

The Safe and Drug Free Schools & Campuses Act (34 C.F.R. Edgar Part 86): Updates and Review Session III

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Module 1 Recap

- ▶ Describe the history of the DFSCA Compliance Act
- ▶ List the primary requirements of the Drug-Free Schools and Campuses Act.
- ▶ Explain required elements of certification
- ▶ Detail current changes in how the act is monitored and enforced



Module 2 Recap



- ▶ Explain required elements (Standards of conduct, Applicable sanctions, health risks, intervention inventory, disciplinary statements) of the Drug and Alcohol Prevention Program Notice
- ▶ Identify who should receive the annual notification
- ▶ Illustrate best practices of distribution of the Drug and Alcohol Prevention Program Notice

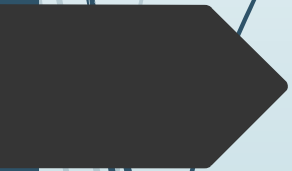


Module 3 Session Objectives



- ▶ Discuss what constitutes a substance abuse program in consideration of current science, and evidence based-practices, the NIAAA's New College Alcohol Intervention Matrix (AIM)
- ▶ Discuss how institutions may use various professional standards and models in program development and biennial review processes.


What is meant by
“Program?”




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What is meant by a program?

- ▶ Clear guidance is not really given
- ▶ DAAPP Notice constitute program?
- ▶ Some institutions believe that notification and biennial review constitute compliance and are the “program”
- ▶ Current best practices and science of prevention are strongly suggested. Spirit of the Law vs. Letter of the Law



How do you
describe your
comprehensive
Substance Use
Program?

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When people on your campus use the word “program” what do they mean?

- Outreach
- Awareness Programs
- Marketing
- One-time shots
- Services
- Collection of services, interventions
- A service unit or department



Questions to Consider



- What does it look like?
- Why are we delivering this program?
- Who is responsible for overseeing the program?
- What funding is allocated to deliver the program?
- Who is involved?
- How has the program been institutionalized?
- What activities, programs, and services does it include?
- Who does the program target?
- What levels does the program engage?
- What are the intended goals and outcomes?
- How is the program assessed?



What is/are the problem(s) you're trying to address

- Underage drinking?
- High risk drinking?
- Alcohol Poisoning
- DUI's
- Alcohol Related Vandalism
- Worsened on-campus residential living environments
- Parties/Party Buses
- Substance Use Related Violence
- Institutional Image/Reputation
- Town-Gown Relations
- Substance Use Academic Related Consequences



What are your goals?

- ▶ Help students succeed
- ▶ Awareness of issues
- ▶ Increased knowledge of services and programs
- ▶ Increase utilization of services and programs
- ▶ Prevention of a problem before unwanted behavior even begins
- ▶ Maintenance of abstinence/healthy behaviors among non-users or low risk users
- ▶ Prevention of problems when individuals are demonstrating early warning signs among low-risk users
- ▶ Reducing likelihood of negative consequences among those engaging in potentially dangerous behavior
- ▶ Increasing identification and intervention of problematic users
- ▶ Treatment of those with diagnosed problems
- ▶ Reintegrating those who are or have successfully navigated treatment/recovery
- ▶ Comply with the law - Avoid non-compliance findings

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How do you address these goals?

- ▶ Doing what you have always done?
- ▶ Letting different departments do what they believe is in the best interest
- ▶ Letting different departments do what they have the resources to do?
- ▶ Doing what your administration feels needs to be done?
- ▶ Doing what your staff have done at other institutions?
- ▶ Doing what your peer institutions do?
- ▶ Doing what you find out about at a conference?
- ▶ CollegeAIM
- ▶ Data-collection



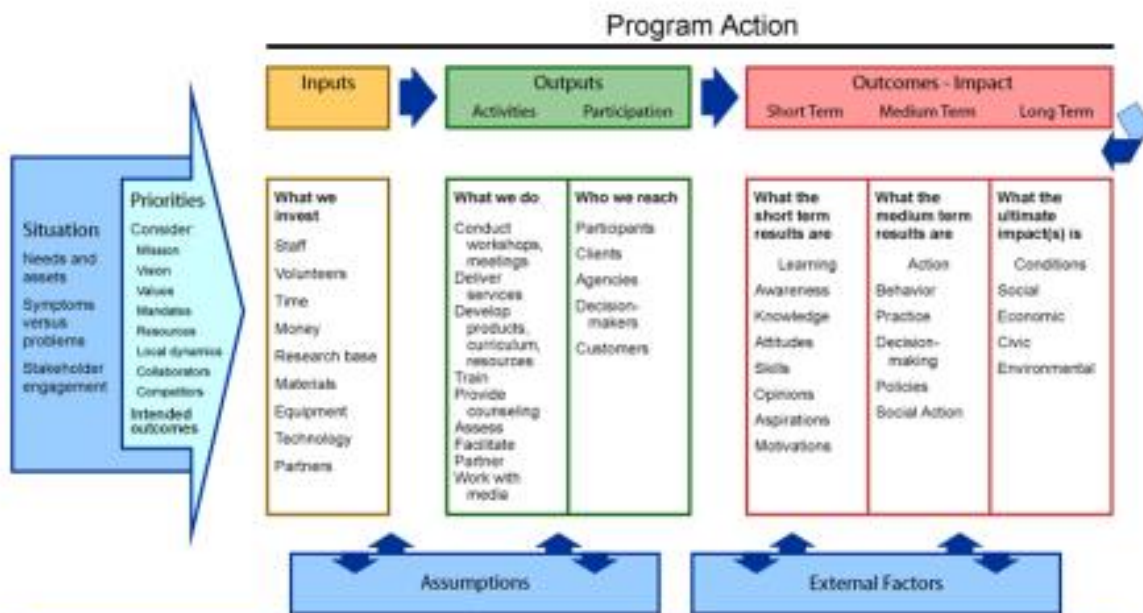
Institutional Priorities



- ▶ Everyone at the table has different perspectives
- ▶ Everyone at the table has different issues/problems they believe are a priority
- ▶ Sometimes those at the table can't articulate what they see as a problem, and create lofty/generalized definitions.
- ▶ The Biennial Review process can help better identify strengths, weaknesses, opportunities, and weaknesses and align priorities among those at the table.

Logic Modeling – Planning Models

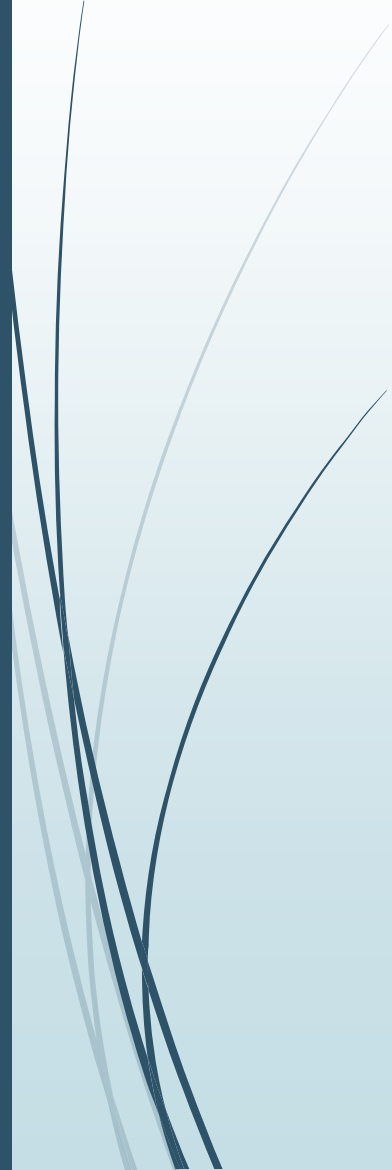
← **PLANNING: start with the end in mind**



Evaluation

→ **EVALUATION: check and verify**

Program at Different Levels



Terms to Define

Health Education

Health Promotion

Wellness

Well-being

Health

Awareness

Prevention

Harm Reduction

Health Education V. Health Promotion

Health Education:

- “Any combination of **planned learning experiences** based on **sound theories** that provide individuals, groups, and communities the opportunity **to acquire information and the skills** needed to make quality health decisions. (The Joint Committee on Health Education and Promotion Terminology of 2001)

Health Promotion:

- “Health Promotion is the **process** of enabling **people** to increase control over and to improve their health” (Ottawa Charter, 1986).
- “Health promotion requires a positive, proactive approach, moving ‘beyond a focus on individual behaviour towards a wide range of social and environmental interventions’” (Okanagan Charter, 2015).

Awareness, Prevention, & Harm-reduction

Awareness:

- “The knowledge and understanding that something is happening or exists” (Merriam-Webster)

Prevention:

- “Taking action before a problem arises in order to avoid it entirely, rather than treating or alleviating its consequences” (Cohen and Chehimi, 2010).

Harm-reduction:

- Harm reduction is a set of practical strategies and ideas aimed at reducing negative consequences of substance use, regardless of legality (Harm Reduction Coalition, 2019).

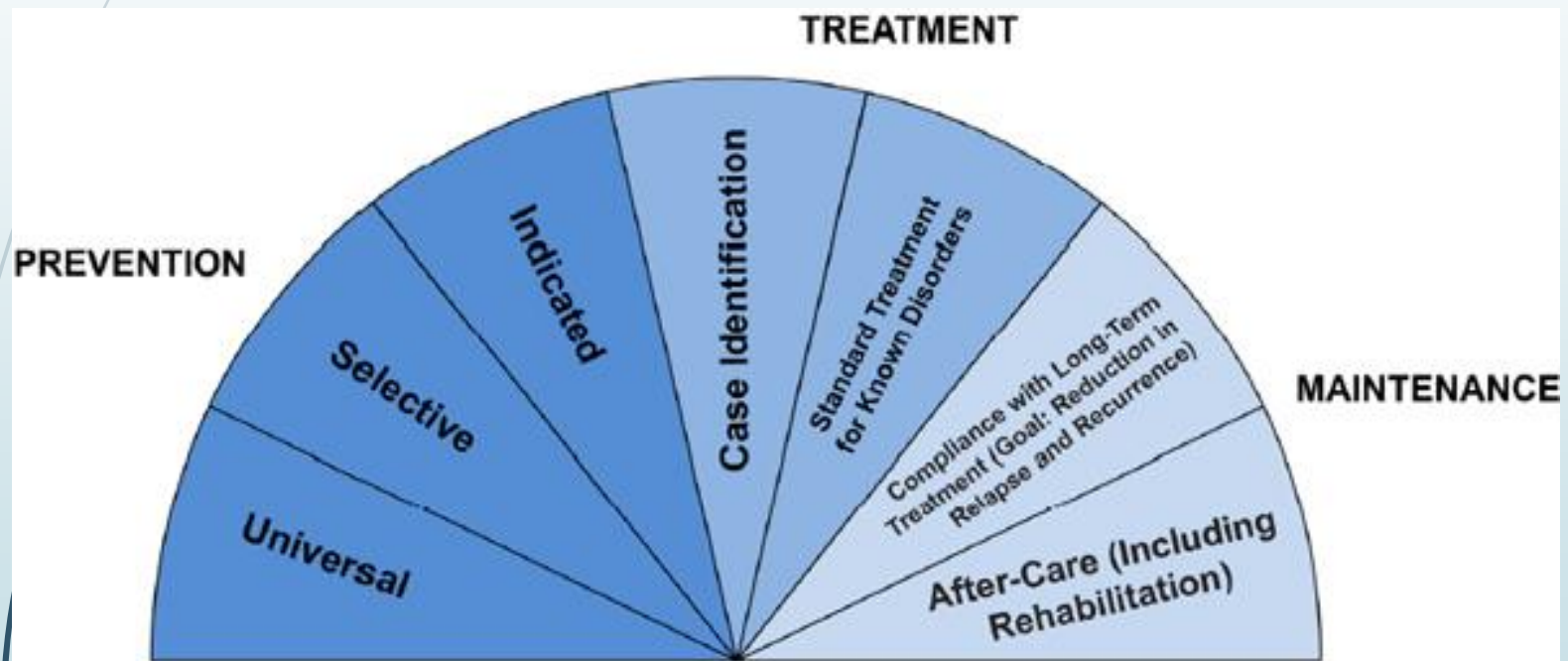
There is no S in Promotion

- ▶ “Health promotions” is not a term used by any legitimate organization that conducts evidence-informed health promotion activities, curricula, programs, and services.
- ▶ Example: Office of Disease Prevention and Health Promotion in the U.S. Department of Health Services.

**“Treatment without
prevention is simply
unsustainable.”**

Bill Gates

How Does Health Promotion Fit in with Health Care?



“Health is not primarily/exclusively medical, clinical, individual, illness-based, but that which embraces broader qualities/states of wellness, social justice, and human dignity; creates and enhances capacity, and has implications at the population/community level.”

LuoLuo Hong

Is Your Institution Addressing Prevention Through a Socio-Ecological Model Approach?





Elements of a Socio-Ecological Approach

- ▶ **Individual**
 - ▶ Looking at individual knowledge, attitudes, beliefs, values
 - ▶ Addressing coping skills, particularly during transitions
- ▶ **Interpersonal**
 - ▶ Bystander interventions
 - ▶ Conflict resolution/mediation
 - ▶ Partner communication
- ▶ **Organizational**
 - ▶ Addressing social climate in school
 - ▶ Addressing perceived and actual social norms within the organization
- ▶ **Community**
 - ▶ Improving relationships and communications between town and gown
 - ▶ Community mobilization/coalition strategies
- ▶ **Public Policy**
 - ▶ Required training for those working with youth




Standards to Guide Our Work



Dept of Education Principles of Program Effectiveness (1998)

- ▶ Base alcohol, drug, and violence prevention programs on needs assessment data
- ▶ Develop measurable program goals and objectives
- ▶ Implement programs with research evidence of effectiveness,
- ▶ Periodically evaluate programs relative to their goals and objectives



The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse Standards

- ▶ The Network was a voluntary membership organization whose member institutions agree to work toward a set of standards aimed at reducing alcohol and other drug problems at colleges and universities
- ▶ <https://files.eric.ed.gov/fulltext/ED297661.pdf>

The Network Standards (2010)- Policy

- ▶ **Annually promulgate policy**, consistent with applicable federal, state and local laws, using such means as student and faculty handbooks, orientation programs, letters to students and parents, residence hall meetings, and faculty and staff meetings.
- ▶ Develop policy that addresses both **individual behavior and group activities**.
- ▶ Define policy carefully to guarantee the **inclusion of all campus property**. Define campus-based standards to include on and off-campus events involving students.
- ▶ Stipulate **guidelines for marketing and hosting on and off-campus sponsored events** involving students, faculty, staff and alumni at which alcoholic beverages are served.
- ▶ State institutional commitment to the education and development of students, faculty and staff regarding AODV issues.



The Network Standards (2010) – Education and Student Assistance

- ▶ Provide a system for the exchange of **accurate, current information on the adverse consequences** related to alcohol and other drug use and violent behavior for students, faculty and staff.
- ▶ Promote and support **alcohol-free programming options**.
- ▶ Coordinate a collaborative network of services, both on-campus and in the community **to facilitate treatment and/or referral services** for students, faculty and staff.
- ▶ Provide **training programs for students, faculty and staff** to enable them to detect problems related to alcohol and other drug use, including prescription and over-the-counter substances. Referral of persons with such problems must be made for appropriate assistance.
- ▶ Include AODV information for students and their family members in **orientation programs**.
- ▶ Support and encourage faculty in **incorporating AODV education into the curriculum**, where appropriate.
- ▶ Develop a coordinated effort across campus to offer a **student assistance program encompassing AODV education, assessment and referral for treatment**.

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The Network Standards (2010) - Enforcement

- **Publicize all** AODV policies.
- **Consistently enforce** AODV policies.
- **Exercise appropriate sanctions** for violent acts such as verbal, physical, and sexual abuse, harassment and other disruptive and destructive behavior.
- **Exercise appropriate sanctions** for the illegal sale, manufacture, use or distribution of alcohol and other drugs including prescription and over the counter substances.



The Network Standards (2010) - Assessment

- ▶ **Assess the institutional environment** as it contributes to or mitigates AODV related problems.
- ▶ **Assess campus awareness, attitudes and behaviors** regarding AODV related behavior and other disruptive behavior and apply results to program development.
- ▶ Collect and use related **AODV information from police or security reports** to guide program development.
- ▶ **Collect summary data regarding alcohol and other drug related disciplinary actions**, including violent and other disruptive behavior and use it to guide program development.



The Network Standards (2010) – Community Collaboration

- ▶ Establish and maintain **effective working relationships with external agencies, groups and individuals** whose operations are relevant to the mission and goals of The Network.
- ▶ Consider the inclusion of the following agencies and groups in **campus-community coalitions**: law enforcement, judicial system, state liquor control license agency, hospitality industry (including retailers), local government, neighborhood associations, faith community, family/parents, school systems, area health care and treatment providers and others as appropriate.
- ▶ Address **campus/community issues** of alcohol and other drug access, availability and enforcement at local, regional, state/territory and national levels.
- ▶ Facilitate the development, implementation and evaluation of **a strategic plan** that addresses illegal and high risk AODV issues and underage alcohol consumption in the community and state/territory.



ACHA Standards of Practice for Health Promotion within Higher Education

- ▶ Alignment with the Missions of Higher Education
- ▶ Socioecological-Based Practice
- ▶ Collaborative Practice
- ▶ Inclusive Practice
- ▶ Theory-Based Practice
- ▶ Evidence-Informed Practice
- ▶ Continuing Professional Development
- ▶ Service to the Field

https://www.acha.org/documents/resources/guidelines/ACHA_Standards_of_Practice_for_Health_Promotion_in_Higher_Education_October2019.pdf



Council for the Advancement of Standards

- ▶ Mission
- ▶ Programming/Learning Outcomes
- ▶ Organization & Leadership
- ▶ Human Resources
- ▶ Ethics
- ▶ Law, Policy and Governance
- ▶ Diversity, Equity, and Access
- ▶ Institutional & External Relations
- ▶ Financial Resources
- ▶ Technology
- ▶ Facilities and Equipment
- ▶ Evaluation and Assessment

<http://www.cas.edu/index.php/cas-general-standards/>



CAS Functional Areas

- ▶ Functional Frameworks
 - ▶ Alcohol and other Drug Programs
 - ▶ Campus Police and Public Safety programs
 - ▶ Clinical Health Services
 - ▶ Counseling Services
 - ▶ Health Promotion Services
- ▶ Cross-Functional Frameworks
 - ▶ Advancing Health and Well-Being
 - ▶ Identifying and Responding to Behavioral Concerns



NCHEC Responsibilities 2020 Health Education Specialist Practice Analysis

- ▶ Area I: Assessment of Needs and Capacity
- ▶ Area II: Planning
- ▶ Area III: Implementation
- ▶ Area IV: Evaluation and Research
- ▶ Area V: Advocacy
- ▶ Area VI: Communication
- ▶ Area VII: Leadership and Management
- ▶ Area VIII: Ethics and Professionalism



Experiences in Effective Prevention (2007)

- **U.S. Department of Education:** 22 campus-based model programs (1999-2004)
- **Core elements of effectiveness:**
 - Exercise leadership
 - Build coalitions
 - Choose evidence-based programs
 - Implement strategic planning
 - Conduct a program evaluation
 - Work toward sustainability
 - Take the long view



Field Experiences in Effective Prevention (2010)

- **U.S. Department of Education:** 12 campus-based model programs (2005-2007)
- Insights on prevention programs, projects, campaigns:
 - Link prevention to the institution's mission, values, and priorities
 - Strategic planning is an ongoing, dynamic process
 - Engage the campus community in data collection and evaluation
 - Promote student involvement
 - Pay attention to strategic timing
 - Hone communication skills



Evidence Based Programming/ Strategies



College “Alcohol Intervention Matrix”

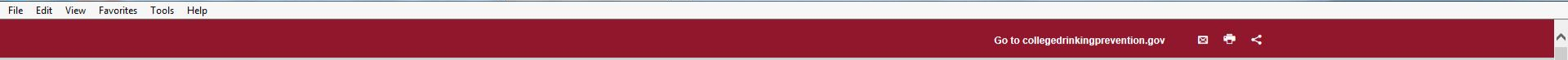
- ▶ The goal of the CollegeAIM project was to “increase the likelihood that *research* will inform interventions to address excessive and underage drinking on US campuses by providing a framework for colleges and universities to compare and select evidence-based intervention strategies.”
- ▶ Developed by a group including
 - ▶ college alcohol intervention researchers
 - ▶ college AOD and student life professionals
 - ▶ NIAAA staff
- ▶ Released fall 2015
- ▶ Revised 2019



CollegeAIM Website

- Overview
 - Including how to use CollegeAIM
- Individual-Level Strategies
- Environmental-Level Strategies
- PDF Strategic Planning Worksheet
- FAQs
- Supporting Resources

CollegeAIM Website



Overview

Individual Strategies

Environmental Strategies

Worksheet

FAQs

Additional Information

What Is *CollegeAIM* and Why Is It Needed?

CollegeAIM—the College Alcohol Intervention Matrix—is a new resource to help schools address harmful and underage student drinking. Developed with leading college alcohol researchers and staff, it is an **easy-to-use** and **comprehensive** tool to identify effective alcohol interventions.

While there are numerous options for addressing alcohol issues, they are not all equally effective.

CollegeAIM can help schools **choose interventions wisely**—boosting their chances for success and helping them improve the health and safety of their students.

[Download as a PDF](#) [Order a print copy](#) [Learn More](#)

How can schools use *CollegeAIM*?

With the help of *CollegeAIM*, school officials can:

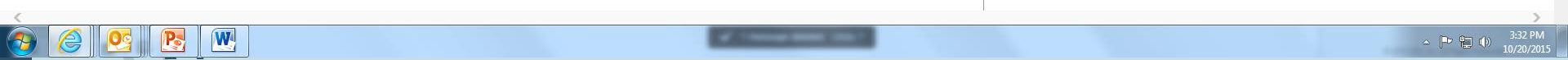
- Review the **individual-** and **environmental-level** strategies to learn how their current strategies compare to other alternatives.
- Discover new evidence-based options.
- **Use the interactive strategy planning worksheet** to help select a combination of approaches that meets the needs of their campus and their budget.

How is *CollegeAIM* different?

CollegeAIM is distinctive because of the breadth of its research and analysis, the expertise of its contributors, and its user-friendly format:

"This instrument is one of the most thoroughly vetted and user-friendly summaries of intervention strategies I have seen in decades."

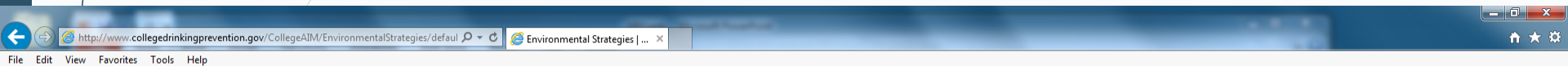
—Jonathan Gibraltar, Ph.D.
President, Wells College



Strategies

- ▶ Rated on
 - ▶ Cost
 - ▶ Effectiveness
 - ▶ Barriers to implementation
 - ▶ Whether or not there is research available
- ▶ Each strategy includes:
 - ▶ Ratings
 - ▶ Staffing needs
 - ▶ Target population
 - ▶ Research references
 - ▶ Possible resources

Strategies



Environmental-Level strategies

- Higher effectiveness
- Moderate effectiveness
- Lower effectiveness

Too few robust studies to rate effectiveness—or mixed results

Environmental-Level Strategies

Environmental-level strategies aim to reduce underage and excessive drinking at the population level by changing the context (i.e., places, settings, occasions, and circumstances) in which alcohol use occurs, thereby reducing consequences.

All environmental strategies

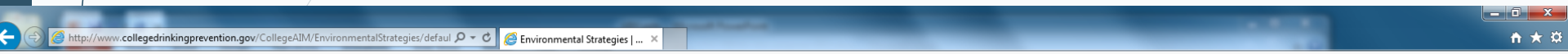
Check all strategies you would like to print

0 Print Preview Strategies

Lower costs \$	Mid-range costs \$\$	Higher costs \$\$\$
<p>Higher effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restrict happy hours/price promotions <input type="checkbox"/> Retain ban on Sunday sales (where applicable) <input type="checkbox"/> Retain age-21 drinking age <p>Moderate effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retain or enact restrictions on hours of alcohol sales <input type="checkbox"/> Enact social host provision laws <p>Too few robust studies to rate effectiveness—or mixed results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prohibit alcohol use/service at campus social events <input type="checkbox"/> Establish amnesty policies <input type="checkbox"/> Require Friday morning classes <input type="checkbox"/> Establish standards for alcohol service at campus social events <input type="checkbox"/> Establish substance-free residence halls <input type="checkbox"/> Prohibit beer kegs <input type="checkbox"/> Establish minimum age requirements to serve/sell 	<p>Higher effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enforce age-21 drinking age (e.g., compliance checks) <input type="checkbox"/> Increase alcohol tax <p>Moderate effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prohibit alcohol use/sales at campus sporting events <input type="checkbox"/> Enact dram shop liability laws: Sales to intoxicated <input type="checkbox"/> Enact dram shop liability laws: Sales to underage <input type="checkbox"/> Limit number/density of alcohol establishments <input type="checkbox"/> Retain state-run alcohol retail stores (where applicable) <p>Lower effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish an alcohol-free campus <input type="checkbox"/> Conduct campus-wide social norms campaign <p>Too few robust studies to rate effectiveness—or mixed results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement bystander interventions 	<p>Moderate effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enact responsible beverage service training laws <p>Lower effectiveness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restrict alcohol sponsorship and advertising <input type="checkbox"/> Implement beverage service training programs: Sales to intoxicated <input type="checkbox"/> Implement beverage service training programs: Sales to underage <input type="checkbox"/> Enact keg registration laws <p>Too few robust studies to rate effectiveness—or mixed results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Require alcohol-free programming <input type="checkbox"/> Implement safe-rides program <input type="checkbox"/> Conduct shoulder tap campaigns <input type="checkbox"/> Enact social host property laws <input type="checkbox"/> Require unique design for state ID cards for age < 21



Strategies



ALCOHOL INTERVENTION MATRIX

Environmental-Level Strategies

Higher effectiveness

Environmental-Level Strategies

Environmental-level strategies aim to reduce underage and excessive drinking at the population level by changing the context (i.e., places, settings, occasions, and circumstances) in which alcohol use occurs, thereby reducing

Restrict happy hours/price promotions Campus or community-based

Under this strategy, a campus or local or state government prohibits or restricts drink specials, such as the sale of two alcoholic beverages for the price of one, that encourage customers to drink more than they might otherwise.

Effectiveness: ★★★ = Higher
Cost: \$ = Lower
Barriers: ### = Higher
Research Amount: *** = 5 or more cross-sectional studies or 1 to 4 longitudinal studies

Public Health Reach: Broad
Staffing Expertise Needed: Policy advocate
Target Population: All students
Research Population: College, general

[Summary](#) [Notes](#) [References](#) [Potential Resources](#)

Prohibit alcohol service at campus social events

- Establish **amnesty policies**
- Require **Friday morning classes**
- Establish **standards for alcohol service at campus social events**
- Establish **substance-free residence halls**
- Prohibit **beer kegs**

Retain state-run alcohol from stores (where applicable)

- Lower effectiveness**
- Establish an **alcohol-free campus**
 - Conduct **campus-wide social norms campaign**
- Too few robust studies to rate effectiveness—or mixed results**
- Implement **bystander interventions**

Effectiveness—or mixed results

- Require **alcohol-free programming**
- Implement **safe-rides program**
- Conduct **shoulder tap campaigns**
- Enact **social host property laws**
- Require **unique design for state ID cards for age < 21**

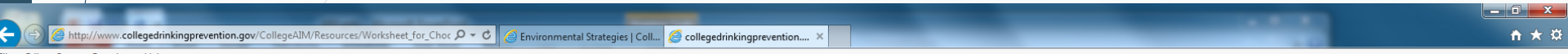




How to Use College AIM

- ▶ Needs Assessment
 - ▶ What does your campus and your student population need to meet your goals and objectives around alcohol?
- ▶ Review the strategies and determine what may work for your population
 - ▶ Ask yourself – can your peer education group/your department plan, implement, evaluate, and sustain this strategy

The Worksheet Tool



This file includes fillable form fields. You can print the completed form and save it to your device or Acrobat.com.

STRATEGY PLANNING WORKSHEET



Use this worksheet or download a copy to capture your thoughts about your current strategies and new ones you'd like to explore. Keep in mind:
Priorities: Which alcohol-related issues are of most concern to your campus? Make sure your school's needs and goals are well defined, and keep them front and center as you fill in the worksheet.
Effectiveness: Does research show that your current strategies are effective in addressing your priority issues? Might others be more effective?
Balance: Realistically assess what you can do with your available resources. Strike a balance, if possible, between individual- and environmental-level strategies, and between strategies that will face few barriers and can be put in place quickly and others that may take longer to implement. Consider the financial cost relative to the program's expected effectiveness and the approximate percentage of the student body that the strategy will reach.

CURRENT STRATEGIES

Strategy Name (and the IND or ENV identifier from CollegeAIM, if applicable)	Individual or Environmental?		CollegeAIM Ratings				Notes and Next Steps: Keep as is? Modify to boost effectiveness? Add complementary strategies? Shift to more effective options?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	

POSSIBLE NEW STRATEGIES

Strategy Name (and the IND or ENV identifier from CollegeAIM)	Individual or Environmental?		CollegeAIM Ratings				Notes and Next Steps: Staff training or hiring needed? Other resources? Does the strategy require a plan for conducting an outcome evaluation?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	





In Summary

- ▶ Language Matters
- ▶ Knowing what your goals and priorities are
- ▶ Standards help focus and create definition



Questions?





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