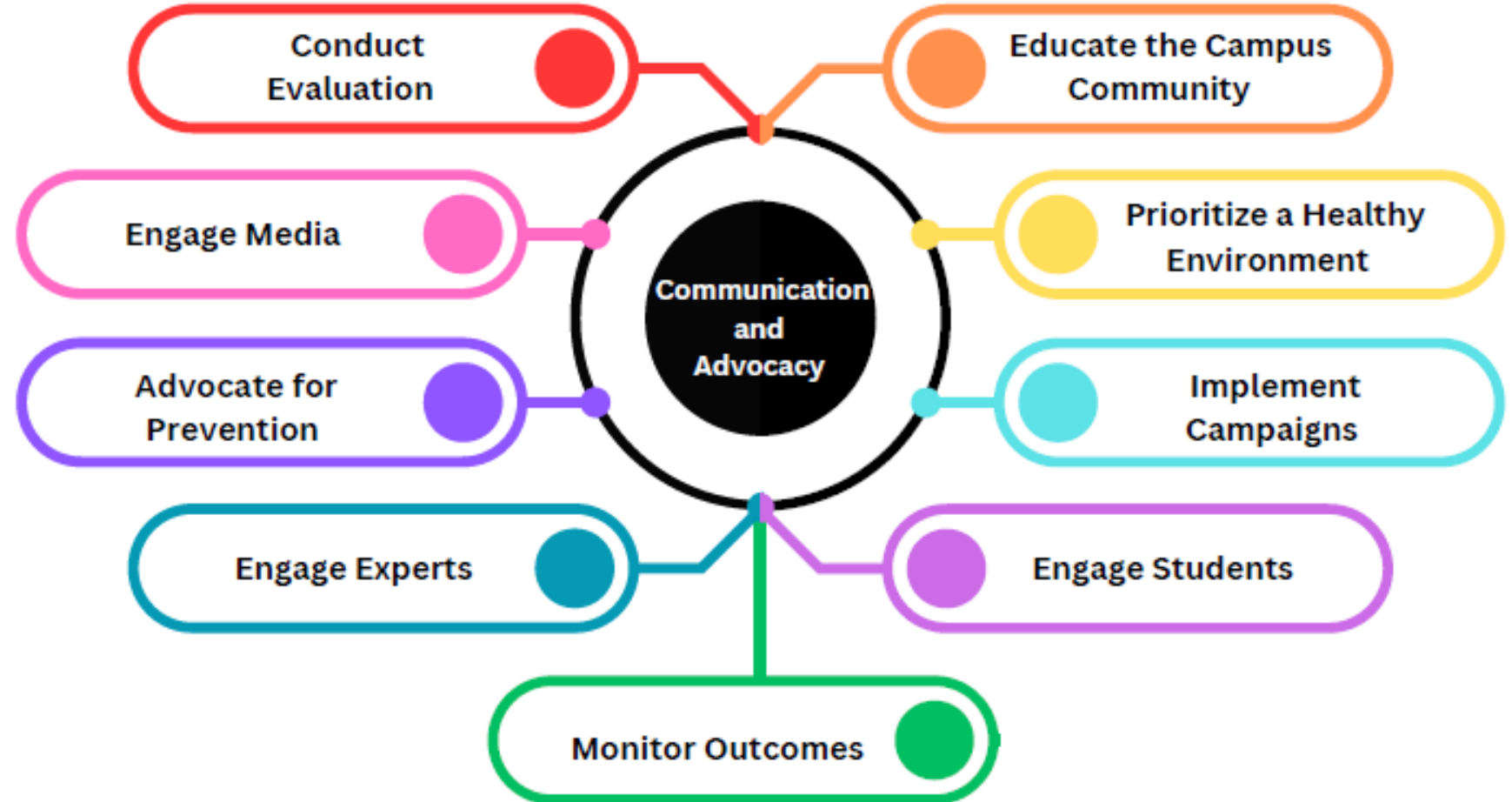
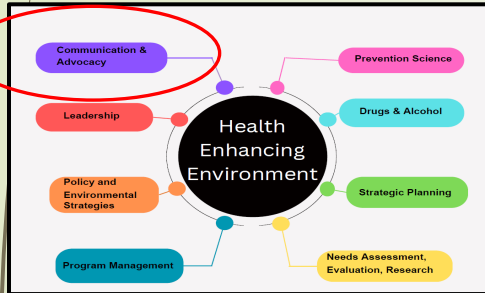
Pie Charts 	The basics • Show proportions/percentages, especially their comparison, for a total of 100% • Display a "whole" with smaller parts and how they relate to each other • Good for highlighting the largest or smallest piece of something Do • Make sure the largest slice is pointed at 12 o'clock • Display slices clockwise in descending order • Use short labels and position them horizontally and outside the pie Do not • Show more than six slices
Bar Charts 	The basics • Bars represent a group of data with heights/lengths measured using percentages, dollars, etc. • Axes allow the display of two or more individual numeric values • Good for displaying magnitude or comparative magnitude between groups of data • Can show relative differences or patterns between/across groups • Horizontal orientations allow text labels to be placed in an easy-to-read position • Vertical orientations are best for showing a comparative rise or fall in counts over levels of one or more variables Do • Use six or fewer bars per chart • Use color/shading with strong contrast • Use a bar or line to show a baseline value • Use short and easy-to-understand titles, labels, key messages • Select beginning and ending values and interval widths for axes that represent patterns in the data without distortion Do not • Use segmented or stacked bar charts to demonstrate how proportions compare to the whole • Overlay line representation on top of the bars to indicate variance estimates or confidence intervals
Line Graphs 	The basics Good for showing: • A connected sequence of data, such as trends over time • Before and after differences • If numbers are going up, down, or remaining stable Do • Use arrows or text to highlight key events or data • Place labels close to their lines • Include baseline data for comparison purposes • Use short and easy-to-understand titles, labels, key messages • Select beginning and ending values and interval widths for axes that faithfully and ethically represent patterns in the data without distortion Do not • Add unnecessary labels or symbols • Use more than four trend lines

Implement Leadership



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Communicate



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A Strategic Planning Model

```
graph TD; A([A Strategic Planning Model]) --- B[Foundations and Impetus]; B --> C[Organizing Groups]; C --> D[Core Foundations]; D --> E[Baseline Needs]; E --> F[Areas of Focus]; F --> G[Plans and Strategies]; G --> H[Evaluative Approaches]; H --> I[Review and Revise]; I --> B;
```

**Foundations and
Impetus**

**Organizing
Groups**

Core Foundations

Baseline Needs

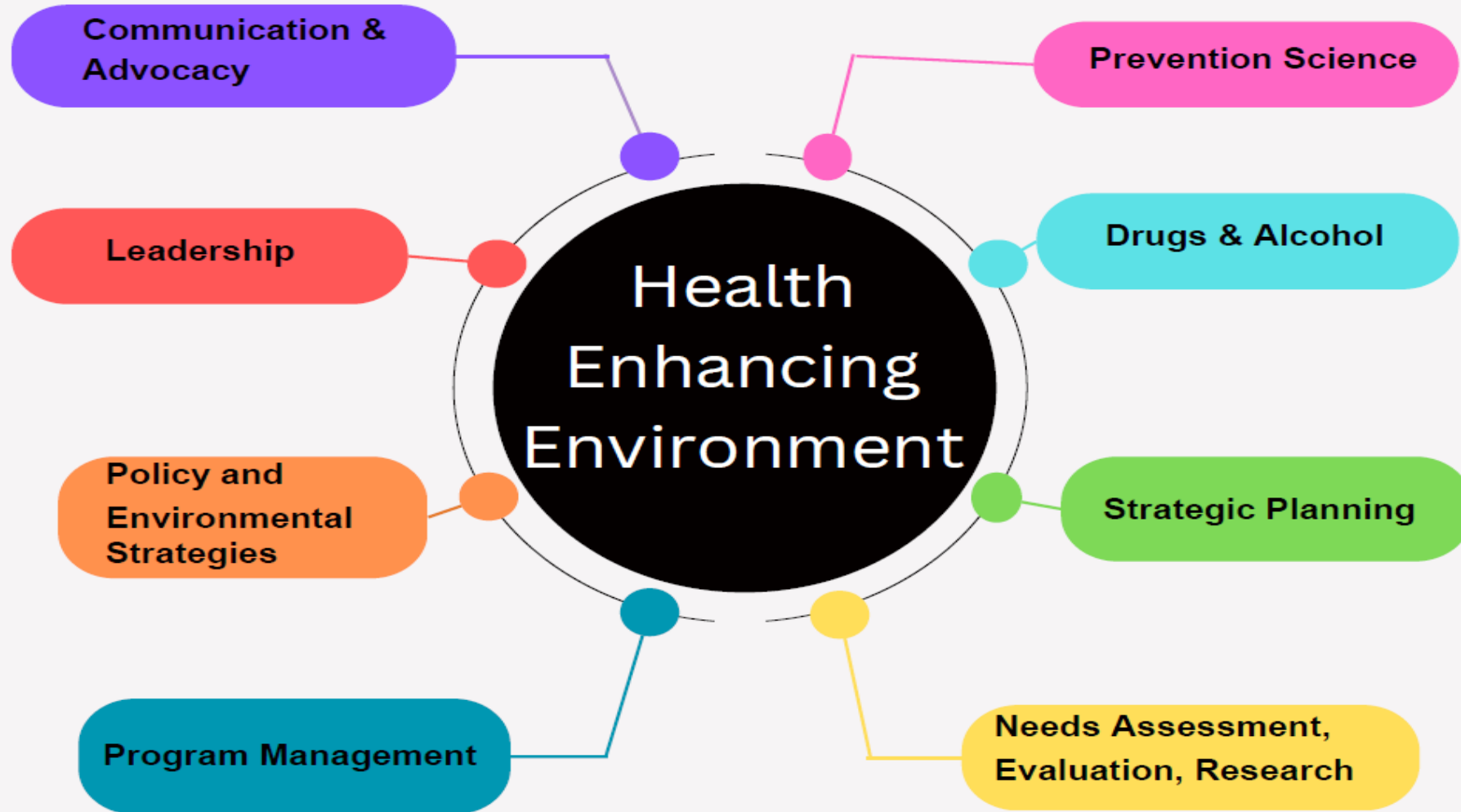
Areas of Focus

**Plans and
Strategies**

**Evaluative
Approaches**

**Review and
Revise**

Institutionalization



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<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
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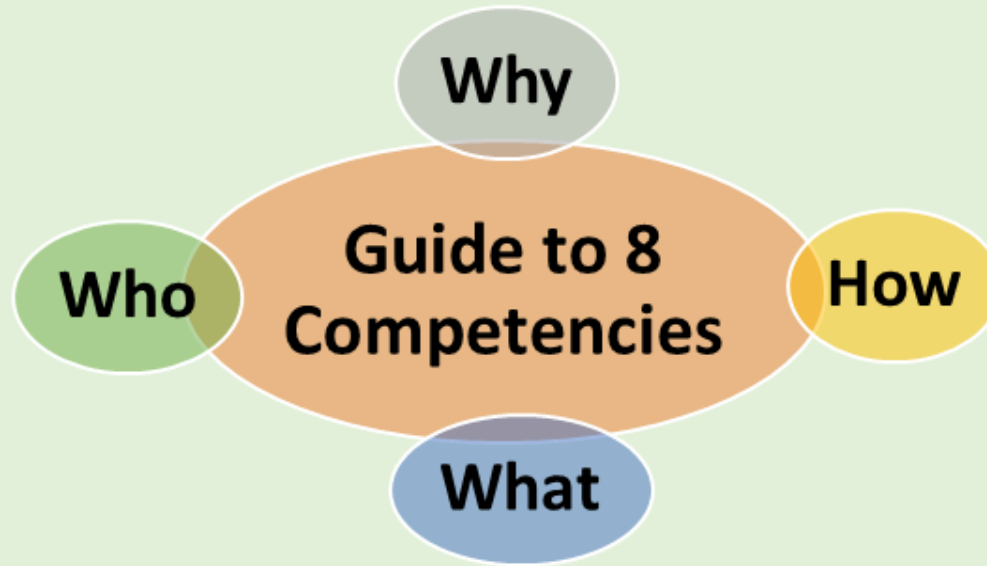
Infusion of Core Prevention Competencies



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- 1. Why: Rationale for this Resource**
- 2. How: Background and Development**
- 3. What: Organization**
- 4. Who: Audiences for Use**

Why: Rationale for this Resource

- ❑ Increase the understanding and effectiveness of service delivery within the framework of a comprehensive campus effort**
- ❑ Problems and concerns continue; these deaths, injuries, and lost human potential are largely preventable**
- ❑ Acknowledge the importance of allocating personnel and other resources**

This initiative was designed to bolster the foundations for those providing campus-based leadership and services, building on their dedication and commitment, and expanding and improving upon their knowledge and skills.

Campus Context

- ☐ **It is vitally important to have comprehensive campus substance misuse prevention strategies.**
- ☐ **Research and evaluation efforts have provided substantial evidence in support of many campus initiatives.**
- ☐ **Numerous planning tools exist, including the Strategic Prevention Framework (SAMHSA), Prevention with Purpose (DEA), and the Planning Model (Anderson and Hall).**
- ☐ **Efforts to address campus substance issues appear to be declining, as found with staffing, policies, services, planning, and support.**
- ☐ **Campus prevention specialists have varied roles and responsibilities.**

Audiences for Use

☐ Prevention Specialist

- ☐ Identify areas for enhanced competency
- ☐ Examine opportunities within prevention and other sources

☐ Professional Colleagues

- ☐ Understand the larger framework of campus prevention and how their expertise can aid
- ☐ Learn current science on substance misuse issues

☐ Campus Leadership

- ☐ Gain overview of specific competencies for designing/refining campus prevention
- ☐ Inform campus evaluation, supportive resources, campus professional characteristics

☐ Academic Preparation Programs

- ☐ Invest in deeper understanding of drug/alcohol issues and ways of addressing them
- ☐ Offer academic coursework fields of study, research inquiry, practical experience

☐ State Agencies and Offices

- ☐ Adopt strategies and services promoting further professional development of campus prevention
- ☐ Propose legislation, authority, or standards that encourage heightened competencies

☐ National Agencies and Offices

- ☐ Review and revise past legislative and funding efforts
- ☐ Consider resources, training, consultation, convention, support and calls to meaningful action

☐ National Organizations

- ☐ Implement or endorse training and professional development in one or more of the eight core areas
- ☐ Consider credentialing, certification, or other promotion of competency development

Audiences for Use

Professional Colleagues

These include other individuals who have responsibility for specific aspects of the comprehensive campus initiative (e.g., evaluation, marketing, counseling, programming). It is appropriate for these individuals to have some understanding of the larger framework for the campus effort, and how their expertise can be helpful for achievement of the overall goals. Further, for their specific areas of expertise, these professionals should be aware of current science surrounding substance misuse, appropriate language, controversies and issues, and foundational elements. This could include a list of how an individual can use these competencies – how to train regarding the competencies, and how to assign specific roles and responsibilities based on them. Essential is the educational environment of colleges and universities, and the skills appropriate for direct education of students. This includes teaching and its skill set, including a lesson plan. For these partners in prevention, this could be framed as “if you’re not doing anything else, at least know or do this.”



Campus Leadership

Included in this area are campus leaders, with particular attention to those with direct supervisory and hiring responsibilities. These leaders benefit from understanding the elements of what type of attributes are necessary and appropriate for orchestrating a grounded, comprehensive campus prevention effort. While specific areas of emphasis will vary from campus to campus, the **Professional Competencies Guide** provides an overview of the broad range of specific competencies that should be considered when designing or refining campus prevention services. This specific competencies framework and its associated details and resources can be helpful for the preparation of the locally-appropriate position description, for determining evaluation protocols, and for identifying ways to demonstrate support for the campus prevention services. Beyond these individuals, others with campus leadership responsibilities, such as the campus president or chancellor, and other executive officers, would benefit from understanding the important characteristics of a prevention specialist professional.

National Agencies and Offices

Just as with the state offices, various national agencies and departments may devote attention to this issue. Over many decades, various national offices have provided leadership. With NIAAA (from the *Whole College Catalog* to *CollegeAIM*), the U.S. Department of Education (with FIPSE grants, the Network, and the Higher Education Center), SAMSHA (with college publications and resources), the DEA (with resources), the U.S. Department of Transportation (with *A Winning Combination* and co-sponsorship of the *Policies and Programs* training), and the Office of National Drug Control Policy (with emphasis on higher education), various agencies have demonstrated leadership and resources. Noteworthy also is the Part 86 legislation, mandating a biennial review. Each of these agencies has an opportunity to review past work and identify ways they can be supportive individually or collaboratively to help with promoting this initiative. Just as at the state level, these national offices may use this competencies documentation and resources as the basis for their consideration of funding, resources, training, consultation, convening, support and calls to meaningful action.



National Organizations

Numerous professional associations have tremendous opportunities to provide support of and leadership for the enhancement of competencies associated with campus prevention services. Key associations in higher education, with long-term and current commitment on these issues, include ACPA, NASPA, and ACHA; these and others are included within CoHEASAP. Other higher education-based groups include the American Council on Education and the Higher Education Center. Beyond the higher education settings, associations such as CADCA, APHA, and the Society for Addiction provide opportunities for significant impact. These organizations may consider implementing or endorsing training and professional development for those seeking to advance their competencies in one or more of the core areas identified with the **Professional Competencies Guide**. This could be content based print or interpersonal approaches, such as webinar series, podcasts, and ongoing training. These organizations may consider credentialing or certification. With any resources or training offered, what would be helpful is to have some clear delineation of which of the competencies within the eight core areas are being addressed.

Perspective

The essential point is that the professional development of campus prevention specialists is a significant undertaking, grounded in the belief that campus leaders seek to achieve the desired outcomes of health, safety and success for students.

Resources and Actionable Leadership Strategies



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Alcohol101plus@responsibility.org

Sample Findings from Evaluation of Alcohol101+ Data

“The program appears to make a difference with students, and it also provides rich data that can aid campus administrators as they develop needs-based and locally-appropriate strategies and educational approaches for their campuses.”

“Three in five students reported less likelihood of engaging in harmful drinking in the future.”

“Nearly one-half (47%) reported that they got drunk; 46% reported that they intended to get drunk.”

“These overall findings related to the Stages of Change, as well as the apparent inconsistency with the fraternity / sorority students, can be explored further to help understand and address these issues.”

“The use of *Alcohol101+* is that it appears to be a well-grounded and helpful part of a campus’ comprehensive campus effort desired to address alcohol use and the promotion of responsible decisions surrounding alcohol.”

Sample Findings from Follow-up Assessment

“With the higher risk students, one-half of those identified that way at the beginning were no longer identified as higher risk at the end.”

“Having a program such as *Alcohol101+* serves an important and vital gap in the knowledge and preparation of students for a healthy and safe college experience.”

“With the higher risk students, movement within the stages of change items was found. What is clear is that malleability and changes in views about various self-assessment factors did change over time.”

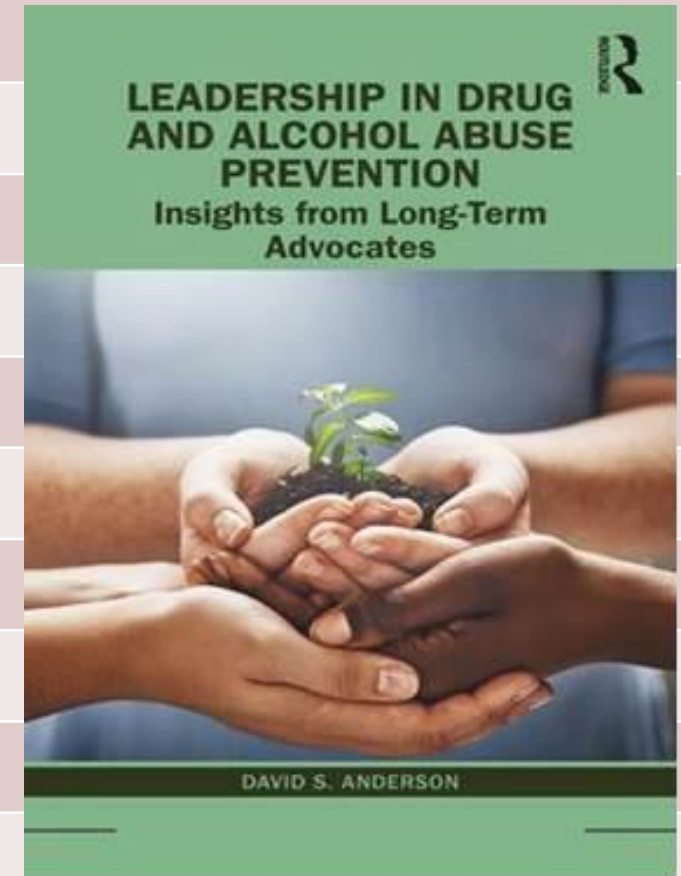
“With the open-ended comments, it was clear that *students learned things that they otherwise did not know*. These revolved around drink size and contents, effects on the body, negative consequences, safety and risk reduction and protection factors, and insights about others’ alcohol use.”



January 15–17, 2026 *** Chicago, IL**

LEADERSHIP IN DRUG AND ALCOHOL ABUSE PREVENTION

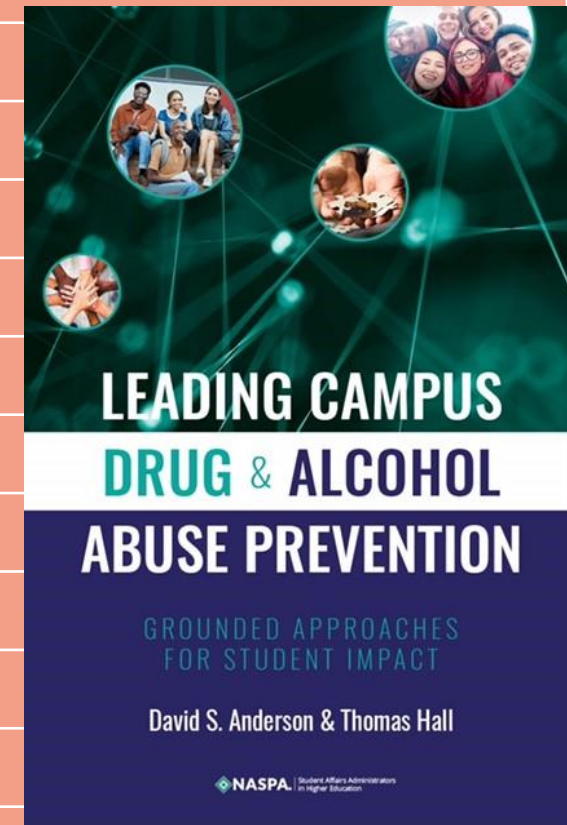
COMPETENCE	Nature of the Concern: Individual
	Nature of the Concern: Environmental
	Why Be Concerned
	Foundational Factors
	Intervention, Treatment and Recovery
	Prevention and Education
CONFIDENCE	Helpful Processes
	Resourceful Approaches
	Personal and Professional Strategies
COMMITMENT	Leadership and Advocacy
	Believing in Yourself
	Vision for the Future



Routledge Publishers
www.routledge.com
September, 2019

Leading Campus Drug & Alcohol Abuse Prevention: Grounded Approaches for Student Impact

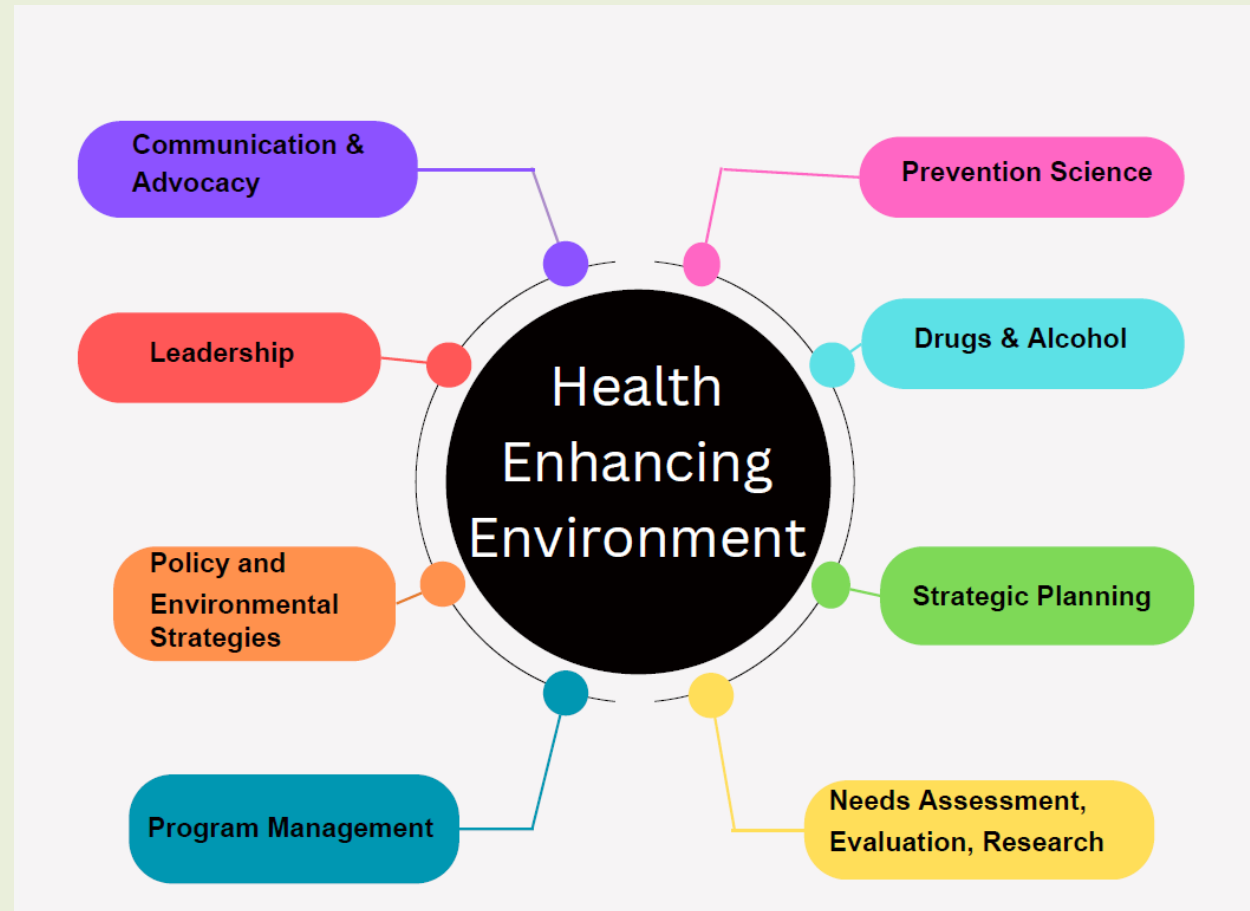
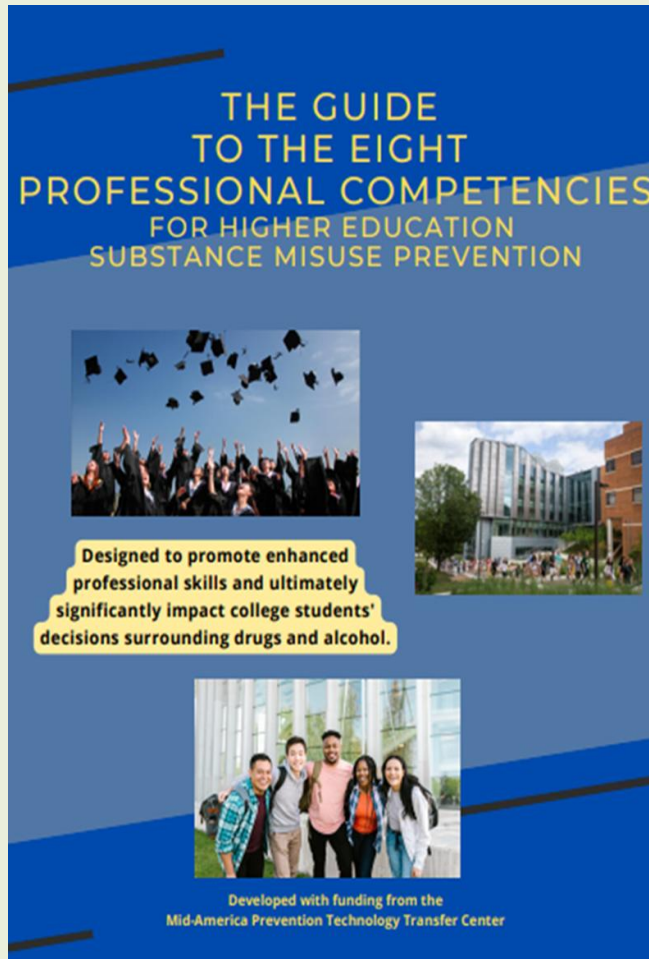
CONTEXT	The Impact of Substance Abuse on Campus
	Changing the Campus Culture: Norms and Assumptions
	Frameworks for Action
CONTENT	Policy and Procedural Interventions
	Universal Prevention Strategies
	Selective Prevention Strategies
	Indicated Prevention Strategies
	Staff, Student and Student Leader Training
	Measuring the Impact of Prevention Efforts
COLLABORATION	Planning Processes: How to Mobilize Resources
	Coalition Building: Engaging Partners in Prevention
	Promotion and Advocacy
CHOICES	Reporting Results and Processes
	Identifying and Celebrating Progress



NASPA Publications
May, 2021

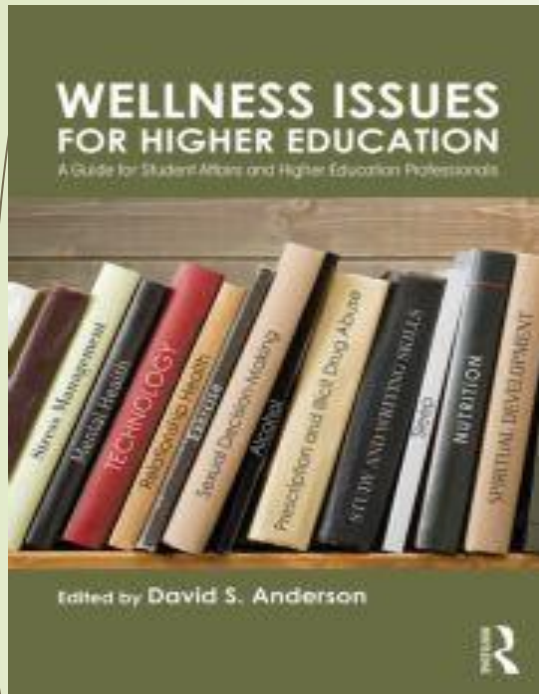
<https://naspa.org/book/leading-campus-drug-and-alcohol-abuse-prevention-grounded-approaches-for-student-impact>

Professional Competencies – Print Resource and Webinar Series

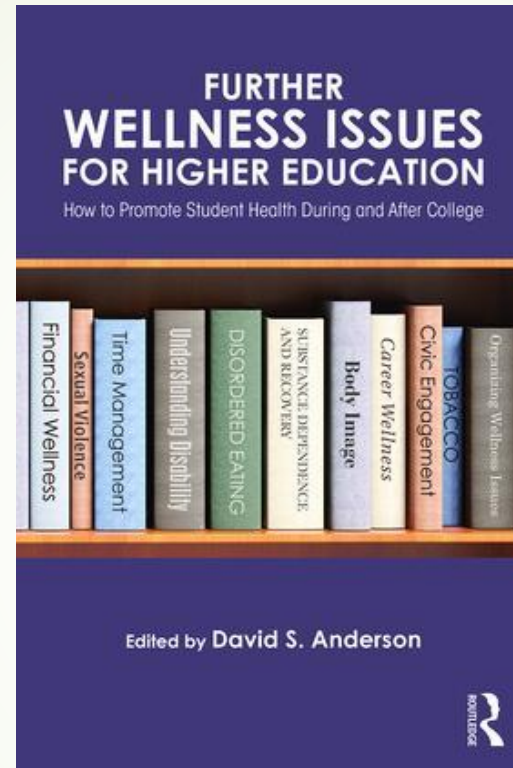


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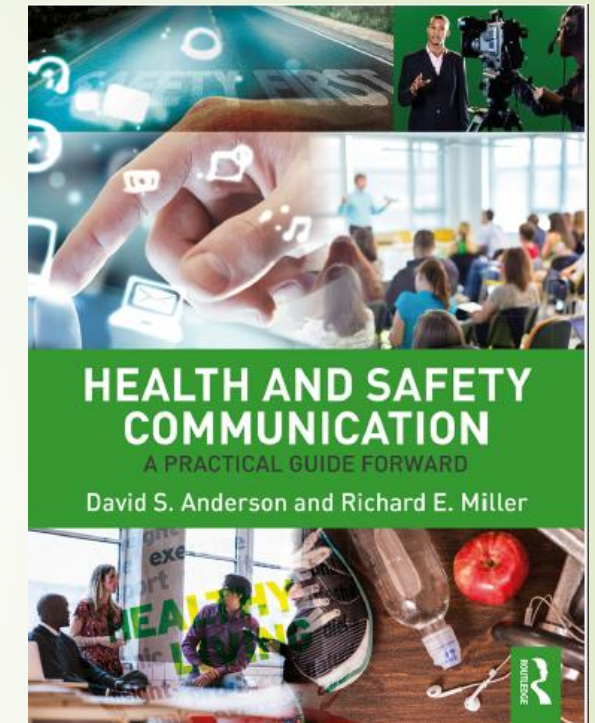
Additional Resources



2016

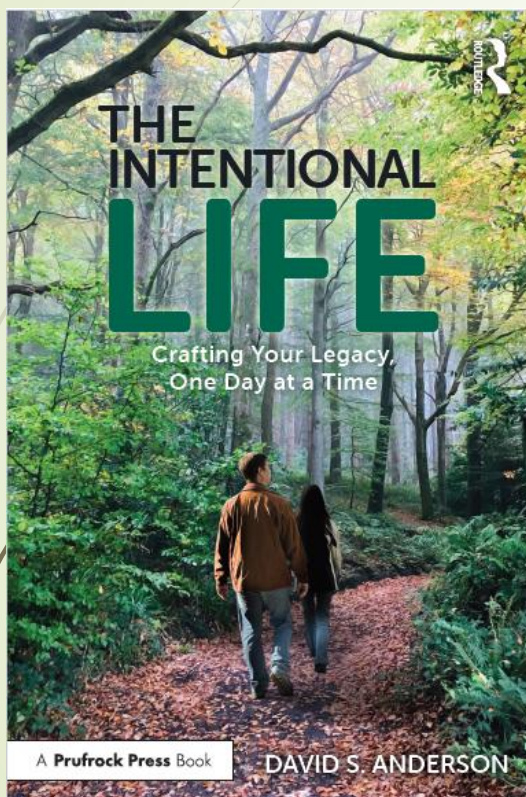


2017

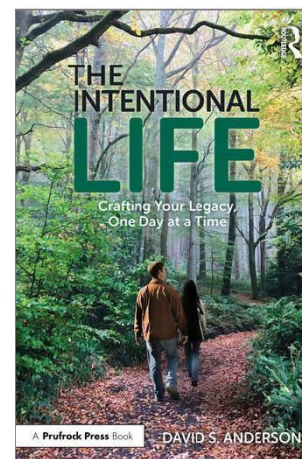


2017

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 Section 2: Values
 Section 3: Self-Care
 Section 4: Relationships
 Section 5: Community
 Section 6: Nature
 Section 7: Service
 Conclusion

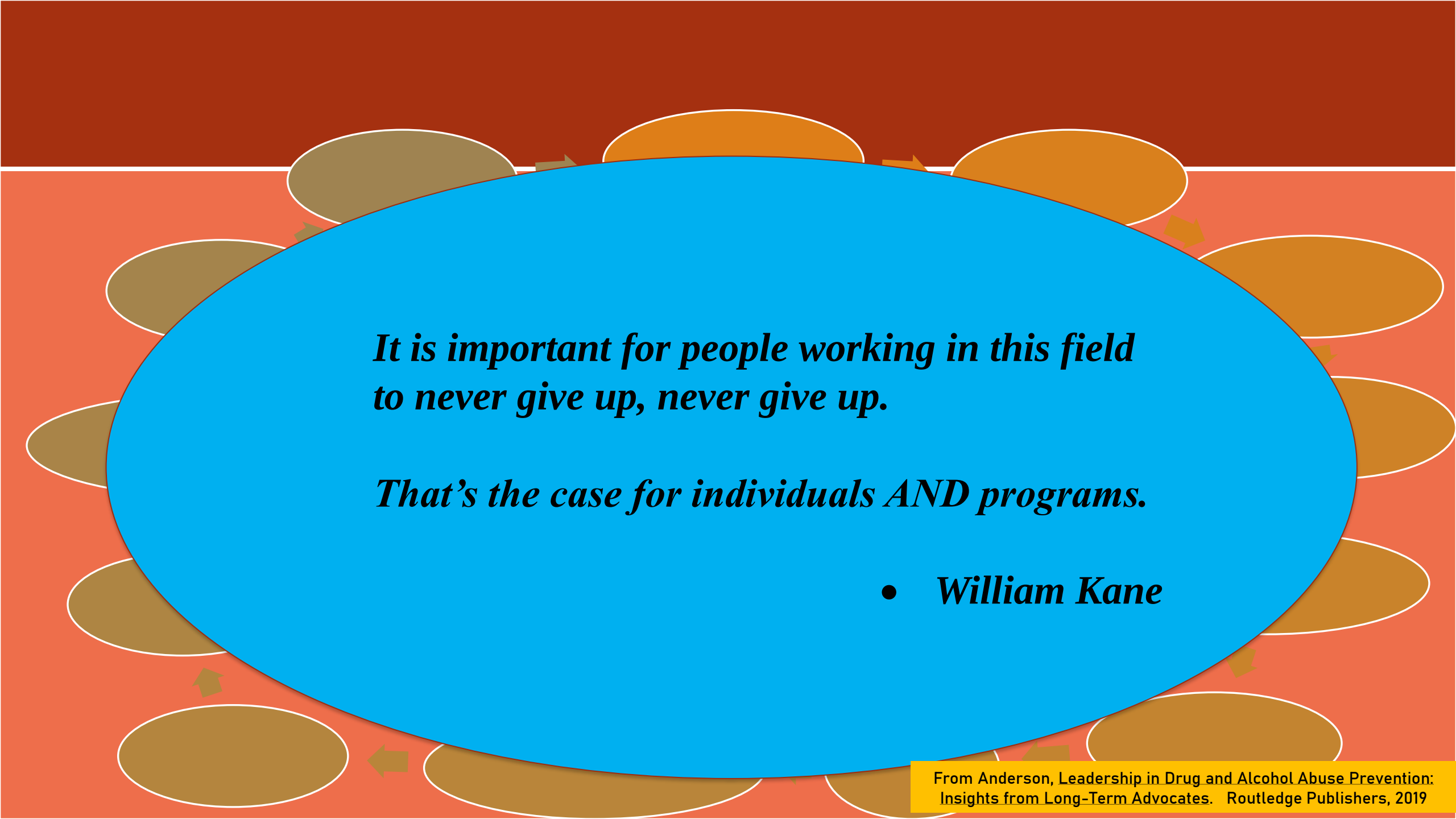
Summary and Next Steps



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***It is important for people working in this field
to never give up, never give up.***

That's the case for individuals AND programs.

- ***William Kane***

LEARNING OUTCOMES

- ❖ To learn practical approaches for preparing a grounded, locally-appropriate, organized, innovative and impactful campus prevention effort within the context of a comprehensive strategy.
- ❖ To gain confidence with implementing an appropriate and engaged strategic planning approach for meaningful and positive change.
- ❖ To identify opportunities for enhancing competencies and skills surrounding personnel involved with drug and alcohol misuse prevention.

Orchestrating Meaningful Drug and Alcohol Misuse Prevention Efforts: Context, Competencies, and Collaboration

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