

Working With Campuses to Address Collegiate Impaired Road Use

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Higher Education Center
for Alcohol and Drug Misuse Prevention and Recovery

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Asking a Person to do More Work



AOD
Prevention



Recovery
Supports

Nutrition

Stress
Management

Sexual
Health

AOD
Prevention

Sleep
Hygiene

Harm
Reduction

Wellness
Coaching

Basic
Needs

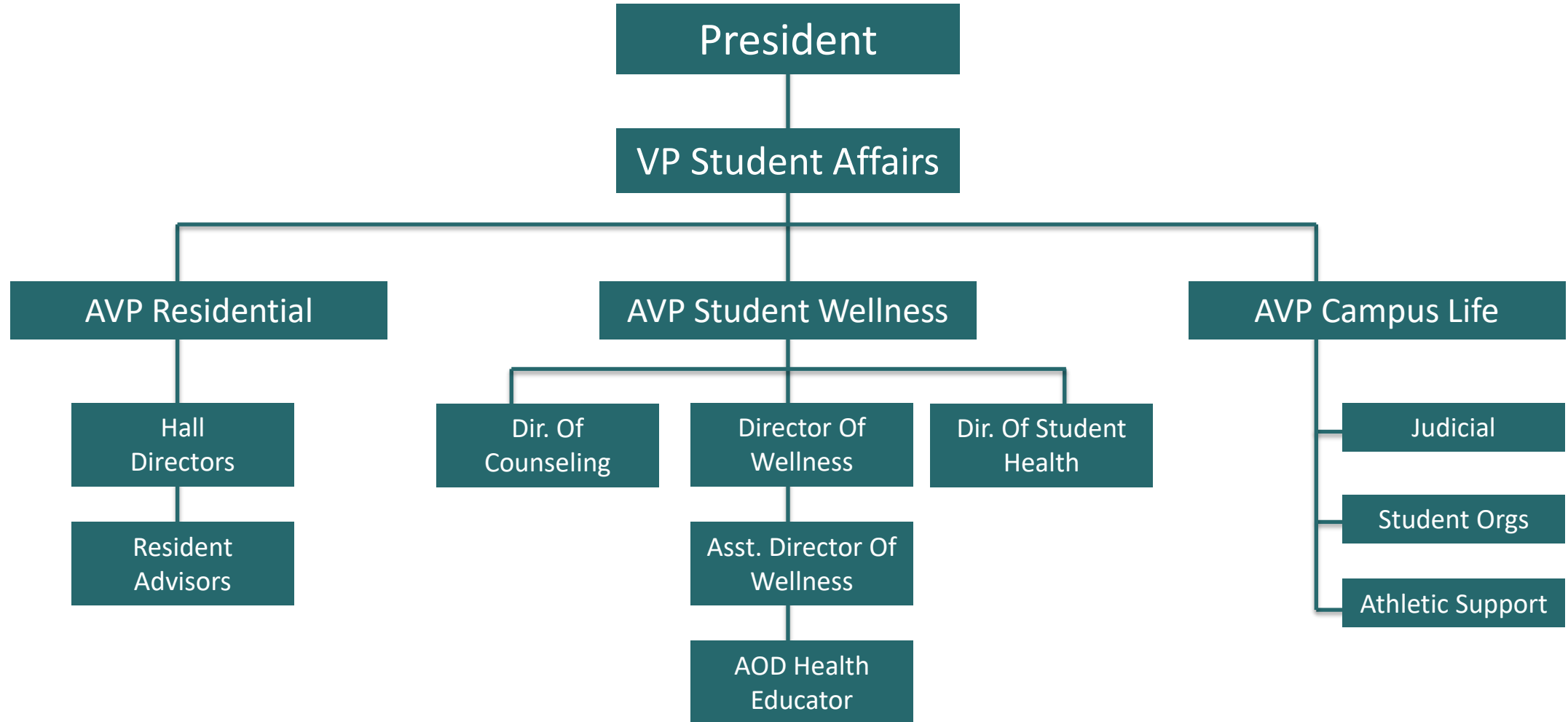
Mental
Health
Counseling

Managing
Peer
Educators

Mental
Health
Promotion

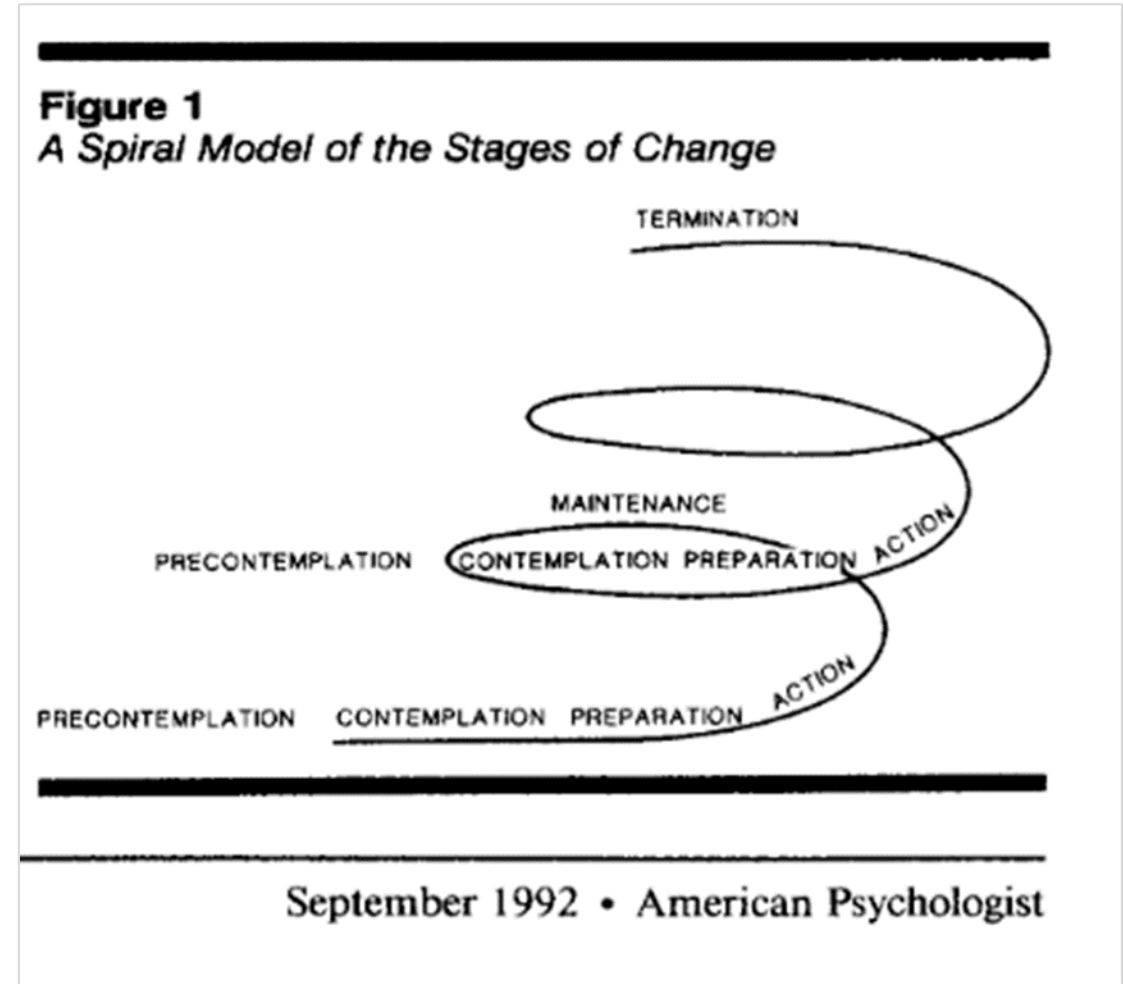
**Other
Duties As
Assigned

Example IHE Organizational Chart



Thinking through why they say no

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Termination or Relapse



Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change. Applications to addictive behaviors. *The American Psychologist*, 47(9), 1102–1114.

Perhaps They Are Covering Core Functional Prevention Strategies:

- Motivational focus
- Alternative focus
- Access focus

Community Action
Research



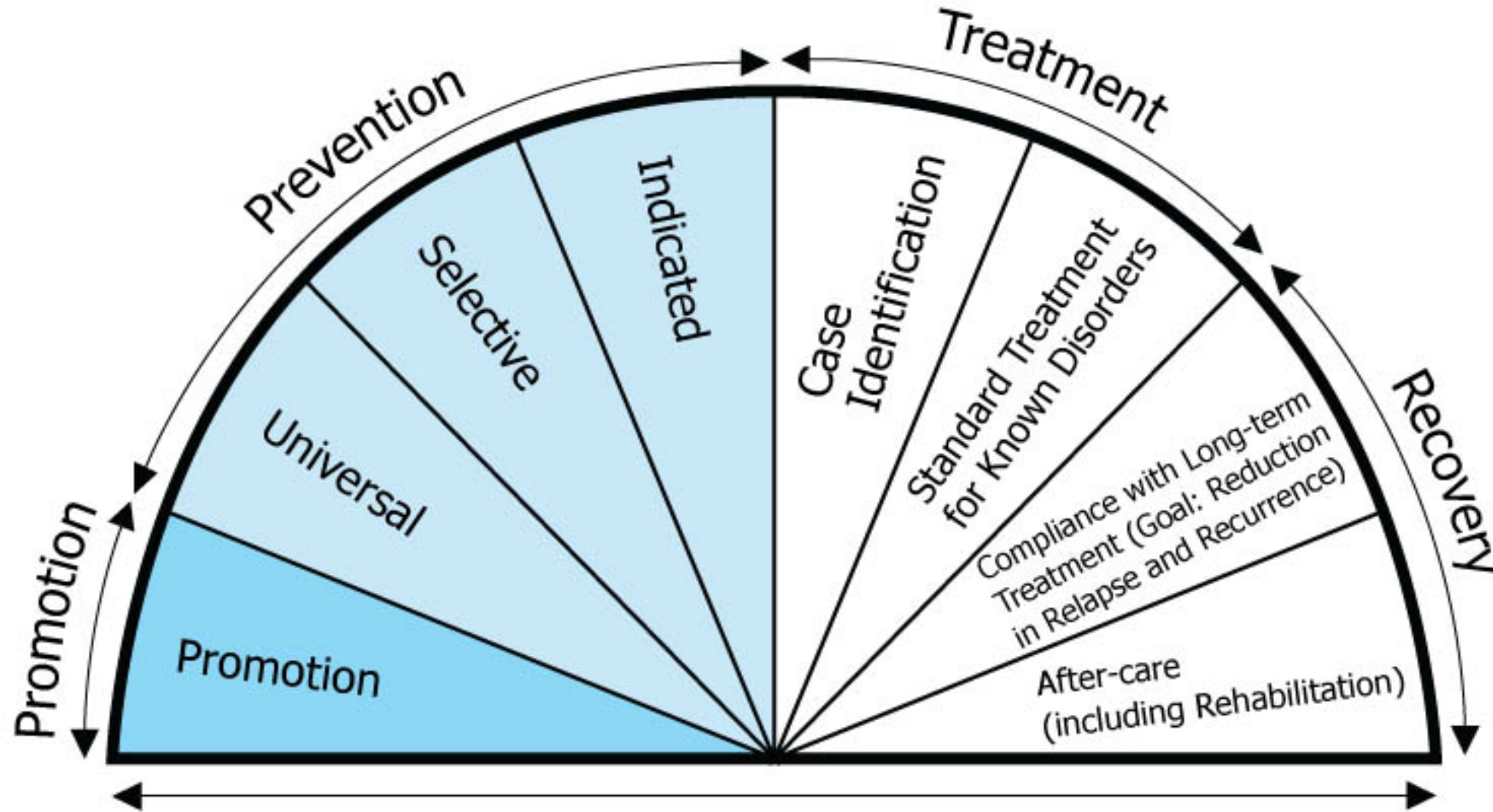
Lange, J. (2006). Being a coordinator of campus alcohol and other drug (AOD) prevention activities. In Chapman, R.J. (ed.) *When they drink: Practitioner Views and Lessons Learned on Preventing High-Risk Collegiate Drinking*. Rowan University Center for Addiction Studies.

College AIM

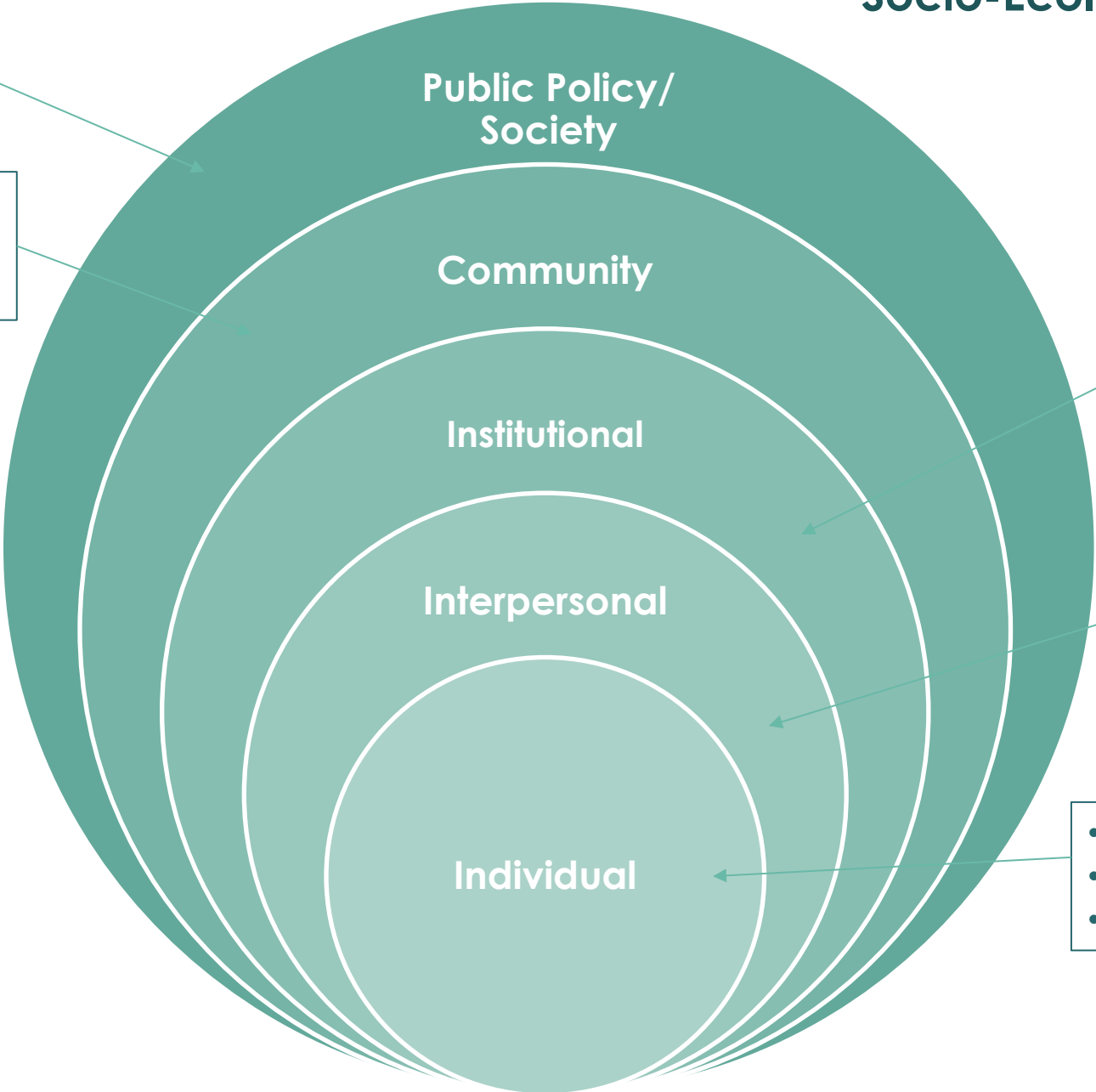


- National Institute of Alcohol Abuse and Alcoholism
- Matrix of individual and environmental strategies
- Rates strategies on:
 - Effectiveness
 - Costs
 - Barriers
- Provides research

Deep Dive



Begun, D. A. (n.d.). Ch. 2: Prevention and the Continuum of Care. **SWK 5805: Theories and Biological Basis of Substance Misuse** Retrieved March 30, 2024, from <https://ohiostate.pressbooks.pub/substancemisusepart1/chapter/ch-2-name-5/>



- State policies
- Cultural norms

- Community laws
- Community structures
- Community practices

Reminding them that the behaviors and harms may be beyond the campus can help

- Campus policies & enforcement
- Action/Inaction by personnel

- Perceived norms
- Group level policies

- Beliefs & attitudes
- Skills
- Knowledge

Prevention with Purpose

- Drug Enforcement Administration's Campus Drug Prevention
- Guides campus professionals in using the SPF
- Supplemental Materials:
 - Community Colleges
 - Administrators
 - Athletes
 - Faculty
 - Law Enforcement

Deep Dive

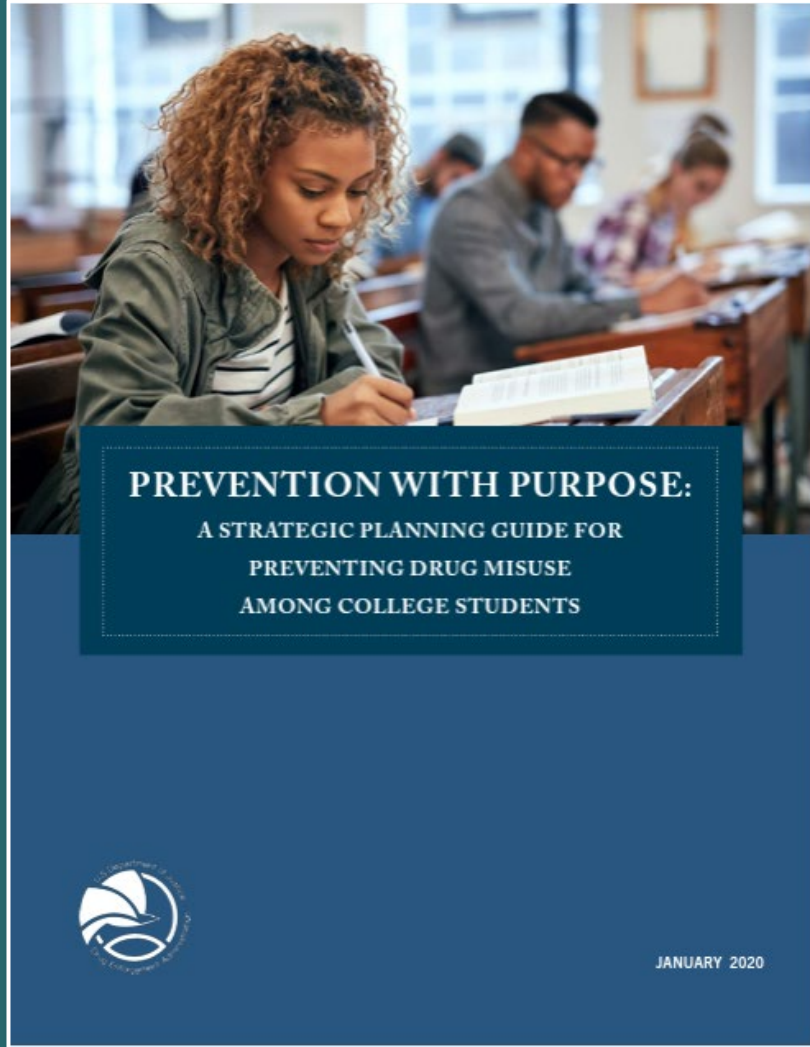


Figure 3. Strategic Prevention Framework

The five questions listed above relate to the five steps of the SPF, which will be detailed in individual chapters in the guide:

STEP 1: Assessment. Identify local prevention needs based on data. *Related question: What is the problem?*

STEP 2: Capacity. Build local resources and readiness to address prevention needs. *Related question: What do I have to work with?*

STEP 3: Planning. Find out what works to address prevention needs and how to do it well. *Related question: What should I do, and how should I do it?*

STEP 4: Implementation. Deliver evidence-based interventions as needed. *Related question: How can I put my plan into action?*

STEP 5: Evaluation. Examine the process and outcomes of interventions. *Related question: Is my plan succeeding?*



Another Hook: Campuses are federally required to:

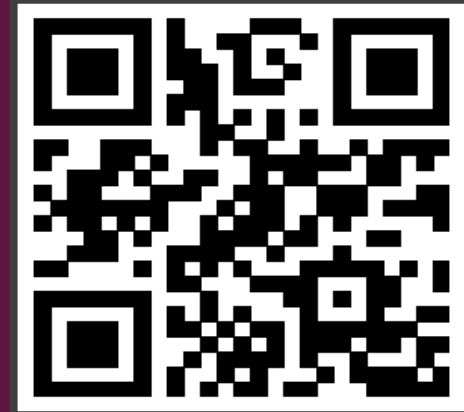
- Annually distribute to all faculty, staff, and students the following:
 - Conduct policies related to AOD use, position, and distribution
 - Applicable local, state, and federal AOD laws
 - Description of health risks of AOD misuse
 - Accessible treatment and rehabilitation programs
 - Description of sanctions for AOD law/policy violations



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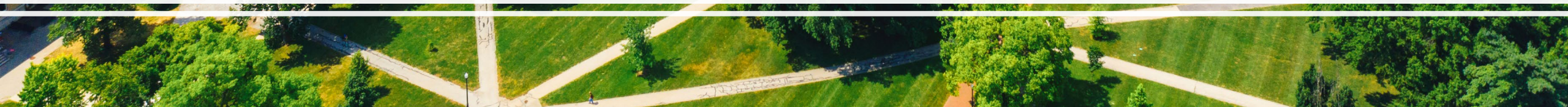
- On a biennial basis:
 - Determine the effectiveness of their prevention program and implement changes, if needed
 - Ensure that disciplinary sanctions are consistently enforced
- The Environmental Scan can help with the Biennial Review

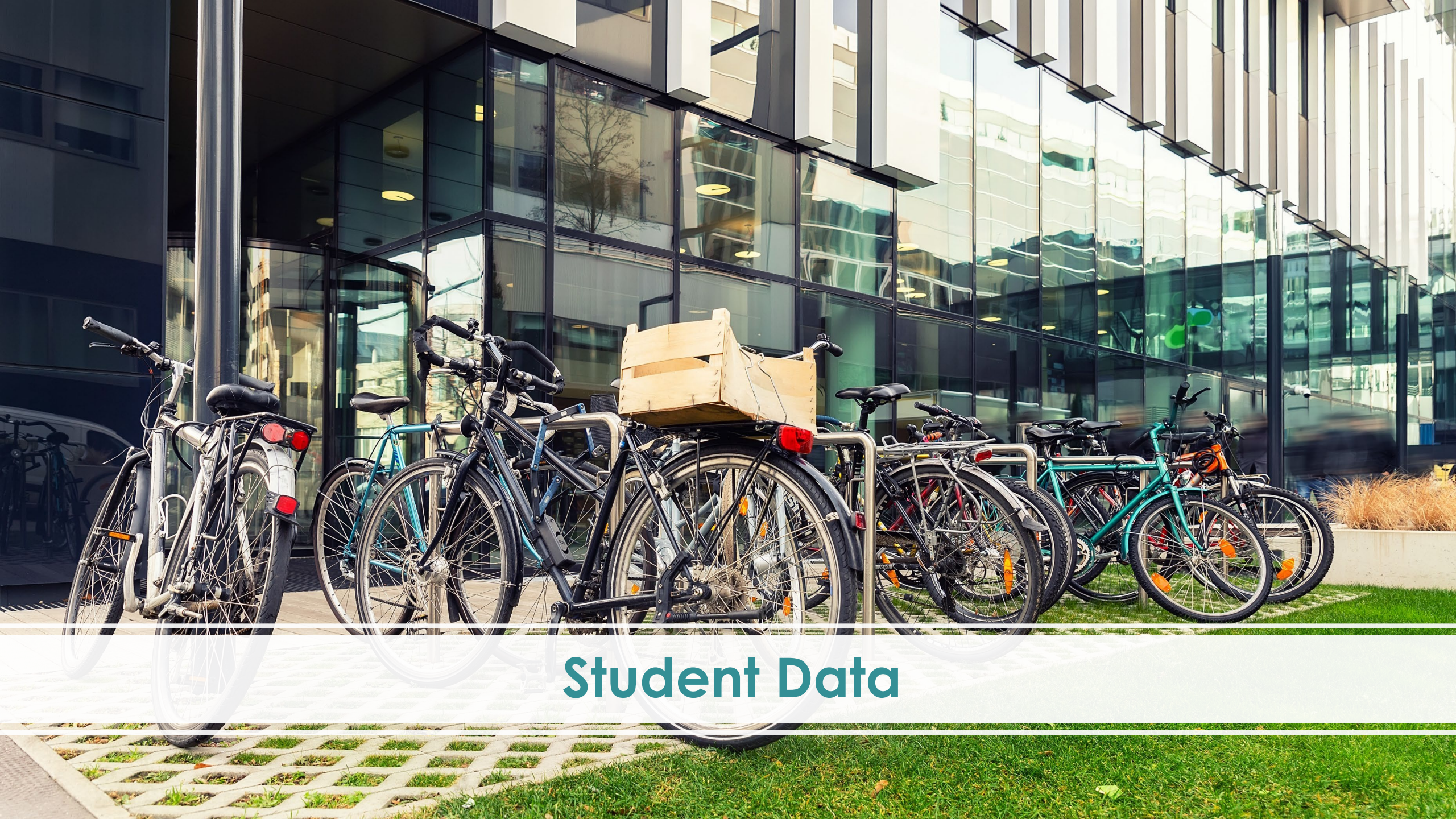
Deep Dive





Campus Characteristics

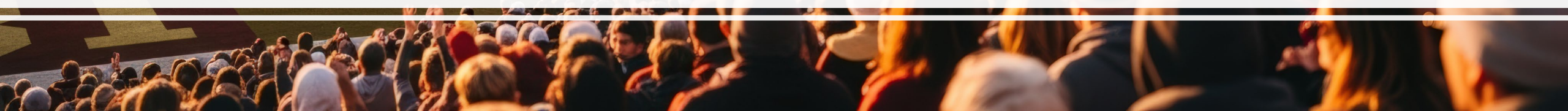




Student Data



Social Environment





Physical Environment



Enforcement



Additional Factors

Environmental Scan Testimonial

"At the start of our mobility safety project, we were unsure as to how relevant the topic was to our campus community. The environmental scan was an extremely helpful starting point in identifying that there were in fact several areas of concern, and other areas where we had no idea where to begin. The environmental scan also prompted us to identify what campus and local partners would be crucial collaborators as we continued our work."

Asking How Does Your Campus Environment Create A Risk For Impaired Road Use?

- Can students have cars on campus?
- Is there access to ride share bikes and scooters? What are the restrictions, if any?
- What is the prevalence of impaired road use on campus?
- Are students aware of the harms and consequences of impaired road use? (what about cannabis impaired use of bikes, scooters?)
- Is your campus rural or metropolitan?
- Are there many bars and dispensaries near your campus?
- What do safe rides and public transportation look like?
- Is your campus notified when arrests are made off campus?

Conducting an Environmental Scan

- **What is an environmental scan?**
 - A formal or informal process to help us understand the ways that the environment facilitates or prevent a problem, both through internal and external factors
- **Examples:**
 - Safety walk, accessibility walk

Environmental Scan Purpose

- **Learn about how your campus and community environment influences impaired road use**
- Take inventory of traffic safety data available to you, identify gaps
- Develop and engage partners around this issue, raise awareness
- Learn about the state of impaired road use and traffic safety at your institution
- Consider a variety of dimensions impacting an issue

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Impaired Road Use Environmental Scan

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Section 2: Student Data

Where to find this information:

If your campus administers the NCHA, relevant data can be found in the initial sections of the dataset. To learn about student risk awareness, connect with staff who facilitate BASICS, handle alcohol or drug conduct cases, or provide counseling—often located in the dean of students office, counseling and psychological services, wellness, or health services. You can also gather insights through informal student focus groups.

Do you collect data on any of the following measures? If yes, share your most recent data, when it was collected, and the source.

1. Alcohol Use:

- Prevalence of binge drinking (5+ drinks in one setting) among students.
- Frequency of alcohol consumption before/during social events.
- Frequency of driving after alcohol use.
- Describe student attitudes around driving under the influence of alcohol. How do you know?
- Awareness of the harms and consequences of alcohol consumption.

2. Cannabis Use:

- Prevalence of cannabis use.
- Frequency of cannabis use before/during social events.
- Frequency of driving after cannabis use.
- Describe student attitudes around driving under the influence of cannabis. How do you know?
- Awareness of the harms and consequences of cannabis use.

3. Other Impairing Drugs:

- Prevalence of use of other impairing drugs (e.g. opioids, cocaine, ecstasy).
- Frequency of use of other impairing drugs before/during social events.
- Frequency of driving after using other impairing drugs.
- Describe student attitudes around driving under the influence of other impairing drugs. How do you know?

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Impaired Road Use Environmental Scan

Environmental Scan:

An environmental scan is an important step in understanding the traffic safety issues at your institution and the factors that influence impaired and risky road use. This scan helps you identify key behaviors and contributors to impaired road use, discover opportunities, apply an ecological model lens, and determine where data gaps exist.

Steps for Completing the Scan:

Divided into six sections:

- 1. Student Demographics
- 2. Student Data
- 3. Environment
- 4. Social Environment
- 5. Cultural Environment
- 6. External Factors

Use the questions below to complete the environmental scan. Adjust this process as needed to best fit your institution's context.

- Review the document and note which sections you can complete and which require additional information.
- List the sources where you can obtain information and identify partners you need to contact.
- Send emails to relevant departments requesting the information needed for the scan.
- Complete the sections for which information is available.
- Involve students in the scan process whenever possible.
- Share your findings with partners and stakeholders to engage them in the work.

Environmental Scan Sections:

- Campus characteristics
- Student data
- Social environment
- Physical environment
- Enforcement
- Additional factors

Environmental Scan Components

- **Campus characteristics**
 - Campus population and makeup
 - Allowance of cars on campus and cost associated
 - Ride share scooter access

Environmental Scan Components

- **Student data**
 - Prevalence and frequency of binge drinking, cannabis use, other drugs, and impaired driving
 - Student awareness of harms and consequences of substance misuse and impaired driving
 - Student utilization of alternative forms of transportation
 - Policy violations and medical transports

Environmental Scan Components

- **Social Environment**

- Alcohol and drug programming on campus
- Late night and alternative programs
- Interventions for conduct violations
- Recovery offerings
- Impaired driving programs
- FSL
- High risk times of year
- High risk locations on campus

Environmental Scan Components

- **Physical environment**

- Distance to and frequency of alcohol serving establishments
- Distance to and frequency of cannabis selling establishments
- Sale practices of nearby establishments
- Access to public transportation
- Safe ride program access and awareness
- Bike lanes
- Areas of concern on campus

Environmental Scan Components

- **Enforcement**
 - Existence of campus safety
 - Communication between campus and community police in student citation scenario
 - Existence of DRE on campus
 - DUI checkpoints on or near campus

Environmental Scan Components

- **Additional factors**
 - Weather
 - Additional observations

An aerial photograph of a university campus. In the foreground, there are green lawns and paved walkways. The middle ground is filled with various university buildings, including a large stadium on the right. In the background, a range of blue mountains stretches across the horizon under a clear sky.

Completing an Environmental Scan

Environmental scanning is a process used by businesses and **other organizations** to **assess internal strengths** and **challenges** and **external opportunities** and **threats**.

Decision makers use environmental scans to **collect**, **organize**, and **analyze data** on their assets and shortcomings in external and internal environments to **guide strategic planning** and **decision making**.

Steps to Completing the Scan

- Review the document in full and highlight which sections you have access to, which sections you need to request information for
- Write down the different places you can access information
- Review the environmental scan email templates and take out sections that you have the answers to
- Send out emails to different departments requesting information
- Fill in the sections that you can answer
- Get students involved for their opinions, have them walk around!
- Modifying the questions for what answers you have

There is value in creating a network of campuses, each following the same path, and sharing what they learn. The Environmental Scan allows campuses to explore what is unique, and what is common within the network.

- **Networked Improvement Community (NIC):** A collaborative network focused on solving a shared problem through continuous improvement.

Carnegie Foundation for the Advancement of Teaching. (n.d.). *Networked improvement communities*.
<https://www.carnegiefoundation.org/our-ideas/networked-improvement-communities/>

Things to Know:

- Prevention is most often housed within student affairs
- These positions are often entry level- which can lead to a lot of turnover
- Campus preventionists are unlikely to hold your state prevention credential- though they may be public health trained or be CHES certified

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