Summary Report on Alcohol-Related Programs at The University of Iowa

November 2007

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Introduction:

Alcohol abuse is the number one public health concern among the college population. The University of Iowa has a long-standing reputation for our high rates of abusive alcohol use among students. In 1996, the University was asked to participate in a federal grant program sponsored by the Robert Wood Johnson Foundation and the American Medical Association to address high risk drinking through environmental change due to our high rate of high risk drinking, which was within the 60-70% range compared to the national average of 46%. The University of Iowa participated in the program and was part of the College Alcohol Study (CAS) implemented by the Harvard School of Public Health until 2006 when the program ended. Consistently, CAS showed an issue of high risk drinking on our campus with our rate remaining close to 70% along with many of our students experiencing negative consequences and second hand effects of abusive alcohol use on our campus. Data from other sources, including research conducted by Health Iowa and Professor Peter Nathan, members of The University of Iowa community, portrayed similar results. Reports from the past year on the National College Health Assessment through the American College Health Association implemented on campus, the UI RISE report, and AlcoholEdu also showed similar findings of high risk drinking issues, negative consequences, and second hand effects.

Abusive alcohol issues on college campuses challenge the mission of institutions of higher education. The University of Iowa has supported programs on campus and in collaboration with the community to reduce the harmful effects of high risk drinking. These programs are based upon the research listed above, advice from experts and researchers in the field as well as the American Medical Association, and a recent report from the National Institute on Alcohol and Alcohol Abuse (NIAAA). The NIAAA released a "Report to College Presidents" (www.collegedrinkingprevention.gov) encouraging campuses to use a variety of research-supported strategies to address high-risk alcohol use. This report outlines a 3 in 1 framework for comprehensive alcohol prevention programs. Focus is given to efforts addressing high-risk drinkers, efforts focusing on the student body as a whole and policy/environmental interventions at the campus and community level. This report has been the most widely referenced document recently in regards to the implementation of a variety of programs on campus. Overall, the issue of high risk drinking on college campuses is an on-going challenge to be addressed in order to guarantee student success.

The following is a compilation of summary reports on alcohol-related programs implemented at The University of Iowa, including Stepping Up, Health Iowa programs, College Transition, AlcoholEdu, and the Residence Life/University Housing Alcohol Fine System.
The Stepping Up Project:

The Stepping Up Project is a campus/community coalition making changes to create recreational programs and government policies that reduce high risk drinking and its harmful effects. We received three grants from the Robert Wood Johnson Foundation: a start up grant in 1996, a five year grant in 1997, and an additional four year grant in 2002. Our approach is to change the environment and help reduce high risk drinking, especially among college students.

The Stepping Up Project goals are:
- Communicate information regarding high risk drinking to students, faculty, staff, and community members
- Increase effective enforcement of community and university policies
- Decrease accessibility/availability of alcohol
- Increase social alternatives to high-risk drinking
- Change the larger environment within the state of Iowa as it pertains to high risk drinking
- Actively engage diverse student representatives in the development and assessment of policy initiatives

Our University and community are not alone in this effort. We are one of 10 universities across the nation who received funds to create a safer, healthier environment for everyone. Other universities involved are Colorado (Boulder), Delaware (Newark), Florida State (Tallahassee), Georgia Tech (Atlanta), Lehigh (Bethlehem, PA), Louisiana State (Baton Rouge), Nebraska (Lincoln), Vermont (Burlington), Wisconsin (Madison).

These schools participated in the A Matter of Degree (AMOD) program funded by the Robert Wood Johnson Foundation (RWJF), and administered by the American Medical Association (AMA). The Harvard School of Public Health served as the program evaluator. Even though, the AMOD program has ended along with the federal grant, the Stepping Up Project coalition continues due to the dedication of its members in addressing high risk drinking among college students.

Health Iowa:

Health Iowa is the health promotion and education branch of the Student Health Service. Health Iowa’s mission is to support student learning through educational and health promotion services that help students create healthy lifestyles.

Health Iowa provides individually tailored consultations in the areas of substance abuse, tobacco cessation, stress management, fitness, nutrition and sexual health. Health Iowa also
provides group workshops and interventions aimed at creating a healthy campus community for all students.

Health Iowa’s focus on alcohol includes programs such as Seminar on Substances, a substance abuse evaluation, an alcohol consultation, eCHUG (Electronic Check-Up to Go), and AEW (Alcohol Education Workshop).

These programs are detailed in excerpts from the 2006 and 2007 Health Iowa annual reports included at the end of the report.

Health Iowa also collaborates with the Department of Health and Sport Studies to offer an academic course, 28:020 Alcohol and Your College Experience. This course addresses individual and environmental determinants of high-risk drinking, particularly as they are contextualized at the University of Iowa. It does so using an evidence-based, personalized feedback model that provides students with information on their current drinking behaviors. It also uses health promotion theories to help students 1. decrease negative consequences associated with certain drinking behaviors; 2. create behavior change plans for lower-risk drinking strategies; and 3. improve environmental supports for safer use of alcohol and alternative activities. All of the course content is applicable to non-drinkers.

College Transition – Alcohol Discussion Day

The transition to university living and learning is an important one. The College Transition course is a 1 semester hour elective supported by the Office of the Provost and is open for enrollment to first year and transfer students. First year student enrollment in the course is on average more than 1,000 students per fall semester. The course is designed to help students make this passage as smooth as possible. Class sessions focus on a variety of topics such as defining college culture, discovering university resources, and refining study skills, but also alcohol abuse, and health and wellness. The alcohol discussion day is often one of the most valuable conversations instructors have with incoming students.

Research shows that for many students the transition to college is associated with significant increases in drinking, heavy-episodic drinking, and high-risk drinking behaviors, and with reductions in abstention and protective behaviors. This transition – the College Effect -- reflects the immersion of new students into the developmental and social context of college. College Transition class provides accurate, educational information on high risk drinking to combat and decrease the College Effect on University of Iowa students. Students are informed of specific research and statistics regarding our specific campus, background on alcohol’s effect on student success and development, ways to get involved in the community and on campus, and motivated to make healthy choices. During this course topic, students are required to write a reflection paper detailing a specific encounter with alcohol issues
whether it be through a friend or roommate, or a personal experience. This writing allows students to reflect on the specific situation and develop personal rules to promote healthier, protective behavior in the future. The College Transition alcohol discussion day is another tool when used in conjunction with other programs on campus that assists in reducing the harmful effects of high risk drinking.

**AlcoholEdu for College**

The University of Iowa implemented AlcoholEdu for College beginning in the fall of 2006 requiring all incoming freshmen to complete the course for further enrollment. Partners in this endeavor include: The Office of the Vice President for Student Services, The Office of the Provost, Student Health Service/Health Iowa, University Housing, The University of Iowa Parents Association, Admissions/Orientation, Women’s Resource and Action Center, Office of the Registrar, Academic Advising, Athletics, Information Technology Services, and Academic Technologies.

AlcoholEdu for College is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. The program is based on best practices from the National Institute Alcohol Abuse an Alcoholism (NIAAA) Report to college presidents and challenges student expectations regarding alcohol-related behavior and the college environment. Students receive personalized content on making healthy choices and how to better handle alcohol-related behavior by peers. AlcoholEdu is currently being used by many institutions of higher education and results have shown students know more about alcohol, experience fewer negative consequences, and better understand the role alcohol may play in sexual violence, especially concerning the ability to give consent. AlcoholEdu is required of entering freshmen, but the course is available for anyone to participate, including parents, community members, and upper-class students. There is also an AlcoholEdu for Sanctions program that is included and available. The purpose of AlcoholEdu for College is to prevent or reduce alcohol-related problems among college students while providing schools with a statistically accurate description of the alcohol-related attitudes, experiences, behaviors, and health education needs of their students.

Students and their parents/guardians are notified of the AlcoholEdu requirement through an introductory letter to both students and parents/guardians sent from Vice President Jones and former Provost Hogan, a letter from the Parents Association to parents/guardians, a follow-up postcard to students, information sessions and the information fair at summer orientation, flyers, multiple emails, and discussion in the residence halls once on campus.

The course evaluation for AlcoholEdu is built-in through surveys provided at three different intervals throughout the program. The data is collected aggregately with no identifying
characteristics to specific answers or comments provided due to the anonymity of students within the course and provided to the University during the spring semester. Even though, AlcoholEdu provides an aggregate evaluation, the University created another evaluation tool based upon previous untreated freshmen cohorts’ data regarding high risk drinking and behaviors associated with abusive alcohol use. This evaluation plan is included at the end of the report.

Report on the Residence Life/University Housing Alcohol Fine System and AlcoholEdu for College Impact on First Year Students

Purpose:
The Alcohol Fine System was implemented starting Fall 2006 to address the normalization of high risk drinking on campus and the believed lack of impact at that time of receiving a residence hall alcohol violation. Resident Assistants and ARH members were questioned and stated that sanctions needed to be “felt” by the students. This system in conjunction with education and other tools the University already implements is meant to assist with behavior change concerning high risk drinking. It also provides an opportunity for reinvesting into the community by providing resources to maintain and improve the health and well-being of students within the residence halls.

AlcoholEdu is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. The course is meant to prevent or reduce alcohol-related problems among college students while providing a statistically accurate description of the alcohol-related attitudes, experiences, behaviors, and health education needs of students. The main component UI students have requested through the years regarding changes to the high risk drinking environment was more education. AlcoholEdu challenges student perceptions and norms regarding alcohol consumption in college as well as motivates behavior change while providing the knowledge to make healthy decisions.

Impact:
The chart below shows the number and type of alcohol policy violations most common for undergraduate students at The University of Iowa during the 2005-2006 and 2006-2007 academic years. The chart compares Residence Hall and first year students to the entire UI population.
UI Students cited by Police for PAULA on Campus or off Campus | Residence Hall Residents cited by non-police staff for Alcohol Possession in the Residence Halls | UI Students Arrested for Public Intoxication on Campus or off Campus | First-Year Students Arrested for Public Intoxication on Campus or off Campus | First-Year Students Arrested for Public Intoxication More than Once
---|---|---|---|---
2005-2006 | 1086 | 525 | 411 | 142 | 11 (all males)
2006-2007 | 620 | 303 | 390 | 187 | 15 (1 female; 2 students were three-time repeaters)

The data in the chart above shows a decrease in overall PAULA violations as well as Residence Hall violations. There was also a decrease in the total number of Public Intoxication arrests, yet an increase in the number of first year students and repeat first year students’ arrests for intoxication. One of the main contributing factors for the increase in first year student intoxication arrests is believed to be the access and availability of alcohol to underage students in our community. The environment is a temptation rather than a deterrent by allowing underage students into alcohol venues. It is also known that it is difficult to employ protective factors, such as alternating alcohol and non-alcohol beverages, when in the environment due to the fact that non-alcohol beverages can cost equal to, if not more than, an alcohol beverage. When combining the College Effect, the increase in the prevalence of high risk drinking behaviors, with the Iowa City and UI environment, it makes it difficult to make healthy choices regarding alcohol consumption.

AlcoholEdu data showed knowledge gains particularly in areas concerning blood alcohol concentration and understanding alcohol’s role in consent for sex. The AlcoholEdu data on high risk drinking was not statistically significant to show a change in the UI’s overall rate. AlcoholEdu data also showed a decrease in implementing protective factors and an increase in aggregate negative consequences experienced by first year students. Students did experience less hangovers and blackouts, though, when looking at separate negative consequences. This data reinforces what we know and believe about the environment’s affect on students’ behavior and choices.

The Alcohol Fine System supported 124 educational programs, events, or activities that applied for specific funding for residence hall students in 2006-2007. The cost per program ranged from $30 to $700 spending a total of approximately $40,000.
AlcoholEdu received a list of roughly 580 students who were interested in attending events, planning events, changing the social climate, and being involved with policy change in efforts to reduce norms and the harmful effects of high risk drinking. Anecdotally, students comment on lessons learned from AlcoholEdu, such as applying information regarding blood alcohol content to their situations, knowing the signs of alcohol poisoning, what binge drinking means, and understanding the role alcohol plays in relationships and sexual consent. Residence Hall students have stated that the fine system deters them from participating in illegal behavior in the residence halls and those who have received fines often state it is a motivator to change inappropriate and risky behavior.

The contributing factors to the Iowa City/UI environment as well as the normalization of high risk drinking often make it difficult to attribute change to certain policies or programs. From the data above, though, it is safe to state that the Residence Life/University Housing Alcohol Fine System and AlcoholEdu for College are having an impact on students and high risk drinking, specifically possession under the legal age and drinking within the Residence Halls.
2006-2007 Evaluation Plan for AlcoholEdu – First Year students

❖ = objective/goal met
◆ = objective/goal not met
◇ = insufficient data

Note: For a difference to be statistically significant at the .05 level, the two confidence intervals must not overlap.

Process goals – Completion and Discussion

- At least 85% of incoming students will complete the course within the required timeline.
  ❖ 96% completed within required timeframe.
- At least 85% of RAs will report having discussed AEdu with their floor members.
  ◆ 67% reported discussing; 8% did a formal program.
- At least 50% of College Transition instructors will report having discussed AEdu with their students.
  ❖ 67% reported discussing AEdu with their classes.

Health objectives, based on Healthy Campus 2010 and AlcoholEdu content – Negative Consequences

- Reduce the proportion of students who report hangovers by 5% (2004 HIP data/2005 Harvard data, 65% of first year students report hangovers, 95% Confidence Interval: 55-69%)
  ❖ AEdu: 50% (95% CI: 48-52%)
- Reduce the proportion of students who report negative consequences as a result of their own or another person’s alcohol use by 5% (2004 HIP data, 64% of first year students reported at least one negative consequence as a result of drinking, 95% Confidence Interval: 57-70%)
  ◆ AEdu: 67% (95% CI: 66-69%) – not statistically significant; confidence intervals overlap
- Reduce the proportion of students who report blackouts by 5% (2004 HIP data, 47% of first year students reported blackouts, 95% Confidence Interval: 40-55%)
  ❖ AEdu: 37% (95% CI: 35-39%)
- Reduce the number of first year students transported to the ETC from the residence halls
  ◇ 29 students transported, Fall 2006; Housing is compiling data from previous years

Behavioral objectives – Heavy drinking, risky behavior, and protective actions

- Reduce the proportion of students who report that they drove after drinking alcohol by 5% (2004 HIP data, 17% of first year students reported driving after drinking, 95% CI: 14-24%)
  ❖ AEdu: 12% (95% CI: 11-13%)
- Reduce the proportion of participants who report heavy drinking behaviors (chugging, pre-gaming)
  ◇ No baseline data, AEdu: 62%
- Increase the proportion of participants who report engaging in protective behaviors by 5% (2004 HIP data, 77% of first year students reported practicing at least one protective behavior, 95% CI: 70-82%)
  ◆ AEdu: 59% (95% CI: 57-61%)
- Reduce high-risk drinking among first-year students by 5% (2004 HIP data/2005 CAS data, 69% of first year students reported high-risk drinking, 95% CI: 62-75%)
  ◆ AEdu: 65% (95% CI: 63-67%) not statistically significant; confidence intervals overlap

Learning objectives – BAC and sexual decision making

- At least 50% of students who complete AEdu will report thinking more about blood alcohol concentration than they did before the program
  ❖ AEdu: 77%
- At least 40% of those who complete AEdu will report knowing more about alcohol and its effects on the ability to give consent for sex
  ❖ AEdu: 46%
Excerpts from the 2006 and 2007 Health Iowa Annual Reports

Substance Abuse Prevention and Education Services
2007 Excerpts

Health Iowa’s mission is to support student learning through educational and health promotion services that help students create healthy and balanced lifestyles. During 2006-07, Health Iowa’s comprehensive health promotion program had 28,792 contacts through individual consultations, group workshops, teaching, and training, holding steady with last year’s figures.

In FY 2006-07 Health Iowa restructured several of the alcohol and drug related programs. The substance abuse counseling position became an in-house full-time staff position. Services were changed to meet the needs of a greater number of students. Evaluations are currently offered on an individual basis. The restructuring allowed us to provide 295 substance evaluations to students in FY 06, an increase of 16%. The new program initiated last FY for low-risk marijuana offenders, the Marijuana Information Series (MIS), served a total of 61 students for FY 2006-07. The Brief Alcohol Screening and Intervention for College Students (BASICS) was launched in September 2006. This evidence-based program focuses on motivational interviewing and personalized feedback to help students discover and move toward their own goals around substance use. BASICS provided intensive education for 68 students in FY 2006-07.

Health Iowa’s tobacco cessation program offers U of I students a personalized tobacco cessation program with initial consultations and optional follow-up services, as well as campus-wide programming supporting smoke-free environments. Forty-four initial consultations were provided during the 06 – 07 year, with 123 follow-up contacts, including individual consultations, emails, and phone calls. We also reached approximately 1200 students, faculty and staff through outreach events.

Collaboration efforts were made with CAFÉ Johnson County and CAFÉ UIowa, the U of I student organization. We partnered on several events throughout the year:

- Great American Smokeout Week– “Take Back Your Pack” campaign, a tobacco cemetery, a community forum on Secondhand Smoke and a screening of the movie “Thank You For Smoking” at Currier
- “Get Kissed” campaign on Valentine’s Day
- “Quit Before Graduation” campaign as students picked up their caps and gowns

Health Iowa continues to evaluate the effectiveness of this program. All of the students returning evaluations rated the program favorably. Drawing conclusions from phone conversations, email messages and evaluations combined, 56% of students reported during their last interaction with the Health Educator that they had quit tobacco use over the course of the year.

Health Iowa/Student Health Service continued to be a subcontractor for the Harkin Wellness grant marketing tobacco cessation services and providing qualified students with coupons to subsidize the cost of over-the-counter nicotine replacement therapies through May 2007. When the grant ended in May, Student Health Service began to subsidize the coupon program with the Westlawn Pharmacy continuing to participate as the distributor. We redeemed 37
coupons this year. The partnership with the Westlawn pharmacy is particularly beneficial for our students. We saw an increase in Chantix (varenicline) prescriptions this year as the product was FDA approved last summer. Of the 56% of students that quit, 35% used Chantix and 35% used two NRT products simultaneously.

- My going to Tanya was a personal act of commitment. It helped me to verbally express my desire to stop and talk about my strategies for stopping. I found her very receptive and helpful. Thank you!
- The follow-up emails that I received were really inspirational and gave me an opportunity to be proud that I was doing well in quitting smoking. It made me feel that I was important and doing a good job.

Our collaboration with the Department of Health and Sport Studies continued in the context of the College Experience series continued this year with great success. During the summer, fall, and spring sessions, 9 sections of each of the three courses (Alcohol and Your College Experience, Tobacco and Your College Experience, and Resiliency and Your College Experience) were offered. The Resiliency sections are coordinated by the University Counseling Service. A pilot of pre-post results in the Health Iowa-led course sections indicates that students in the alcohol course show statistically significant changes in:

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<tr>
<th>Alcohol Course, Section I, Statistically Significant Changes</th>
<th>Alcohol Course, Section 2, Statistically Significant Changes</th>
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<tbody>
<tr>
<td># of drinks</td>
<td># of drinks</td>
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<tr>
<td>Arguing with someone after drinking</td>
<td>Arguing with someone after drinking</td>
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<tr>
<td>Blackouts</td>
<td>Counting drinks</td>
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<td>Driving after drinking</td>
<td>Pacing drinks</td>
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<td>Using a designated driver</td>
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<td>Using the buddy system</td>
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<td>Belief that alcohol breaks the ice</td>
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Students in the Tobacco course reported smoking fewer cigarettes monthly and daily, and more attempts to quit smoking. The change in 30-day prevalence of smoking was statistically significant. Our goal for the coming year is to incorporate the pre-post format into all sections.
ALCOHOL AND DRUG ASSISTANCE PROGRAM
Status sanctions recommended by the Associate Dean ranged from disciplinary warnings to suspension from the University. In determining an appropriate sanction, the Associate Dean took into account the nature of the misconduct and the offender's disciplinary history. In many cases, an educational sanction (for example, substance abuse counseling) was recommended in addition to a status sanction (e.g., probation). As a result of the high percentage of alcohol-related complaints, several hundred students were referred to a substance abuse program at Student Health during the three-year period.

Health Iowa provides research-based interventions including treatment, education, and prevention specifically designed for the college environment. Early intervention programs include the Alcohol Education Workshop (AEW) and the Seminar on Substances (SOS). AEW served 300 students. The 4-hour SOS series was provided for 220 students. Substance abuse evaluations are provided in both group and individual formats. Thirty-one (31) students attended the group evaluation, while 248 students were seen for individual evaluations, an increase of 34% for FY 2005-06.

During FY 2005-06, 108 students completed the University Short Term Outpatient program (USTOP) or Extended Outpatient level treatment. The University Aftercare program provided ongoing support for 43 students. A Marijuana Information Series (MIS) was created for low risk marijuana offenders. The series uses personalized feedback model similar to SOS. A total of 56 students completed MIS.

Online screenings, educational presentations, academic classes, health fairs, and awareness campaigns also provide substance abuse information. Health Communications graduate students evaluated the “Extreme Drinking” media campaign, developed by Health Iowa and Stepping Up, and found that the campaign was better received than most other health campaigns. Information on message refinement led to the next iteration of the campaign, titled “Keep it to a Few”, which rolls out fall, 2006.

ACADEMIC COLLABORATIONS
Health Iowa staff collaborated with the department of Health and Sport Studies for the second year to offer these courses:
28:020 Alcohol and Your College Experience
28:021 Tobacco and Your College Experience
Both courses were approved by the General Education Core Committee as electives in the Health and Physical Activity General Education program and numbers of sections increased. The additional sections were taught by a Graduate Assistant from the Health and Sport Studies department, with oversight from Tanya Villhauer. The classes filled for all sections offered. Health Iowa staff also consulted with UCS psychologists to design and implement a third section of the College Experience series, titled “Resiliency and Your College Experience.” Students rated all three courses very highly.

TOBACCO CESSATION
Health Iowa’s tobacco cessation program offers U of I students a personalized tobacco cessation program with initial consultations and optional follow-up services. Fifty-two initial consultations were provided during 05 – 06, with 174 follow-up contacts, including individual consultations, emails, and phone calls. We also reached approximately 1200 students, faculty and staff through outreach events.

All of the students returning evaluations rated the program favorably. About 44% of students reported during their last interaction with the Health Educator that they had quit tobacco use over the course of the year. Through grant funds from Four Counties for Tobacco Control (4C4TC), we marketed the tobacco cessation program and provided qualified students with a coupon to subsidize the cost of some nicotine replacement therapies (NRT). Thanks to the partnership with Westlawn Pharmacy, 57 coupons were redeemed this year.

- “The most important and helpful part of the program was the contact and consultations I had with the consultant…it’s more helpful (for me at least) to have had someone to help encourage me - Kudos.”
- “I couldn’t have successfully quit without the help of (the health educator) and the tobacco cessation program.”