

## Sample Alcohol Abuse Prevention Campus Programs

**School Name:** Rice University

**Group Name:** College Assistance Peer Program (CAPP)

**Program Topic:** Increasing knowledge on alcohol intake

**Program Title:** One Shot, Two Shots, Three Shots...

**Program Goals:**

1. Briefly explain the effects of alcohol and its effects on the mind and body
2. Educate participants about how much alcohol is in one drink and how much they drink in a few common drinking games
3. Demonstrate to participants that many people misjudge how much alcohol they are consuming during parties and drinking games
4. Give students the necessary skills and knowledge to control their own alcohol intake

**Target Audience:** College students—both drinkers and non-drinkers

**Program Description:** The “One Shot, Two Shot, Three Shot” program is designed not to discourage or encourage drinking among its participants but rather to show participants how they can easily drink a larger amount than their believe they are consuming. Additionally, participants are given the skills necessary to control their own alcohol intake by learning to standardize drinks. The program begins with basic information about alcohol. The leader of the program shows the participants that a standard “drink” (usually 14 grams of alcohol or .6 ounces) is a different amount of liquid depending on the type of alcohol one drinks. While a single drink for a beer is 12 ounces and wine is 5 ounces, a single drink of average hard liquor is only 1.4 ounces. The participants are then given information about the short-term effects of alcohol on judgment and impulse control as well as long-term effects on the body.

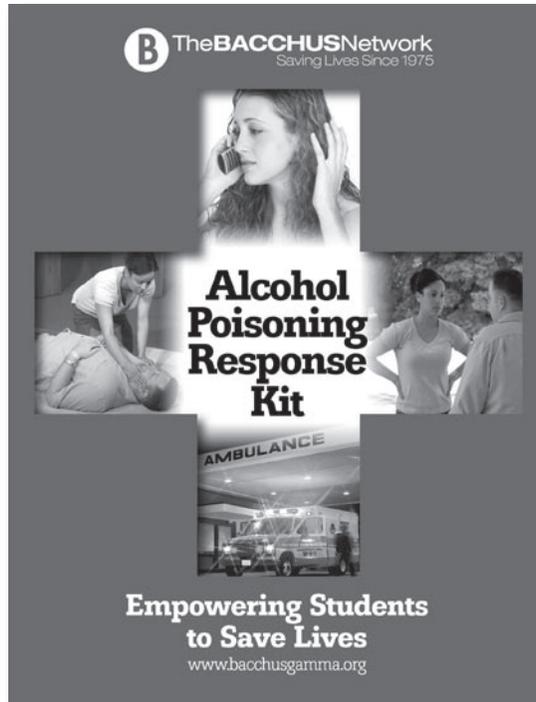
Participants played and/or watched three typical campus drinking games, but substituted water for an alcoholic beverage. Each of these games were used because a player might, by the rules of the game, have to drink large amounts of alcohol quickly without

being able to control the pace of consumption. Whenever the rules of the game called for the participant to drink, instead he or she poured the water into a pitcher. At the end of all the games, the pitchers were emptied and the participants were told how many standard drinks the water equaled. Students were surprised at the amount of alcohol they might drink during these “games”.

Finally, to give students the skills necessary to control their alcohol intake, one presenter pours water into a cup or shot glass and asks the audience to tell him when it is about one “drink” of beer. The process is then repeated for wine, a mixed drink, and a shot of hard liquor. After demonstrating how much liquid is in the different drinks, participants were encouraged to try to pour the correct amount of the different drinks while the leaders of the program watched and helped.

**Promotion and Publicity:**

1. Emails were sent out to students through list serves
2. Flyers were posted and put into every student’s mailbox
3. A Facebook event was made to invite students



**Budget:**

- \$10 cups
- \$25 pitchers
- \$65 food for the event

**Contact Information:**

Guy Weissinger  
Co-Coordinator of CAPP  
(662) 931-2241  
guyw@rice.edu



# U<sup>1</sup> DECIDE

**School Name:** Colgate University

**Group Name:** Wellness Initiative

**Program Topic:** Sharing concerns about alcohol use

**Program Title:** Raider Cartoon Contest

**Program Goal:**

1. Tap into student creativity to develop low risk drinking messages
2. Encourage discussion about drinking behaviors
3. Weave campus culture into an alcohol awareness campaign
4. Generate practical suggestions as to how to confront a friend

**Target Audience:** Undergraduate students

**Program Description:** The Raider Cartoon Contest was crafted to build on the "That's What Friends Are For" theme of Alcohol Awareness Month. A month's worth of activities was focused on taking care of others. The question to be addressed with the cartoon contest was "What does a student say when he/she has concerns about a friend's drinking?"

A cartoon panel was created by Dean Mansfield that portrayed Colgate's mascot, The Raider, meeting an intoxicated friend. There was a campus mailing of a blank postcard that students were asked to embellish with graphics and dialogue as to answer the friend question. Entries were deposited at a central location. They were judged by members of the Social Norming Committee, and with the winner received a cash prize of \$100.

**Promotion and Publicity:**

1. Individual mailing to student mailboxes
2. Email reminders through student activities
3. Entries posted on the Wellness Initiative's website

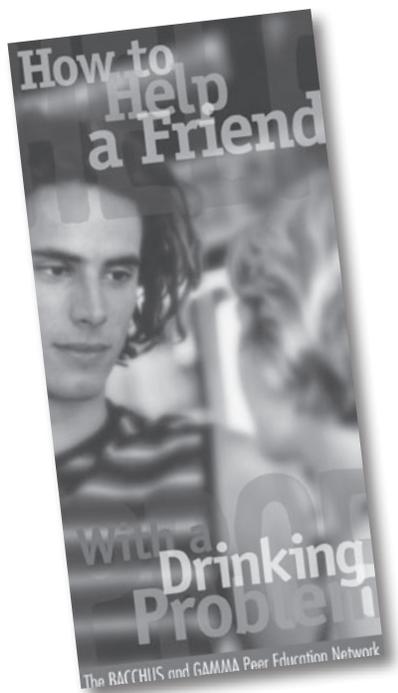
**Budget:** Under \$500

**Collaboration:**

- Dean of the College staff
- Student Activities
- Athletics

**Contact Information:**

Jane Jones  
Coordinator of AOD Education  
(315) 228-7385  
jajones@mail.colgate.edu



*Tonight you got your sister home safely...*

*...tomorrow ask her why you needed to.*

You were a good friend. You saw your sister almost passed out on the couch and you didn't want to leave her there. You figured too many bad things could happen. So, you got someone else, you helped her up, and you helped her get home (back to the house?). You made sure she was safe. That's what sisters do for sisters.

But what about next time? What if you're not there?

Be a good friend again. Sit down and talk to your sister about what happened last night. Talk about what could have happened if you hadn't been there. Talk, don't yell or preach, about how you care for her and your concerns. Encourage her to take some personal responsibility so she doesn't put herself in this dangerous situation again.

It's a tough conversation, we know. But as sorority women, we need to watch out for each other. Besides, we're talking about your sister. She's worth it, don't you think?

[www.bacchusgamma.com](http://www.bacchusgamma.com)

## School Name: Fordham University

**Group Name:** Peer Educators

**Program Topic:** Alcohol awareness workshop, utilizing visual demonstrations and harm reduction strategies.

**Program Title:** Are Your Standards Too High?

**Program Goals:** Participants will be able to

1. Select the proper portion sizes of standard servings of beer, liquor, and wine
2. Identify the typical signs of alcohol poisoning
3. Select the accurate normative data related to the use of self-protective strategies
4. Gain general awareness about alcohol abuse and harm reduction strategies

**Target Audience:** First year students and other young students whose age makes them more likely to drink excessively

**Program Description:** Sometimes students' "standards" are too high when it comes to drinking alcohol. Research has shown that students tend to overestimate the amount of liquid they pour to create a standard drink (White, A.M., et. al, 2003). "Are Your Standards Too High?" is a unique and interactive workshop that increases awareness by discussing harm reduction strategies and social norms, and by utilizing visual demonstrations focusing on the correct volume of standard drinks. The materials used for this presentation are four pitchers, four bottles filled with water, four shot glasses, four 12 ounce plastic cups, four Solo® cups, and our alcohol poisoning information cards to hand out to the students.

The facilitators begin by introducing themselves as Peer Educators and discussing the purpose of the presentation: providing the students with accurate information to make informed decisions. It is important to convey to the students that whether or not they would choose to drink, they should be aware of the information presented, because alcohol abuse could affect them, even if they are not the user. The workshop continues with

some myths and statistics about Fordham's Spring Weekend, a fun-filled weekend at the end of April that is full of programming. During Spring Weekend there is typically an increase in alcohol related medical transports, but it is a common misperception that everyone on campus decides to excessively drink alcohol. Based on survey data, only around 20% of residents agreed with the statement that they consumed more alcohol than usual or went beyond their limits on this weekend. Therefore, the students needed to understand that they would not be alone if they chose not to drink or do some moderately during the weekend.

The presentation jumps into a discussion about Blood Alcohol Content, what it is, and different factors that influence it. The discussion can focus on gender, body mass index, the use of other drugs, food that is already in the stomach, and other important factors. The Peer Educators can explain what causes the BAC to increase and can explain harm reduction strategies for them to use if they decided to consume alcohol.



In the first interactive portion of the workshop, several volunteers can be asked to pour what they believed to be one "standard drink" of beer (using water) into a Solo® cup. If many students are interested in participating, set up several cups along a table and have them all try it at once. Once they are showed the quantity of liquid in an actual 12-ounce cup of beer they will most likely realize that they overestimated the quantity of a standard drink. Using the 12-ounce cups to fill a pitcher with 4.5 standard drinks (accounting for space taken up by foam,) you can allow the students to visualize the large amount of alcohol that they are possibly consuming. You can use other measurements, such as the amount of wine that makes up one standard drink (five ounces,) and there are five standard drinks in a full bottle of wine.

In another demonstration, a volunteer can be asked to pour what they believe to be a "shot" of 80-proof liquor into a 10 ounce cup (using water). The cup is then poured into a 1.5 ounce shot glass, and the volunteer can realize if he or she over- or underestimated

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the quantity. A standard shot of 80-proof liquor is 1.5 ounces and the crowd was asked how many standard drinks they believe to be in a bottle of liquor. A 750 milliliter bottle of liquor contains nearly 17 standard drinks and a one liter bottle contains 22.5 standard drinks. You may use other measurements as well.

Focusing on harm reduction strategies, the facilitators can discuss the different types of blackouts (complete loss of memory versus fragmented blackout), how they occur, why they are dangerous, and how to avoid them. It takes approximately one hour for a standard drink to leave a man's system and over 1.5 hours for a standard drink to leave a woman's system; this highlights the heightened risk of blackouts for women. As the discussion shifts to the dangers and signs of alcohol poisoning, facilitators can distribute wallet cards with the signs of alcohol poisoning and important numbers to call in case of an emergency.

The final point the workshop touches on the affect of alcohol on the sleep cycle and mental cognition, and the impact of drinking on academic performance. While most students thought that only heavy drinkers are affected, it takes only a small amount of alcohol to disrupt the sleep cycle and affect mental awareness for the following day.

**Citation:** White, A.M., Courtney L., Kraus, Lindsey A., McCracken, H. (November 2003). "Do college students drink more than they think? Use of a free-pour paradigm to determine how college students define standard drinks." *Alcoholism: Clinical and Experimental Research*. Vol 27, No. 11.

#### **Evaluation:**

Data collected from post-session evaluations show that 84% of students agreed that they learned useful information about alcohol use. Ninety-five percent of students were able to correctly identify the number of standard drinks in a pitcher of beer and 96% were able to identify the cause of a blackout. Sixty-three percent of students agreed that the information presented would influence their future choices regarding alcohol consumption.

#### **Promotion and Publicity:**

1. We worked with the Resident Directors for first year residence halls to integrate our workshops into their floor meetings.
2. We worked with Resident Assistants who contacted all of their residents, making them aware of the time and location of the meeting.
3. We posted "signs of alcohol poisoning" posters in the first year residence halls to compliment the information shared during the workshops.

## Could you spot the signs of Alcohol Poisoning?

### LET'S BREAK IT DOWN:

- Person cannot be awakened
- Cold, clammy, pale or bluish skin
- Breathing is slow or irregular
- Person has vomited while passed out
- Person rapidly consumed a large quantity of alcohol

### WHAT TO DO:

- Call FUEMS at 718-817-2222
- Call your Resident Assistant
- Do NOT leave the person to "sleep it off"
- Turn the person on his or her side until help arrives

## Have a Safe Spring Weekend!

Sponsored by Peer Education and  
the Alcohol and Other Drug Education Program  
[www.fordham.edu/AODE](http://www.fordham.edu/AODE)

**Budget:** \$50

#### **Collaboration:**

- Office of Residential Life
- Alcohol and Other Drug Education Program

#### **Contact Information:**

Ed Wahesh  
Director of the Alcohol and Other Drug Education Program  
(718) 817-3948  
[wahesh@fordham.edu](mailto:wahesh@fordham.edu)

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## School Name: University of Texas at San Antonio

**Group Name:** BARR: Be A Responsible Roadrunner

**Program Topic:** Underage drinking, alcohol poisoning, drinking games, club drugs, campus resources

**Program Title:** Campus Crawl

**Program Goals:** Students will

1. Have a better understanding of binge/high risk drinking
2. Meet other campus residents
3. Learn information on the risks of club drugs
4. Enjoy a campus late night program

**Target Audience:** On-campus residents

**Program Description:** The “Campus Crawl” program provided an entertaining late night program to let students know that there are things you can do to have fun without alcohol. Students also learned about alcohol poisoning, dangers of drinking games, how easily you can be drugged at a club and where you can find help on campus.

Four different housing locations staged one-hour parties with specific themes, both fun and educational. Each party had an “educational moment” paired with the fun atmosphere. At each party scene, students were “carded” and received the appropriate arm-band to enable them to come and go to each party.

First was a Tailgate Party where students served non-alcoholic punch, played fun music from several vehicles, played basketball, and painted faces. The EMS was brought in to explain what happens when someone has alcohol poisoning.

Following the first party, groups caravanned to the next party. This one was set up like a house party where chips and dips, “mock-margaritas”, and root beer were served and students hung out and played root beer pong. The music was playing and a staged fight broke out. The officers were there to take charge and talk about attitude and the dangers of drinking games.

After that party, groups proceeded to a Rave Cave with glow in the dark decorations, dancing and some fun non-alcoholic drinks. Officers witnessed a staged scene involving the sharing of prescription drugs and stopped this party. The lessons here were watch your drinks and learn more about illegal prescription drug use.

The last party was a house party complete with music and dancing. Everyone was sent to a free breakfast at midnight! Participants then received their Campus Crawl T-shirt.

### Promotion and Publicity:

1. Flyers around campus and in the Residence Halls
2. Facebook
3. Alcohol Awareness Week posters
4. Email invitations

### Budget:

- T-Shirts \$1,300
- Breakfast \$75
- Supplies \$100

### Collaboration:

- Housing
- University Police Department
- Student Judicial Affairs
- Local Fire Department/ Ambulance Service

### Contact Information:

Kelsey Bratcher  
Assistant Director of Student Activities  
Risk Education, Alcohol and Drug Programs  
(210) 458-4160  
kelsey.bratcher@utsa.edu



**School Name:** University of Minnesota, Twin Cities

**Group Name:** Student Network for Abuse Prevention (SNAP)

**Program Topic:** Alcohol Awareness

**Program Title:** be-WISE-er

**Program Goals:**

1. Educate our peers about responsible and healthy decision-making regarding alcohol
2. Cover actions students can take to affect how their minds and bodies handle alcohol
3. Train students to recognize and assist someone with alcohol poisoning
4. Educate students about campus health resources

**Target Audience:** Residence Halls, Greek Houses, athletes, and other students on campus

**Program Description:** This program encourages students to “be-WISE-er” when making choices about alcohol through an interactive and educational program.

**A-B-C-D-Es (How to recognize alcohol overdose)**

The A-B-C-D-Es are...

**A: Awake** – Attempt to wake the person up: Call out their name, shake them, or pinch their skin. If they don’t respond, **turn and keep the person on their side**, so that they do not choke on their vomit.

**B: Breathing** – Check the person’s breathing. If there are fewer than eight full breaths in one minute or more than 10 seconds between an inhale and an exhale, their respiratory system is slowing down rapidly and they need immediate medical attention.

**C: Circulation** – Check the person’s pulse. If you cannot find a pulse on the wrist, it may be because the person was lying on their arm and to find a pulse you need to check their neck. Also check to see if skin is cold, clammy, or blue or grayish in color.

**D: Do NOT leave the person alone, EVER!** Keep them lying on their side so they do not choke on their vomit.

**E: Emergency Assistance** – If you discover **ANY** of the above problems, stay with the person and have someone else call 911.



**Activity to illustrate ABCDEs**

We ask for two volunteers from the audience. We have one of the volunteers lay down on the floor—they will be the “passed out” friend. Then the following scenario is outlined for the other volunteer.

“You have just come home to find your roommate passed out on the floor. You know they were drinking tonight, but you want to make sure they have not overdosed. So, we are going to go through the A-B-C-D-Es of alcohol overdose. These are five steps you should take to see if your friend has alcohol overdose. Each step starts with one of these letters, so it is easy to remember.”

We ask the volunteer to walk us through each step. They demonstrate how they would check to see if the person is awake and breathing, know whether the person has proper circulation, make sure

that they stay with the person, and determine whether they need emergency medical assistance. Throughout the demonstration, the facilitators explain any tips or background information.

**Alcohol Continuum**

Another activity in the program uses an alcohol continuum. There are eight stages to the continuum, and we have eight large cards with a stage printed on each one. We ask for eight volunteers to come up and get a card. Then we ask them to put themselves in order from least severe to most severe. The rest of the audience can help them out too. Once they are in order we ask them to go down the line and read their card. When they are done we ask the audience where they think a lot of college students would fall on the continuum. They typically say between “Social Drinker” and “Problematic Drinker.” It’s important to stress the fact that this is a continuum, and the stages are not set in stone. The continuum helps illustrate the kinds of behaviors and consequences associated with problematic and high-risk drinking. The eight stages:

**1. Abstinence**

No alcoholic beverages are consumed

**2. Experimental Use**

Having tried alcohol/drugs out of curiosity

**3. Occasional Use**

Infrequent to moderate use confined to special events (weddings, holidays, etc.)

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## 4. Social Drinking

Alcohol consumed in moderation and person chooses when and how much to use

## 5. Problematic Drinking

Occasional or frequent consumption leading to intoxication and resulting in negative consequences

## 6. Early Stage Alcoholism

Compelled to drink frequently to the point of intoxication, occasional solitary drinking, drinking at inappropriate times

## 7. Middle Stage Alcoholism

Consistent heavy drinking, occasional short term abstinence, drinking is a daily necessity

## 8. Late Stage Alcoholism

Consistent heavy drinking, drinking becomes primary activity, loss of control

After we collect the cards we ask for four more volunteers who are handed a short scenario. We ask them to read their scenario to the group (we ask them to be enthusiastic). Each scenario represents one of the stages on the continuum, so the audience must guess which stage is being described. After each guess, we give a short explanation of the stage and take questions or expand the discussion if needed. The scenarios can easily be redone to fit any campus.

### Scenario One:

Saturdays are the BEST!!! Who doesn't like football games? My friends and I love to watch our team kick some butt. When I'm not watching the fans and their antics, I may have a drink or two. What stage am I in?

*Answer:* Social Drinking

Drinking is not the primary activity.

### Scenario Two:

It's 11 a.m. on Wednesday morning and I've already had my first beer! Yes! I probably shouldn't be drinking this early, but I have to get some studying done this afternoon and drinking makes it seem a little more manageable. My roommates found an empty Jack Daniels bottle I had hidden in my desk yesterday. When they



confronted me I told them to "mind their own business" and that "it wasn't a big deal." I guess I feel guilty about it, but it's the only thing that I've found to control this strange shaking I get sometimes. What stage am I in?

*Answer:* Middle Stage Alcoholism

Drinking is always a bad idea for stress relief. This could be very dangerous especially in college because stress times can happen more and more often. Good ideas for stress relief include going to the fitness center, taking a yoga class, taking a walk or just laughing with friends.

### Scenario Three:

I'm a freshman in residence hall that just moved to campus from a REALLY small town. My roommate talked me into going to a party with him since I hadn't gone out since school started because I was scared of what would happen if I drank underage. But, I decided to go. At the party, we played several rounds of beer pong and the next morning, I was so hung over. I felt so horrible that I could not study for my midterm. Which stage am I in?

*Answer:* Experimental Use

### Scenario Four:

It is "Thirsty Thursday" and my friends and I are playing drinking games before we head out to a house party. I probably should limit myself tonight since I have a group meeting and class in the morning. For the past two weeks I've blacked out and haven't quite made it to class. Some of my group members are upset with me, but it's Thirsty Thursday! What stage am I in?

*Answer:* Problem Drinker

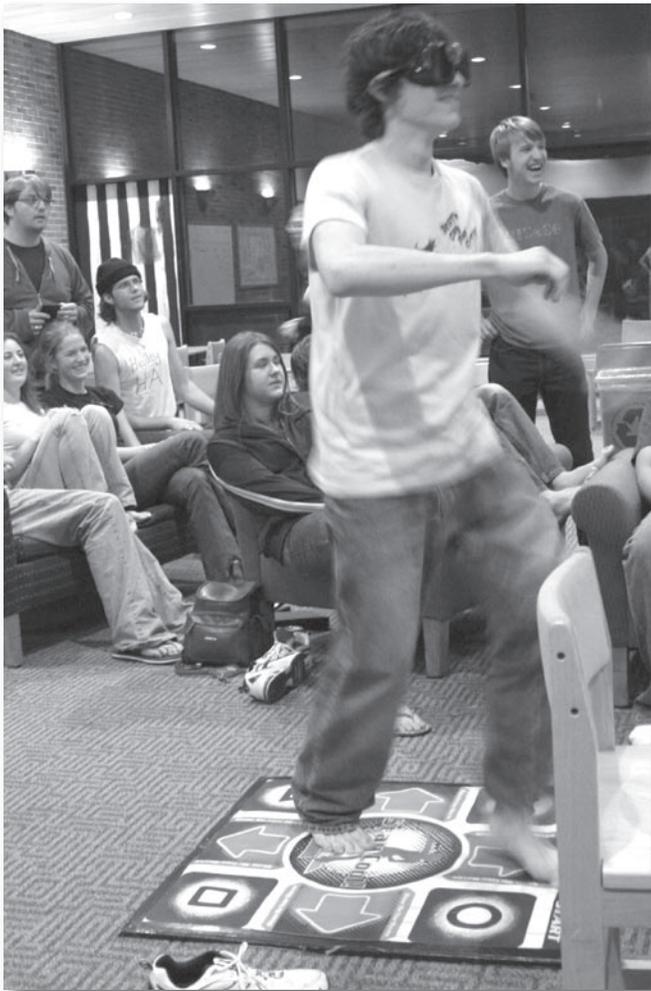
Drinking games often lead to faster alcohol intake and high-risk drinking, which is not safe. When playing drinking games it may not seem like you're drinking a lot but it adds up much quicker than you think. If you do choose to play, watch what you drink and keep count!

### Fatal Vision® Goggle Activities

We use our Fatal Vision® goggles at the end of the program to talk about some things associated with drinking and driving.

For more information on how to purchase Fatal Vision® Goggles, visit [fatalvision.com](http://fatalvision.com)

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## Promotion and Publicity:

1. We have pre-made posters that we offer to drop off at Residence Halls when a Community Advisor has requested a program in order to help them recruit people to attend.
2. Our web site page has a description and online request form for the program.
3. We work closely with Community Advisors in the Residence Halls and Health Advocates in our Greek houses to put on programs.
4. We have a brochure about our group that describes the be-WISE-er program.
5. We include pictures on poster boards or in our scrapbook when we are at tabling events on campus.

## Budget:

The materials required for the program are fairly inexpensive. The most expensive thing used is our pair of goggles. The poster board, markers, solo cups, wine glass, and candy should be able to be put together for around \$500.

## Collaboration:

- Residence Halls
- Greek houses
- Athletics

## Contact Information:

Dana Farley  
Associate Program Director  
(612) 625-5917  
snap@umn.edu

**Tell it Like it is**

Does anybody really think drinking and driving is a good idea? We do go out, but we make a plan in advance to get home safely. Don't you? Have a designated driver. Call a cab or a friend to get home. Walk if you have to. But never drive your car after drinking, or get in a car if the driver has been drinking. Never. Life's too short. No sense making it shorter.

**MOST**

Students Make Healthy Choices



**School Name: Colgate University**

**Group Name:** Wellness Initiative

**Program Topic:** Social norms, alcohol education, alternative activity

**Program Title:** Tricky Treating Treasure Hunt

**Program Goal:**

1. Engage a large group of students in an alternative activity
2. Disseminate social norms messages
3. Test student knowledge of social norms messages and alcohol information

**Target Audience:** Undergraduate students

**Program Description:** Tricky Treating is an old-fashioned treasure hunt in which teams of students are given clues that need to be deciphered to lead them to the next station and their next clue. The first team that finishes is the winner. The cash prize for the winning team was \$500.

The event required a team to pre-register and have an assigned captain. A team could be made up of a single individual or a group of any size. At 10 pm on the day of the event, the initial clue was sent to team captains. Clues were staggered and each team had a different beginning point. Clues brought teams to various stations on campus, which were staffed by volunteers from the Social Norming Committee. Each station had a specific activity, a question or quiz that concerned either social norming data or information about the use of alcohol. Each time a correct answer was provided by a team, it was given its next clue and a single letter.

At the final stop, the team received their clue to the final destination and their final letter. The team had to decipher the final clue, arrange the letters to form a word, and proceed to the final destination. The first team to complete the activity with the correct word was the winner.

This event engaged 18 teams of 125 students from 10 pm–2 am, educated them on correct information about alcohol and its effects, and reminded them that the majority of their peers are making healthy choices when it comes to alcohol use.

**Promotion and Publicity:**

1. Sign-ups were held in the Coop, a central meeting place on campus.
2. The event was also publicized though email.

**Budget:** \$850

**Collaboration:**

- Social Norming Committee
- Center for Leadership and Student Involvement

**Contact Information:**

Jane Jones  
Coordinator of AOD Education  
(315) 228-7385  
jajones@mail.colgate.edu

**Sample Quiz**

**The Price is Right!**

(Tricky Treating Style)

Please make a bid on the percentage which you think is correct. You will each take a guess. Your bid must not exceed the actual percentage.

\_\_\_\_ % of Colgate students indicated that people greatly risk harming themselves if they take 4-5 drinks nearly everyday.

**Sample Clues**

Its contents are used more than 100 times per year For course instruction, or just to peer (Observatory)

It may seem far but it's really not bad Especially if "just a cold" isn't what you had (Health Services)



## Sample Impaired Driving Programs

**School Name:** University of Virginia

**Group Name:** ADAPT (Alcohol and Drug Abuse Prevention Team)

**Program Topic:** Impaired Driving Prevention

**Program Title:** Foxfield Races Student Safety Program

**Program Goals:**

1. Decrease dangerous drinking by students at the Foxfield Races
2. Increase student awareness of ways to get home safely from the Foxfield Races
3. Increase participation in safe ride programs
4. Reduce impaired driving by students after the Foxfield Races

**Target Audience:** University of Virginia and other college students who attend the spring Foxfield horse races

**Program Description:** The spring Foxfield steeplechase horse races, held four miles from the University of Virginia (U.Va.) campus on the last Saturday in April, is an annual event that some students use as an excuse to engage in hazardous drinking. Out of approximately 23,000 patrons, about 8,000 are college students from U.Va. as well as many other campuses. While Foxfield is viewed by many as wonderful opportunity to celebrate the end of the year, the all-day tailgate event is often the scene of excessive drinking and unfortunate consequences. The location is far enough away from the U.Va. campus to make walking home unlikely. A survey of student behavior at the 2006 Foxfield Races indicated that 3% of U.Va. students drove home after drinking, including four students who indicated they were designated drivers and another student who reported consuming 12 drinks. If these results are representative, then approximately 240 students drove home after consuming alcohol. As a result, ADAPT has partnered with a number of groups to promote protective drinking behaviors and safe transportation options.

**Student Education Program.** The week of the races, ADAPT coordinated an informational session that was attended by over 500 students and was covered by the student newspaper and the local NBC TV affiliate. The goals of the session were to provide information on how to minimize the risks of drinking and to provide alternatives for getting home. We also want students to recognize the signs of alcohol poisoning and know how to quickly find assistance. The program was held as a panel discussion made up of ADAPT members, the Foxfield Racing Association, local police and Alcohol Beverage Control agents, the local Commonwealth's Attorney, the Rescue Squad, and the U.Va. Dean of Students. Panelists reviewed basic alcohol information, discussed what to

bring (e.g., legal ID if you want to drink, plenty of non-alcoholic beverages, sunscreen, high-protein foods) and potential liability issues for organizations and individuals. Following the 10 minute presentations by each group, there was a question and answer period, followed by a door prize drawing. Athletic teams that attended could fulfill their alcohol education requirements and fraternity and sorority chapters could fulfill either their alcohol or liability education requirements.

**Social Marketing Campaign.** A group of four fourth-year Systems and Information Engineering (SIE) students created a social marketing campaign to reduce the incidence of hazardous alcohol use and promote safe transportation options at the races. The four students met weekly with their SIE advisor as well as the ADAPT advisor and the ADAPT Foxfield education chair as part of their Capstone Program, a SIE graduation requirement in which students solve real problems for real clients while under the mentorship of faculty advisors. The students used the five-step social norms model to develop and pre-test a series of six posters as well as newspaper ads, electronic messaging board displays, handbills and imprinted cups.

**Student Safety Tent.** On race day, ADAPT coordinated a Student Safety Tent with free water, snack foods and sunscreen available to anyone who stopped by the tent (not just U.Va. students). ADAPT, the Peer Health Educators and the Inter-Sorority Council staffed the tent. ADAPT received a significant food and water donation from the Whole Foods market including whole fruit, chips, granola bars and other snack foods. Students who came by the tent were uniformly positive in their response to the free food and water.

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**The Savvy Fox:** Foxfield's non-drinking driver program is funded by the Foxfield Racing Association and administered by ADAPT. Anyone who signs a pledge not to drink AT ALL during the races receives a special wristband, free non-alcoholic drinks all day and a coupon for free pizza. The sign up tables and beverage distribution areas are part of the ADAPT Safety Tent. In 2008, 466 individuals signed the Savvy Fox pledge.

**Bus Service.** Charlottesville Transit Buses provide rides to the races for \$10 roundtrip, however rides back to U.Va. are free to everyone. In 2006, just over 500 students took the buses to the Races, while over 1,000 took a bus home. With increased publicity in 2008, 862 students took a bus to the Races and 1,263 rode home. Information about the service was provided through the social marketing poster series, the ADAPT educational program, emails to race attendees, and a mass email from the Vice President and Chief Student Affairs Officer.

#### **Promotion and Publicity:**

1. Six part social marketing poster campaign, including versions displayed on the Hoo View electronic messaging boards, and ads in the U.Va., James Madison University and Virginia Tech student newspapers.
2. Informational presentation on Foxfield safety, coordinated by ADAPT and including representatives of the Foxfield Racing Association, local police and ABC agents, the local Commonwealth's Attorney, Rescue Squad, and the Dean of Students. Over 500 students attended.
3. Media coverage of the informational presentation by the student newspaper and the local NBC affiliate.
4. Emails to all students who bought their race tickets online.
5. Emails to all U.Va. students with safety information from the Vice President and Chief Student Affairs Officer.
6. The VP sent a version of her message to her counterparts at all Virginia schools as well as the out-of-state schools that typically have a large contingent of students attending the races.

#### **Budget:**

- Foxfield Racing Association – \$5,112 (newspaper ads at U.Va., Virginia Tech and James Madison University, posters, cups)
- U.Va. Student Health – \$4,000 (data analysis for survey of student Foxfield behaviors)
- U.Va. Parents Program grant – \$3,100 (poster printing, ads and focus groups)
- The Network Addressing Collegiate Alcohol and Other Drug Issues – \$600 (newspaper ads)
- U.Va.'s Z Society – \$137 (focus groups)
- Whole Foods donated a large amount of food

#### **Collaboration:**

In total, ADAPT collaborated with the following groups:

- U.Va. Department of Systems Information Engineering – online survey and analysis of students' behavior; social marketing campaign
- Foxfield Racing Association
- U.Va. Peer Health Educators
- U.Va. Inter-Fraternity Council
- U.Va. Inter-Sorority Council
- Student Athlete Mentors
- U.Va. Vice President and Chief Student Affairs Officer
- Virginia Alcoholic Beverage Control Board
- Albemarle County Police
- Albemarle County Commonwealth's Attorney
- Charlottesville-Albemarle Rescue Squad
- U.Va. Department of Emergency Medicine
- Whole Foods, Inc.

#### **Contact Information:**

Susie Bruce  
Director, Center for Alcohol and Substance Education  
(434) 924-5276  
sbruce@virginia.edu

#### **References**

\*Guha, P.N., Bass, E. J., & Bruce, S. E. (2007). I Drink, I Get Drunk, I Fall Down, No Problem: An Analysis of College Student Binge Drinking and Related Decision Making Behaviors *Proceedings of the 2007 IEEE Systems and Information Engineering Design Symposium*. Charlottesville, VA, April 27, 2007. Michael D. DeVore, ed.

**School Name:** University of North Dakota

**Group Name:** Peer Educator ADAPT

**Program Topic:** Prevention of drinking and driving

**Program Title:** We Prevent Drinking & Driving

**Program Goals:**

1. Educate students on the dangers of drinking and driving
2. Demonstrate the risks and effects of drinking and driving
3. Evaluate the program's success from student's perceptions

**Target Audience:** University students

**Program Description:** The first presentation of the “We Prevent Drinking & Driving” program was held at the University of North Dakota’s spring De-Stress Fest, an event held prior to finals, offering a variety of fun and interactive events to educate students about stress and provide a time to relax and have fun.

The “We Prevent Drinking & Driving” program was developed by undergraduate peer educators as a way to educate their fellow students about the dangers of drinking and driving. This program involves the use of the Nintendo® Wii® with its Mario Kart® simulated driving game. Students use new technology to simulate driving through twists and turns on several different courses. The catch? Fatal Vision® goggles simulate the visual effects of alcohol intoxication as they navigate what previously seemed like easy routes. This event stimulates discussion and education while allowing the students to hang out and have fun.

**Promotion and Publicity:**

1. On-campus newspaper
2. Promotional flyers
3. Sidewalk chalk throughout campus

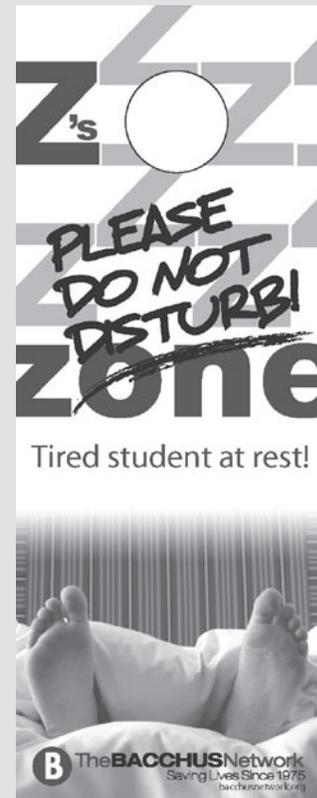
**Budget:** \$1,000

**Collaboration:** None

**Contact Information:**

Sandi Luck  
Substance Abuse Prevention Specialist  
(701) 777-4165  
Sandi.Luck@mail.und.nodak.edu

## Drowsy Driving Prevention Door Hangers



The front side of these 4” x 11” door hangers proclaim “Do Not Disturb! Tired Student at Rest”. The back of the door hanger gives the reason why. Fatigued drivers cause approximately 100,000 crashes every year in the U.S. This card gives warning signs of drowsy driving and encourages students to get plenty of rest before getting behind the wheel to head home or hitting the road for vacation. Campuses interested in purchasing the door hangers can find them in our online store ([www.bacchusnetwork.org/store](http://www.bacchusnetwork.org/store)) under Impaired Driving Prevention Resources as Item # 40102 for \$0.30 each or by calling the BACCHUS Materials Center at (952) 920-8999.