

# **Red Watch Band: Implementation and Outcomes of an Alcohol Bystander Intervention Program**

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# Learning Outcomes

As a result of this webinar, you will be able to:

- Describe the curricular components of an alcohol bystander intervention program, as implemented at Northwestern University.
- Explain the collaborative implementation process at a private, highly selective, Research 1 institution.
- Discuss the impact of participation in Red Watch Band training on students' alcohol-related knowledge, attitudes and helping behaviors as evidenced by assessment results.
- Describe the relevance of the implementation process and assessment outcomes for one's own campus.



# Northwestern University Profile



- Private, Highly selective, Research 1
- Located in Evanston, a north shore suburb of Chicago
- 8400 undergraduates in 6 academic schools
- 8100 graduate/professional students in 9 academic schools
- Big Ten/Division 1 Athletics
- 35 - 40% of undergraduates involved in Fraternities and Sororities
- 60% live in university housing or Greek chapters, 40% live off-campus



# Red Watch Band History

- Developed and launched by Stonybrook University in 2009 in response to the 2008 alcohol overdose death of freshman Matthew Sunshine at Northwestern University.
- Over 1500 students have been trained at NU since Spring Quarter 2010



# Red Watch Band Purpose

The purpose of the Red Watch Band bystander intervention training is to prevent deaths and other harm caused by alcohol overdose. In order to do that, participants will gain the knowledge and skills needed to understand:

- How alcohol affects our physiology and behavior
- How to recognize an alcohol-related medical emergency
- How to respond appropriately and in accordance with Northwestern University policies/procedures.



# BYSTANDER INTERVENTION



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# Bystander Intervention Model



# CURRICULUM



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# NU Curriculum Elements

- Barriers to Intervention Discussion
- “Alcohol 101”/Progressive Effects of Alcohol
  - Drink Pour Activity
- Signs & Symptoms
  - Highly Intoxicated Person vs. Life-threatening Alcohol Overdose
- Intervention Skills
- Facts vs. Myths
- Review of High Risk Situations
- NU Policy: Responsible Action Protocol
- Scenarios



## Once Students are Trained...

- Receive NU Red Watch Band silicone wristband and certificate of completion
- Added to NU Red Watch Band listserv and database
- Invited to “like” the NU Red Watch Band Facebook page

 /NURedWatchBand



# Curriculum Lessons Learned

- Facilitators need alcohol and other drug knowledge
- Curriculum should focus on the knowledge and skills needed to encourage intervention
- Making it interactive enhances the students' experience
- Tailor your approach to your students and campus culture
- It's challenging to clearly and concisely talk about AOD policies and sanctions
- We're always improving the curriculum



# IMPLEMENTATION



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# Participation

	2009 - 2010	2010 - 2011			2011 - 2012			2012 - 2013	
	Spring Quarter	Fall Quarter	Winter Quarter	Spring Quarter	Fall Quarter	Winter Quarter	Spring Quarter	Fall Quarter	TOTAL
<b>Trainings</b>	14	5	7	15	4	7	14	6	<b>72</b>
<b>Students</b>	330	95	65	349	62	194	356	70	<b>1521</b>



# Collaborators

- New Student and Family Programs
- Office of Fraternity and Sorority Life
- Athletics
- Center for Awareness, Response and Education
- University Residential Life
- Center for Student Involvement
- Office of Student Conduct and Conflict Resolution



# Implementation Costs

## Must Haves

- Trained facilitators
- Staff time
- Copies/handouts
- Pens
- Appropriate room/space
- Watches (or substitute)

## May Haves

- CPR Training instructor
- Facilitator training costs
- Visual aids/Poster
- Props for drink pour activity
- Certificates of Completion
- Snacks/Drinks
- Recognition Reception
- Facilitator “thank you’s”
- Marketing



# Implementation Lessons Learned

- Entire program can be very low-tech and low-cost
- Student co-facilitation is highly beneficial
- Comprehensive facilitator training is critical
- Volunteers have been harder to reach
- Students want their watches/wristband
- Continuously learn and improve to fit NU's needs





# ASSESSMENT



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# IRB Approved Assessment Strategy

## Pretest (N = 328)

- A 92-question online instrument (implemented Fall 2010)
- Measured knowledge and attitudes about alcohol overdose and collected information about student experiences in high risk environments
- Voluntary

## Workshop Evaluation (N = 899)

- A 16-question evaluation instrument required (implemented Spring 2010)
- Collected student evaluation of workshop, including satisfaction
- Measured self-reported learning and attitudes

## Six Month Questionnaire (N = 200)

- An 87-question online instrument (implemented Fall 2010)
- Re-measured knowledge and attitudes about alcohol overdose and collected information about student experiences in high risk environments
- Voluntary

## One Year Focus Groups (N = 24)

- Eight interview questions explored how students used the training, how it affected their personal use of alcohol, and their level of commitment to intervene (First held in Spring 2011)
- Voluntary



## Assessment & Learning Outcomes

As a result of participation in the Red Watch Band Training program, NU students will . . .

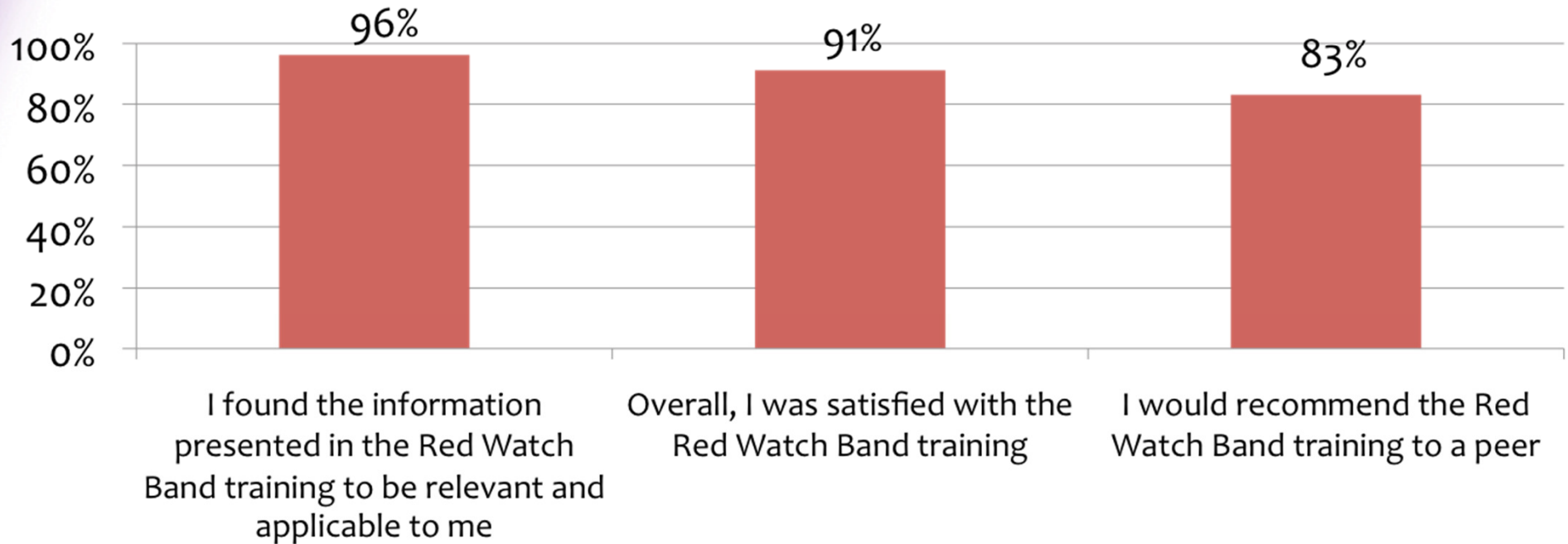
- positively evaluate the Red Watch Band Training
- accurately identify the signs of alcohol overdose
- accurately identify basic ‘alcohol 101’ facts
- express a greater willingness to intervene in an alcohol-related emergency
- describe how they used the helping behaviors they learned to intervene effectively in high risk drinking situations



**“NU students will positively evaluate the Red Watch Band Training.”**

## **Overall Evaluation of Training Workshop Evaluation (N=899)**

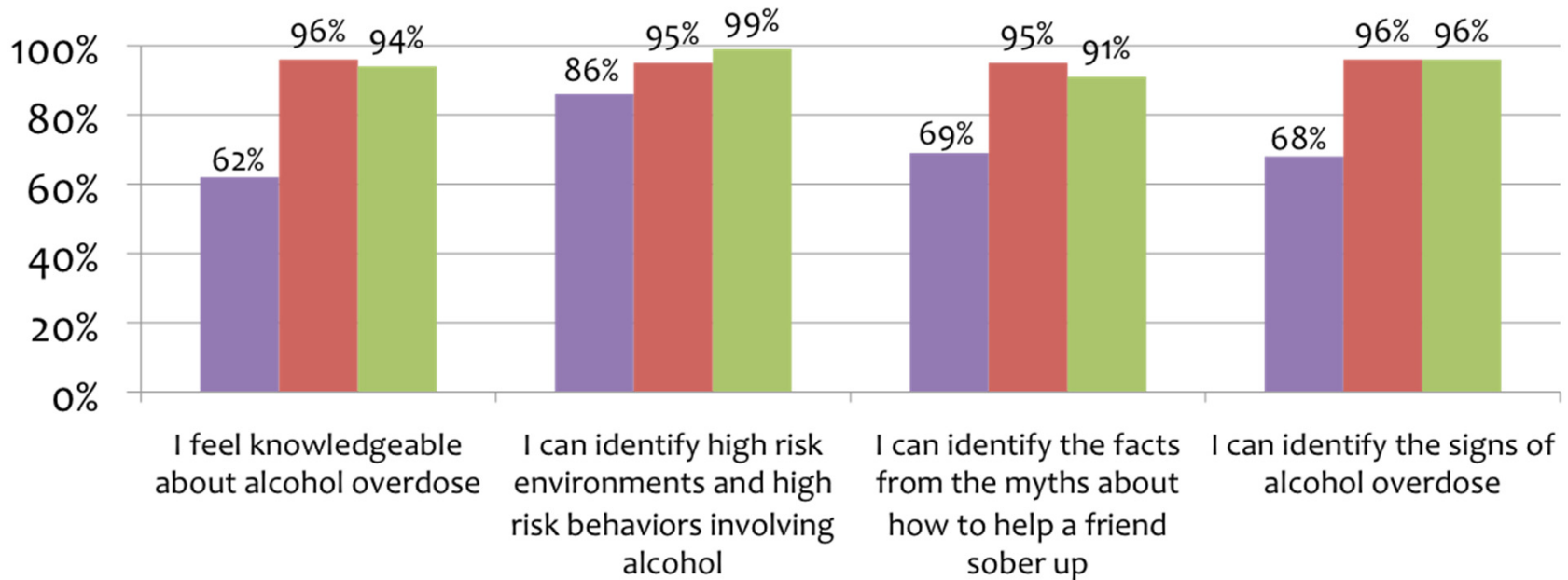
(Percent of students who agreed or strongly agreed)



**“NU students will accurately identify the signs of alcohol overdose and accurately identify basic ‘alcohol 101’ facts”**

### Self-Reported Knowledge

(Percent of students who agreed or strongly agreed)



■ Pretest (N=328) ■ Workshop Evaluation (N=899) ■ Six Month Questionnaire (N=200)



## Paired or Matched Respondents



Pretest – Workshop Evaluation  
(N = 192)



Pretest – Six Month Questionnaire  
(N = 50)



## Results of Paired T-Tests Changes in Self-Reported Knowledge Between Pretest and Workshop Evaluation

(1 = strongly disagree to 5 = strongly agree)



	Pretest Mean (SD)	Workshop Evaluation Mean (SD)	Difference	t	df	Sig. (2-tailed)
I feel knowledgeable about alcohol overdose	3.59 (0.88)	4.44 (0.55)	0.85	-12.721	192	.000
I can identify high risk environments and high risk behaviors involving alcohol	4.05 (0.74)	4.47 (0.58)	0.42	-6.804	192	.000
I can identify the facts from the myths about how to help a friend sober up	3.78 (0.87)	4.41 (0.57)	0.63	-8.585	192	.000
I can identify the signs of alcohol overdose	3.76 (0.85)	4.44 (0.538)	0.68	-10.418	192	.000



## Results of Paired T-Tests

### Changes in Self-Reported Knowledge Between Pretest – Six Month Questionnaire

(1 = strongly disagree to 5 = strongly agree)



	Pretest Mean (SD)	Six Month Mean (SD)	Difference	t	df	Sig. (2-tailed)
I feel knowledgeable about alcohol overdose	3.50 (0.95)	4.16 (0.55)	0.66	-4.858	49	.000
I can identify high risk environments and high risk behaviors involving alcohol	4.18 (0.63)	4.54 (0.58)	0.36	-3.397	49	.001
I can identify the facts from the myths about how to help a friend sober up	3.64 (0.90)	4.28 (0.73)	0.64	-5.472	49	.000
I can identify the signs of alcohol overdose	3.50 (0.95)	4.16 (0.55)	0.66	-6.743	49	.000





# Signs of Alcohol Overdose

## Changes in Knowledge and Concern

### Between Pretest – Six Month Questionnaire



#### PRETEST

(N = 50)

Knowledge	Concern
98%	4.92
100%	4.40
98%	3.89
94%	4.58
92%	4.35
98%	4.90
92%	4.38
73%	4.36

#### SIGNS

Cannot be roused/awakened

Irregular breathing

Vomiting

Low body temperature

Passed out

Bluish skin color

Slow breathing

Pale skin color

#### SIX MONTHS

(N = 50)

Knowledge	Concern
100%	5.00*
100%	4.77*
96%	3.92
96%	4.79*
100%*	4.58*
100%*	4.98*
90%	4.61*
73%	4.52

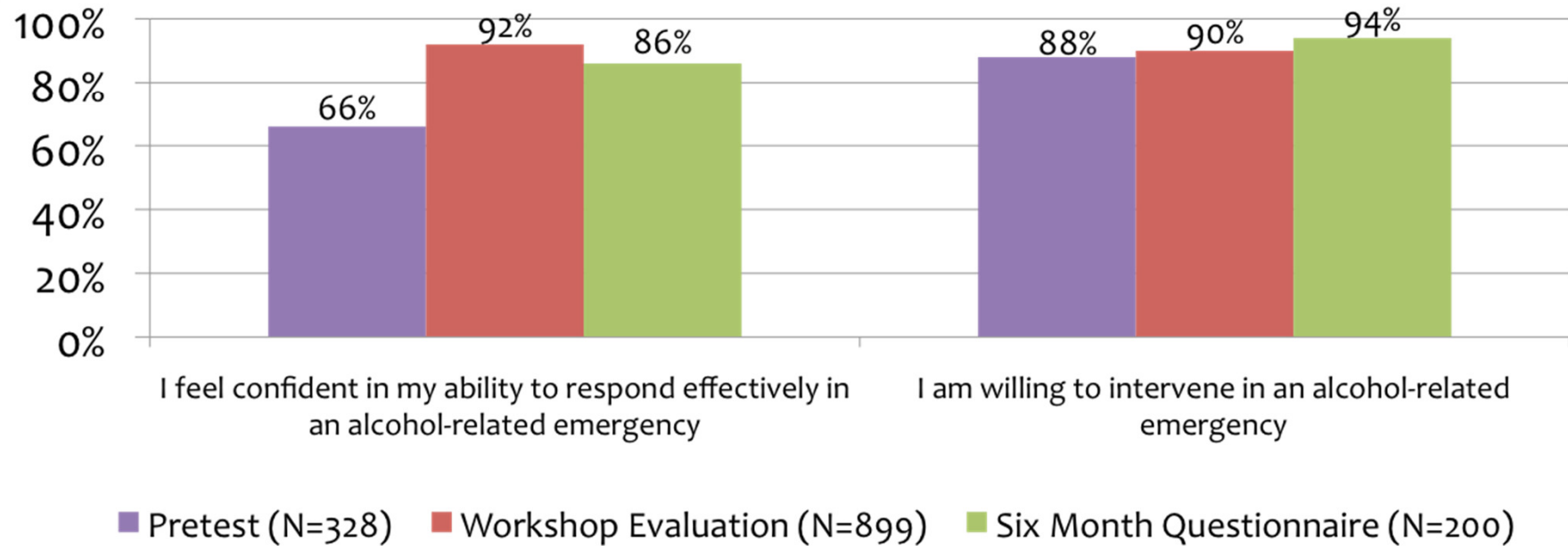
\*  $p < .05$



**“NU students will express a greater willingness to intervene in an alcohol-related emergency.”**

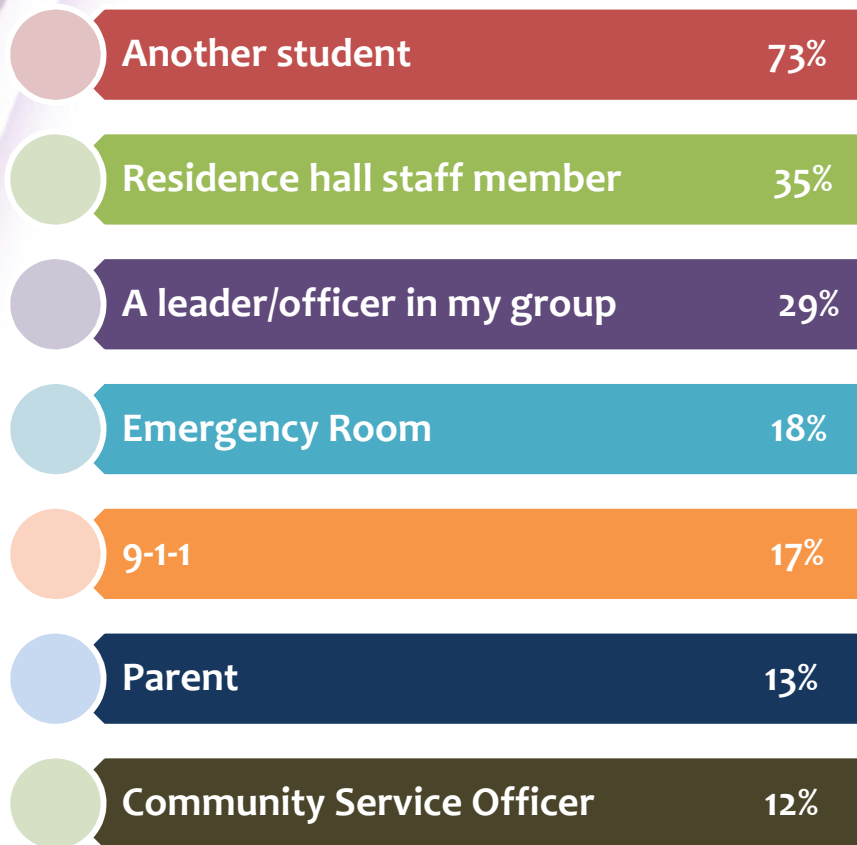
## Self-Reported Confidence & Willingness

(Percent of students who agreed or strongly agreed)

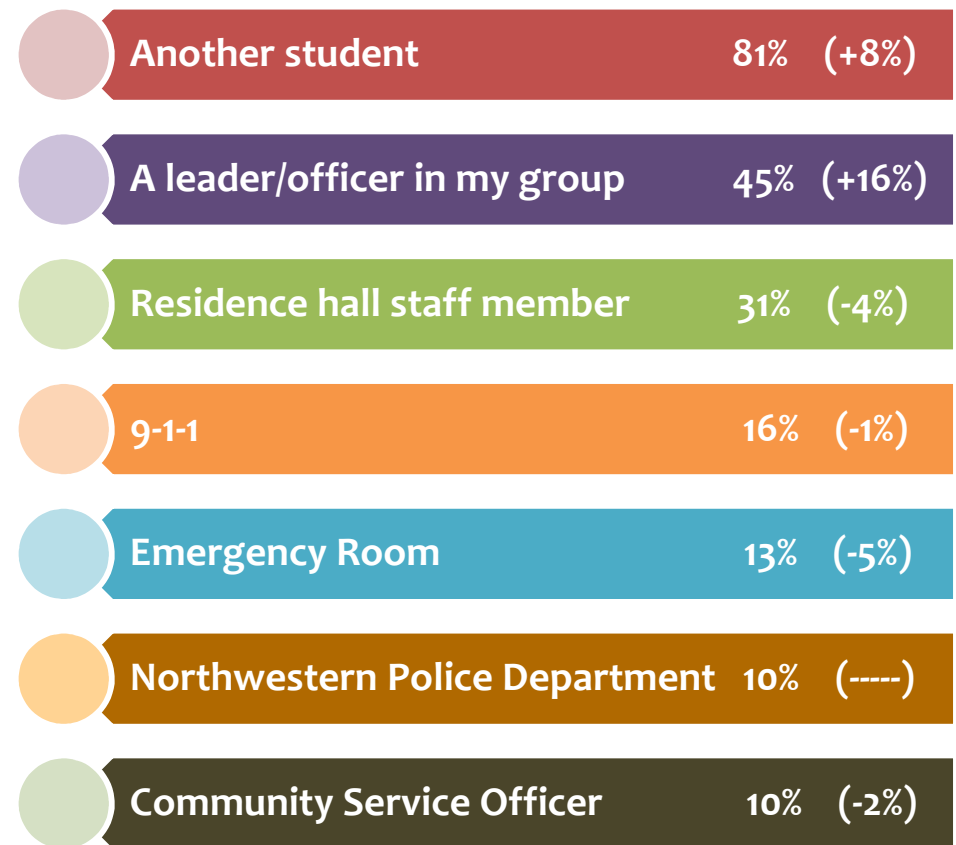


# Sources of Help

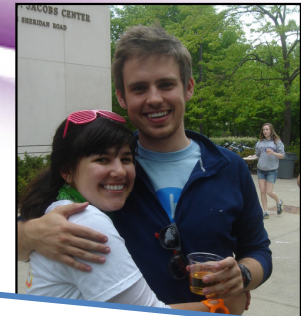
Pretest (N = 181)



Six Months (N = 89)



**“NU students will describe how they used the helping behaviors they learned to intervene effectively in high risk drinking situations.”**



*“The most useful part of the training was ... where we were taught the signs when you should call 911... As a risk manager, I was actually able to use this training.”*



*“When a freshman at a party started exhibiting signs of alcohol poisoning, I was able to take care of her and make sure she was alright when no one else would.”*

**“I think my RWB training has helped me realize that... someone’s drunk behavior may be hysterical one moment, but when it comes to someone’s personal safety, it is not a laughing matter.”**



**“Everyone should have this information. It should be an Essential NU [orientation program].”**

*“Just having been trained, you’re more on the lookout for things. Even if you don’t remember everything, it’s good to have people who are going to go and help someone.”*



# Summary of Assessment Results

## Red Watch Band training at NU...

- receives high marks from both mandated and voluntary students.
- seems to further bolster already high self-reported knowledge about the signs of alcohol overdose.
- appropriately raises students' concern when witnessing signs of alcohol overdose.
- appears to boost students' confidence and willingness to respond effectively in an alcohol-related emergency.
- increased percentage of students who reported going to *another student*, particularly group leaders, as a source of help.



# Questions?



# Thank you!

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**Northwestern website:**

**[www.northwestern.edu/redwatchband](http://www.northwestern.edu/redwatchband)**

**Stonybrook website:**

**[www.redwatchband.org](http://www.redwatchband.org)**



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