NIAAA's College Alcohol Intervention Matrix (College AIM): Overview

Jason R. Kilmer, Ph.D.
University of Washington
Associate Professor
Psychiatry & Behavioral Sciences
Assistant Director of Health & Wellness for
Alcohol & Other Drug Education
Division of Student Life

Acknowledgements:

- NIAAA (Vivian Faden, Shuly Babitz, &Fred Donadeo)
- The CollegeAIM teams at UW and Minnesota
- Megan Hopkins
- Linda Major

The college student drinking prevention field has grown a great deal – let's look at some early highlights

College student drinking hit the radar of researchers in 1945

A Note on Drinking in the College Community

Clements Collard Fry, M.D.

Psychiatrist, Department of University Health, Yale University

Oh, we're all frank and twenty when the spring is in the air,
And we're faith and hope aplenty, and we're life and love to spare;
And it's birds of a feather when good fellows get together,
With a stein on the table and a heart without a care,
And it's birds of a feather when good fellows get together,
With a stein on the table and a heart without a care.
—"When Good Fellows Get Together"

And when me to my grave you're bringing,
Then follow after, man by man;
Let no sad funeral bells be ringing,
But tinkling glasses be your plan.
And on my tombstone be inscribed,
"This man was born, lived, drank and died;
And now he lies here who imbibed,
In all life's joy the purple tide."
—"My Comrades, When I'm No More Drinking"

DRINKING is a common index of a college student's emotional reactions to the complex variety of situations and problems in his life. Going to college is a vital stage in the process of growing up. It is a test of the individual's capacity to fit into a novel environment, and to take on much greater and more adult responsibilities for his own life. Moreover, drinking is to the average college boy a new and adult habit. He must adapt himself to it as he does to other achieved responsibilities. How he handles the question of drinking sheds light on the state of his general adjustment.

Drinking has many meanings in the society of the college community. The first observation to be made is that drinking is a part, sometimes an important part, of the mores of the college society. In many colleges drinking is an accepted symbol of good fellowship.

The man that drinks good whisky punch,
And goes to bed right mellow,
Cho. Lives as he ought to live
And dies a jolly good fellow.

Fry, C.C. (1945) A note on drinking in the college community. *Quarterly Journal of Studies on Alcohol, 6,* 243-248.

Fry (1945)

- **"These parties are often attended by faculty members, some of whom are selected to respond to the chant, 'Old Prof. _____ is in the alcohol ward _____, Drink, Drink, Drink.' Cheers, or moans, and laughter follow this performance according to the speed with which the professor empties his glass. These parties break up after a few hours of song and good fellowship.**

***They do not occur often, but are part of the life of colleges and are accepted by the community as such.*" (p. 244)**

Fry (1945)

- "Wine is often served at fraternity dinners in the hope that members will learn to appreciate proper wines with food." (p. 244)
- "Although milk and soft drinks are extremely popular in American colleges – the consumption of them being greater than other beverages – a special snobbism is sometimes to be associated with the appreciation and knowledge of fine wines." (p. 244)

Fry (1945)

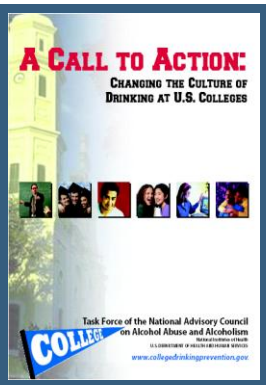
- Warns that a "state of intoxication" could be the primary purpose of some events.
- Discusses the opportunity for returning veterans to attend college, and speculates on the role alcohol might play related to coping when under pressure in the college setting.

Larger, even national studies, investigate the issue

Strauss & Bacon (1953)

- First widespread study of drinking at 27 colleges

"A Call to Action"



www.collegedrinkingprevention.gov

NIAAA College Drinking Task Force Tier System Emphasized Need to Use Evidence-Based Strategies, Measure Outcomes

- **Tier I: Evidence of *effectiveness among college students (≥2 studies supporting efficacy)***
- **Tier 2: Evidence of success with *other populations* that could be applied to college environments**
- **Tier 3: Evidence of *logical and theoretical promise*, but require more comprehensive evaluation**
- **Tier 4: Evidence of *ineffectiveness***

www.CollegeDrinkingPrevention.gov

Mainstream coverage

- **Estimates of morbidity and mortality in a paper by Hingson and colleagues (2002)**
- **Week of April 9, 2002**
  - **New York Times**
  - **CNN**
  - **San Francisco Chronicle**
  - **USA Today**
  - **Fox News**

The New York Times

"What Colleges Need to Know Now: An Update on College Drinking Research" (2007)

Moving beyond the Tiers of effectiveness to compiling a comprehensive strategic plan

College Alcohol Intervention Matrix (College AIM)

COLLEGE AIM

Overarching Goal of College AIM

Increase the likelihood that *research* will inform interventions to address drinking on campuses by providing a framework for schools to compare and select evidence-based intervention strategies.

COLLEGE AIM

Two Development Teams

Individual Strategies	Environmental Strategies
- Mary E. Larimer	- Traci L. Toomey
- Jessica M. Cronce	- Toben F. Nelson
- Jason R. Kilmer	- Kathleen M. Lenk
University of Washington	University of Minnesota

COLLEGE AIM

Development Process

- **Phase I: identifying interventions to be included in *CollegeAIM*, finalizing dimensions on which they would be evaluated, and developing coding system**
- **Phase II: Identifying, reviewing, and rating the substantial research literature on college alcohol interventions**
  - Ultimately, rated nearly 60 interventions on multiple dimensions

Decision Parameters

- **Relative Effectiveness** – insufficient, not effective, limited, moderate, higher
- **Amount /Quality of Research** – 0, +, ++, +++, ++++
- **Relative Monetary Costs for Program and Staff for Adoption and Implementation/ Maintenance** – lower, mid-range, higher
- **Relative Magnitude of Barriers** – higher, moderate, lower
- **Staffing Expertise** – policy advocate, coordinator, health professional
- **Strategy Level** – federal, state, local, college
- **Public Health Reach** – broad vs. limited
- **Targeted Population** – underage, all students, individuals, small groups
- **Research Population** – college vs. general
- **Short/Long-term Effects (individual-level only)** – short-term effects (yes/no), long-term effects (yes/no), not assessed
- **Primary Modality (individual-level only)** – individual, group, online

COLLEGEAIM

Development Process

- **Phase III: Iterative review process**
  - **10 additional college alcohol researchers reviewed ratings, applied their knowledge and professional judgment, and provided detailed feedback**
  - **Through multiple rounds of review and revision, consensus process distilled decades of research and hundreds of studies into a user-friendly decision tool**

Strategies

CAMPUS-ONLY (ENV)
Alcohol-free campuses
Prohibition of alcohol use/service/sales at
- campus social events
- sporting events
Standards for alcohol service at social events
Requirement of Friday morning classes(1)
Campus-wide social norms campaign(1)
Substance-free residence halls(1)
Amnesty policies(1)
Requirement of alcohol-free programming(1)
Bystander interventions(1)

COMMUNITY-BASED ONLY (ENV)
Increase alcohol tax
Retain state-run alcohol retail stores (where applicable)
Dram shop liability laws pertaining to
- Sales to underage
- Sales to intoxicated
Retain age-21 drinking age
Require unique design for state IDs for age <21
Responsible beverage service training laws
Increase cost of alcohol license
Limit number/density of alcohol establishments
Prohibit home delivery of alcohol
Keg registration laws
Social host laws:
- Property
- Provision of alcohol
Noisy assembly laws
Shoulder tap campaigns

CAMPUS OR COMMUNITY-BASED (ENV)
Prohibition of beer kegs
Restriction of alcohol sponsorship and advertising
Retain ban on Sunday sales (where applicable)
Retain restrictions on hours of alcohol sales
Restrictions on happy hours/price promotions
Beverage service training programs:
- Sales to underage
- Sales to intoxicated
Minimum age requirements to serve/sell alcohol
Enforcement of age-21 drinking age, e.g., compliance check campaigns
Party patrols
Safe-rides program(1)

EDUCATION/AWARENESS PROGRAMS (IND)
Information/knowledge/education alone
Values clarification alone
Normative re-education: In-person norms clarification alone
Electronic/mailed Personalized Normative Feedback (PNF):
- Event Specific Prevention (21st birthday cards)
- General PNF programs

COGNITIVE-BEHAVIORAL SKILLS-BASED (IND)
Expectancy challenge interventions (ECI):
- In vivo / experiential expectancy challenge
- By proxy / didactic / discussion expectancy challenge alone
Self-monitoring/self-assessment alone
Goal/intention-setting alone
BAC feedback alone
Multi-component alcohol skills training:
- Alcohol Skills Training Program (ASTP)
- Alcohol 101 Plus
- Parent-based alcohol communication training
- General life skills training/lifestyle balance/coping

MOTIVATIONAL/FEEDBACK-BASED (IND)
In-person Brief Motivational Intervention (BMI) (e.g., BASICS):
- BMI - Individual
- BMI - Group
Electronic/mailed Personalized Feedback Intervention (PFI):
- e-CHECKUpToGo (formerly e-CHUG);
-CheckYourDrinking.net (beta 1.0 version);
-College Drinkers CheckUp (CDCU);
- General PFI programs
Multi-component education-focused programs:
- AlcoholEdu for College
- General MCEFP

INTERVENTIONS DELIVERED BY HEALTH CARE PROFESSIONALS (IND)
Screening and Behavioral Treatment
Medications for Alcohol Use Disorder

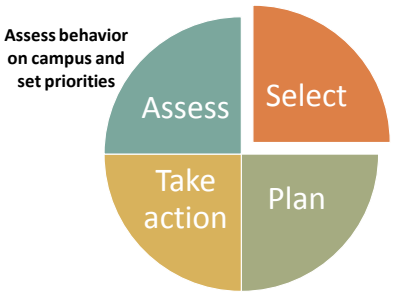
COLLEGEAIM

www.collegedrinkingprevention.gov/CollegeAIM

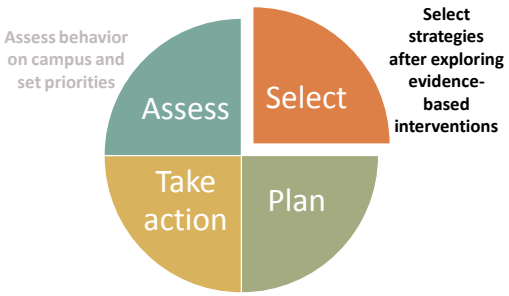
NIAAA's CollegeAIM

- How can school and/or coalitions use *CollegeAIM*?
  - Review individual and environmental strategies to compare approaches
  - Find new evidence-based options to replace less effective strategies or address gaps
  - Anyone reviewing CollegeAIM can use the interactive strategy planning worksheet to select a combination of approaches based on needs and budget

Where does College AIM fit in the planning process?



Where does College AIM fit in the planning process?



Where does College AIM fit in the planning process?

Where does College AIM fit in the planning process?

Enforce Age 21 Drinking Laws

Electronic CHECK UP TO GO (eCHECKUP)

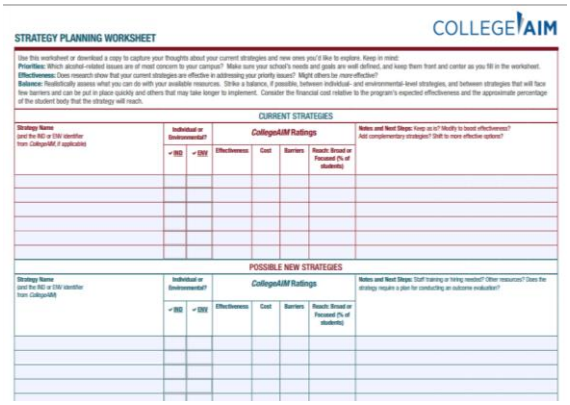
"A mix of strategies is best **(p. 5)"**

Alcohol Skills Training Program (ASTP)

Brief Alcohol Screening and Intervention for College Students (BASICS)

Restrict Happy Hours & Price Promotions

Start with a compilation of what is already offered



COLLEGE AIM

STRATEGY PLANNING WORKSHEET

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

CURRENT STRATEGIES

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

POSSIBLE NEW STRATEGIES

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

Then, consult College AIM!

So what does the matrix look like?

There are two! One for individually-focused approaches, one for environmental-level strategies.

INDIVIDUAL-LEVEL STRATEGIES:
Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; Research Amount; and Primary Modality[1]

COLLEGE AIM

COSTS: Combined program and staff costs for adoption/implementation and maintenance

EFFECTIVENESS: Success in achieving targeted outcomes	Lower costs $	Mid-range costs $$	Higher costs $$$
Higher effectiveness ★★★	**IND-3** Normative re-education: Electronic/mailed personalized normative feedback (PNF)—Generic/other[2] [##, B, ★★★, online/offsite] **IND-10** Skills training, alcohol focus: Self-monitoring/self-assessment alone[3] [#, F, ★★, online/offsite] **IND-21** Personalized feedback intervention (PFI): eCHECK UP TO GO (formerly, e-CHUG)[2] [#, B, ★★★, online]	**IND-9** Skills training, alcohol focus: Goal/intention-setting alone[3] [##, F, ★★, IPI] **IND-12** Skills training, alcohol plus general life skills: Alcohol Skills Training Program (ASTP)[2] [#, F, ★★★, IPG] **IND-16** Brief motivational intervention (BMI): In-person—Individual (e.g., BASICS) [##, F, ★★★★, IPI] **IND-22** Personalized feedback intervention (PFI): Generic/other[2] [##, B, ★★★★, online]	**IND-17** Multi-component education-focused program (MCEFP): AlcoholEdu® for College[2] [#, B, ★★, online]
Moderate effectiveness ★★		**IND-8** Skills training, alcohol focus: Expectancy challenge interventions (ECI)—Experiential [##, F, ★★★, IPG] **IND-13** Skills training, alcohol plus general life skills—Parent-based alcohol communication training [#, F, ★★, offsite] **IND-14** Skills training, alcohol plus general life skills or general life skills only: Generic/other[2] [#, F, ★★★★, IPG] **IND-15** Brief motivational intervention (BMI): In-person—Group [##, F, ★★, IPG]	**Interventions Delivered by Health Care Professionals** Strategies in which health care professionals identify and help students whose drinking patterns put them at risk for harm, or who are already experiencing alcohol-related problems: **IND-23** Screening and behavioral treatments **IND-24** Medications for alcohol use disorder These approaches can reduce harmful drinking, according to studies conducted mainly in general adult populations (ages 18–45). *The differences in research populations, along with wide variations in costs and barriers across campuses, precluded ratings relative to other strategies. See page 18 for more information.*
Lower effectiveness ★	**IND-2** Normative re-education: Electronic/mailed personalized normative feedback (PNF)-Event-specific prevention (21st birthday cards) [#, B, ★★, online/offsite]	**IND-4** Normative re-education: In-person norms clarification alone[3] [#, F, ★★, IPG]	
Not effective X	**IND-7** Skills training, alcohol focus: Expectancy challenge intervention (ECI)—By proxy/didactic/discussion alone[3] [#, F, ★★, IPG]	**IND-1** Information/knowledge/education alone[3] [#, B, ★★★★, IPG] **IND-5** Values clarification alone[3] [#, F, ★★, IPG]	
Too few studies to rate effectiveness ?	**IND-11** Skills training, alcohol plus general life skills: Alcohol 101 Plus™[2] [#, B, ★, online] **IND-19** Personalized feedback intervention (PFI): CheckYourDrinking (beta 1.0 version)[2] [#, B, ★, online] **IND-20** Personalized feedback intervention (PFI): College Drinker's Check-up[2] [#, B, ★, online]	**IND-6** Skills training, alcohol focus: Blood alcohol concentration feedback alone[3] [#, F, ★, IPI] **IND-18** Multi-component education-focused programs (MCEFP): Miscellaneous[2] [#, B, ★, online]	

Legend

Effectiveness rating, based on percentage of studies reporting any positive effect:
- ★★★ = 75% or more
- ★★ = 50% to 74%
- ★ = 25% to 49%
- X = Less than 25%

Barriers:
- ### = Higher
- ## = Moderate
- # = Lower

Public health reach:
- B = Broad
- F = Focused

Research amount:
- ★★★★ = 11+ studies
- ★★★ = 7 to 10 studies
- ★★ = 4 to 6 studies
- ★ = 3 or fewer studies

Primary modality:
- IPI = In-person individual
- IPG = In-person group
- Online
- Offsite

See brief descriptions and additional ratings for each individual-level strategy on the summary table beginning on page 13.

[1] **Effectiveness** ratings are based on the percentage of studies reporting any positive outcomes (see legend). Strategies with three or fewer studies were not rated for effectiveness due to the limited data on which to base a conclusion. **Cost** ratings are based on the relative program and staff costs for adoption, implementation, and maintenance of a strategy. Actual costs will vary by institution, depending on size, existing programs, and other campus and community factors. **Barriers** to implementing a strategy include cost and opposition, among other factors. **Public health reach** refers to the number of students that a strategy affects. Strategies with a broad reach affect all students or a large group of students (e.g., all undergraduate students); strategies with a focused reach affect individuals or small groups of students (e.g., sanctioned students). **Research amount** refers to the number of randomized controlled trials (RCT) of a strategy (see legend).

[2] Strategies are listed by **brand name** (e.g., CheckYourDrinking) if they were evaluated by at least two RCTs; strategies labeled **generic/other** have similar components and were not identified by name in the research or were evaluated by only one RCT; strategies labeled **miscellaneous** have the same approach but very different components.

[3] Although this approach is a component of larger, effective programs such as BASICS and ASTP, it is evaluated here as a stand-alone intervention.

ENVIRONMENTAL-LEVEL STRATEGIES:
Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; and Research Amount/Quality[a]

COLLEGEAIM

EFFECTIVENESS: Success in achieving targeted outcomes	COSTS: Combined program and staff costs for adoption/implementation and maintenance		
	Lower costs $	Mid-range costs $$	Higher costs $$$
Higher effectiveness ★★★	ENV-16 Restrict happy hour/price promotions [###, B, ★★★] ENV-21 Retain ban on Sunday sales (where applicable) [###, B, ★★★★] ENV-22 Retain age-21 drinking age [##, B, ★★★★]	ENV-11 Enforce age-21 drinking age (e.g., compliance checks) [##, B, ★★★] ENV-23 Increase alcohol tax [###, B, ★★★]	
Moderate effectiveness ★★	ENV-17 Retain or enact restrictions on hours of alcohol sales [##, B, ★★★] ENV-34 Enact social host provision laws [##, B, ★★] ENV-35 Retain state-run alcohol retail stores (where applicable) [###, B, ★★★]	ENV-3 Prohibit alcohol use/sales at campus sporting events [##, C, ★★★] ENV-25 Enact dram shop liability laws: Sales to intoxicated [##, B, ★★★] ENV-26 Enact dram shop liability laws: Sales to underage [##, B, ★★] ENV-30 Limit number/density of alcohol establishments [###, B, ★★★]	ENV-31 Enact responsible beverage service training laws [##, B, ★★]
Lower effectiveness ★	ENV-1 Establish an alcohol-free campus [###, B, ★★★] ENV-7 Conduct campus-wide social norms campaign[a] [#, B, ★★★]		ENV-12 Restrict alcohol sponsorship and advertising [##, B, ★★] ENV-14 Implement beverage service training programs: Sales to intoxicated [C → #, SA, → ##, B, ★★] ENV-15 Implement beverage service training programs: Sales to underage [C → #, SA, → ##, B, ★★] ENV-28 Enact keg registration laws [##, B, ★★]
Too few robust studies to rate effectiveness —or mixed results [?]	ENV-4 Prohibit alcohol use/service at campus social events [##, B, O] ENV-5 Establish amnesty policies[a] [#, F, ★★] ENV-6 Require Friday morning classes[a] [#, B, ★★] ENV-9 Establish standards for alcohol service at campus social events [#, B, ★★] ENV-10 Establish substance-free residence halls[a] [#, F, ★★] ENV-13 Prohibit beer kegs [C → #, SA, → ###, B, ★★★] ENV-18 Establish minimum age requirements to somewhat alcohol [##, B, ★★★★] ENV-19 Implement party patrols [##, B, ★★★] ENV-24 Increase cost of alcohol license [###, B, O] ENV-27 Prohibit home delivery of alcohol [##, B, ★★] ENV-29 Enact noisy assembly laws [##, B, O]	ENV-8 Implement bystander interventions[a] [#, F, O]	ENV-2 Require alcohol-free programming[a] [#, F, ★★] ENV-20 Implement safe-rides program[a] [###, F, ★★] ENV-32 Conduct shoulder tap campaigns [##, B, ★★] ENV-33 Enact social host property laws [##, B, O] ENV-36 Require unique design for state ID cards for age < 21 [##, B, O]

Legend

Barriers:
= Higher
= Moderate
= Lower
C → Barriers at college level
SA, → Barriers at the state/local level

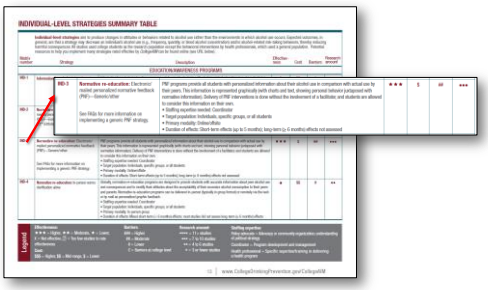
Public health reach:
B = Broad
F = Focused

Research amount/quality:
★★★★ = 5 or more longitudinal studies
★★★ = 5 or more cross-sectional studies or 1 to 4 longitudinal studies
★★ = 2 to 4 studies but no longitudinal studies
★ = 1 study that is not longitudinal
O = No studies

See brief descriptions and additional ratings for each environmental-level strategy on the summary table beginning on page 19.

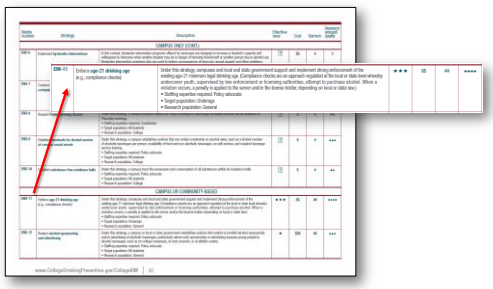
[a]**Effectiveness** ratings are based on estimated success in achieving targeted outcomes. **Cost** ratings are based on a consensus among research team members at the relative program and staff costs for adoption, implementation, and maintenance of a strategy. Actual costs will vary by institution, depending on size, existing programs, and other campus and community factors. **Barriers** to implementing a strategy include cost and opposition, among other factors. **Public health reach** refers to the number of students that a strategy affects. Strategies with a broad reach affect all students or a large group of students (e.g., all underage students); strategies with a focused reach affect individuals or small groups of students (e.g., sanctioned students). **Research amount/quality** refers to the number and design of studies (see legend).
[a]Strategy does not seek to reduce alcohol availability, one of the most effective ways to decrease alcohol use and its consequences.

COLLEGEAIM



www.collegedrinkingprevention.gov/CollegeAIM

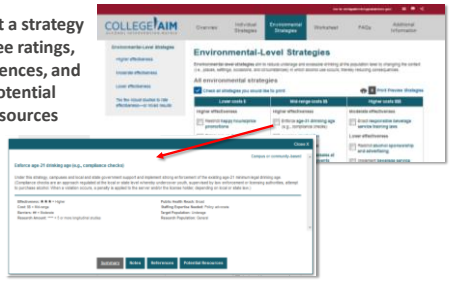
COLLEGEAIM



www.collegedrinkingprevention.gov/CollegeAIM

COLLEGE AIM

Select a strategy to see ratings, references, and potential resources



www.collegedrinkingprevention.gov/CollegeAIM

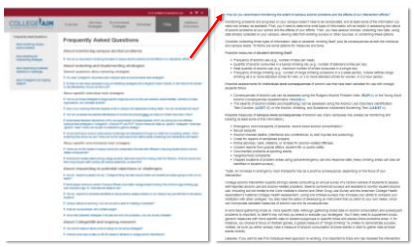
COLLEGE AIM

Click on strategies to print for reference or discussion

www.collegedrinkingprevention.gov/CollegeAIM

COLLEGE AIM

See detailed answers to frequently asked questions



www.collegedrinkingprevention.gov/CollegeAIM

Case example

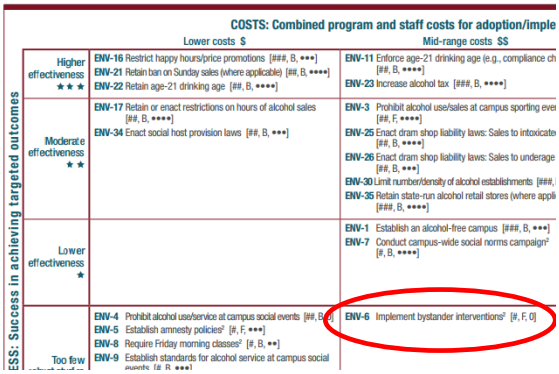
Neo's school is targeting driving under the influence (DUI) with a wrecked car display. His school is considering adding either a "beer goggles" simulation or a bystander intervention program

Start with individually-focused or environmental-level approaches?

CURRENT STRATEGIES							
Strategy Name (and the IND or ENV identifier from *CollegeAIM*, if applicable)	Individual or Environmental?		*CollegeAIM* Ratings				Notes and Next Steps: Keep as is? Modify to boost effectiveness? Add complementary strategies? Shift to more effective options?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	
Wrecked car display	X		---			*broad*	*this approach isn't rated*

POSSIBLE NEW STRATEGIES							
Strategy Name (and the IND or ENV identifier from *CollegeAIM*)	Individual or Environmental?		*CollegeAIM* Ratings				Notes and Next Steps: Staff training or hiring needed? Other resources? Does the strategy require a plan for conducting an outcome evaluation?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	
"Beer Goggles" program	X		---			*focused*	*this approach isn't rated either*

ENVIRONMENTAL-LEVEL STRATEGIES:
Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; and Research Amount/Qua



ESS: Success in achieving targeted outcomes	COSTS: Combined program and staff costs for adoption/imple	
	Lower costs $	Mid-range costs $$
Higher effectiveness ★★★	ENV-16 Restrict happy hours/price promotions [###, B, •••] ENV-21 Retain ban on Sunday sales (where applicable) [##, B, ••••] ENV-22 Retain age-21 drinking age [##, B, ••••]	ENV-11 Enforce age-21 drinking age (e.g., compliance ch [##, B, ••••] ENV-23 Increase alcohol tax [###, B, ••••]
Moderate effectiveness ★★	ENV-17 Retain or enact restrictions on hours of alcohol sales [##, B, ••••] ENV-34 Enact social host provision laws [##, B, •••]	ENV-3 Prohibit alcohol use/sales at campus sporting eve [##, F, ••••] ENV-25 Enact dram shop liability laws: Sales to intoxicate [##, B, ••••] ENV-26 Enact dram shop liability laws: Sales to underage [##, B, •••] ENV-30 Limit number/density of alcohol establishments [###, ENV-35 Retain state-run alcohol retail stores (where appli [###, B, ••••]
Lower effectiveness ★		ENV-1 Establish an alcohol-free campus [###, B, •••] ENV-7 Conduct campus-wide social norms campaign[2] [#, B, ••••]
Too few	ENV-4 Prohibit alcohol use/service at campus social events [##, B, ENV-5 Establish amnesty policies[2] [#, F, •••] ENV-8 Require Friday morning classes[2] [#, B, ••] ENV-9 Establish standards for alcohol service at campus social	ENV-6 Implement bystander interventions[2] [#, F, O]

CURRENT STRATEGIES

Strategy Name (and the IND or ENV identifier from CollegeAIM, if applicable)	Individual or Environmental? ✓IND	✓ENV	CollegeAIM Ratings: Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	Notes and Next Steps: Keep as is? Modify to boost effectiveness? Add complementary strategies? Shift to more effective options?
Wrecked car display	X		---			*broad*	*this approach isn't rated*

POSSIBLE NEW STRATEGIES

Strategy Name (and the IND or ENV identifier from CollegeAIM)	Individual or Environmental? ✓IND	✓ENV	CollegeAIM Ratings: Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	Notes and Next Steps: Staff training or hiring needed? Other resources? Does the strategy require a plan for conducting an outcome evaluation?
"Beer Goggles" program	X		---			*focused*	*this approach isn't rated either*
Bystander approach		X	*too few*	*$$*	*#*	---	*recommended strategy*

Use NIAAA's CollegeAIM to consider how students are getting connected to strategies

Five main stages of successful implementation (Fixen, et al., 2005; NREPP/SAMHSA, 2012)

"The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available, but the delivery system is not."

Fixen, Blase, Duda, Naoom, & Van Dyke (2010)

After a few national conferences and some major discussions, what has been the early feedback?

NIAAA's CollegeAIM – early anecdotal feedback and reactions

- Direct access to articles
- Worksheet
- FAQ page
- HTML vs. PDF
- Helpful in prioritizing in a tough budget climate
- So useful, people wish there were similar tools for marijuana as well as sexual assault prevention efforts

Implications for coalitions

Implications for coalitions

- Coalitions can bring key stakeholders (both on- and off-campus) to the table
- Many of the environmental strategies require the involvement of off-campus partners
- Reduce barriers to disseminating best practices by raises awareness of "what works"
- Any one thing we do is a part of an overall puzzle

Individually-focused approached must be packaged with environmentally-focused approaches, and vice-versa

Science of College Drinking Prevention Has Come a Long Way, But Our Work Is Not Done

- More research needed on…
  - Strategies with insufficient research
  - Best practices in training and implementation
  - Best packaging of approaches
  - Cultural adaptations
  - Overlap of alcohol use and other health issues
  - Overlap of alcohol and other substance use
  - Use of technology to promote change

Special thanks to:
Mary Larimer
Jessica Cronce
Vivian Faden
Megan Hopkins
Toben Nelson

Jason Kilmer
jkilmer@uw.edu