

**Using the NIAAA CollegeAIM to identify
and select environmental strategies to
prevent excessive alcohol
consumption and related harms.**



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School of Public Health



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aep

Alcohol
Epidemiology
Program

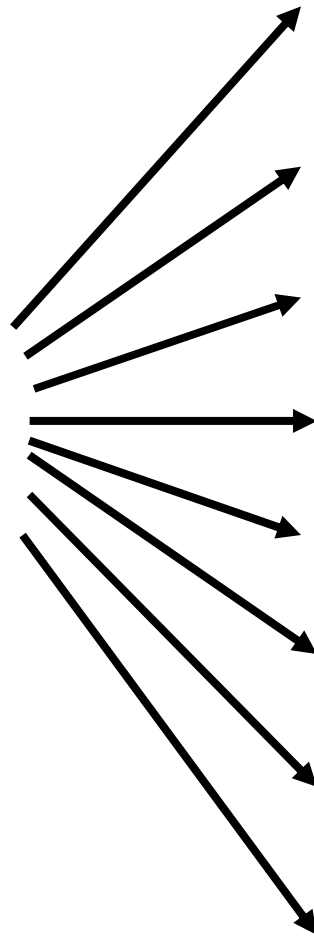


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Outline

- **A population perspective on excessive alcohol use among college students**
 - **Assessment Activity**
- **College AIM – Environmental Strategies**
 - **Allies Activity**
- **Making the case for Environmental Strategies**
 - **Pitch Activity**

Excessive
Alcohol
Use



Injuries
Liver disease
Violence, Sexual
Assault
GI cancers, GI disorders
Unintended Pregnancies
Motor Vehicle Crashes
CVD
Child Neglect
Crime, legal costs
Lost productivity,
absenteeism
Alcohol Use
Disorders

NIAAA College Drinking Task Force, 2002

Tradition of drinking is entrenched at every level of the college student environment

Student drinking consequences affect everyone

- Death
- Injury
- Assault
- Sexual abuse
- Drunk driving
- Vandalism
- Police calls
- Alcohol abuse and dependence

FIGURE 9-15d

ALCOHOL

Trends in 2-Week Prevalence of 5 or More Drinks in a Row among College Students vs. Others 1 to 4 Years beyond High School

(Twelfth graders included for comparison.)

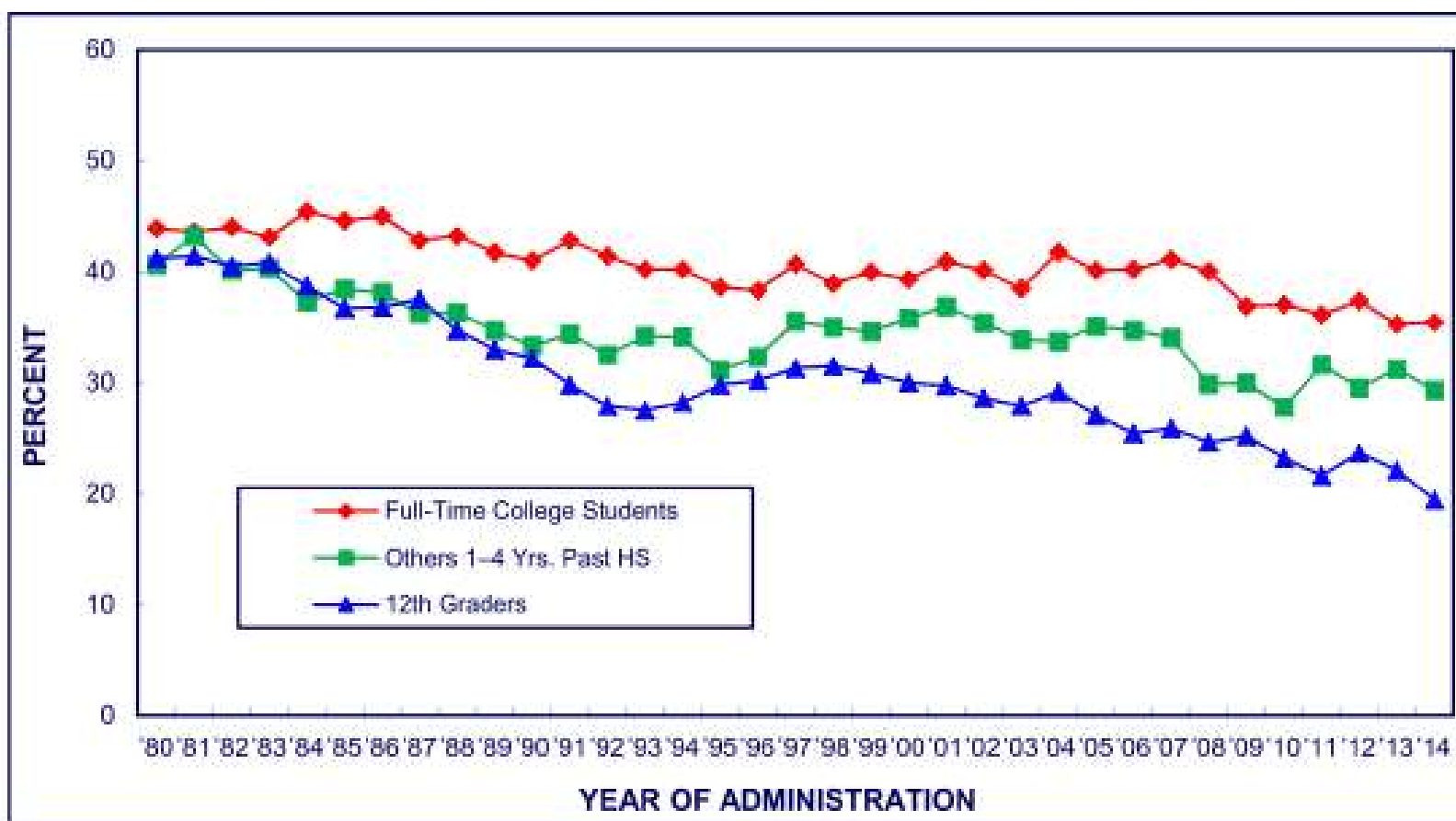
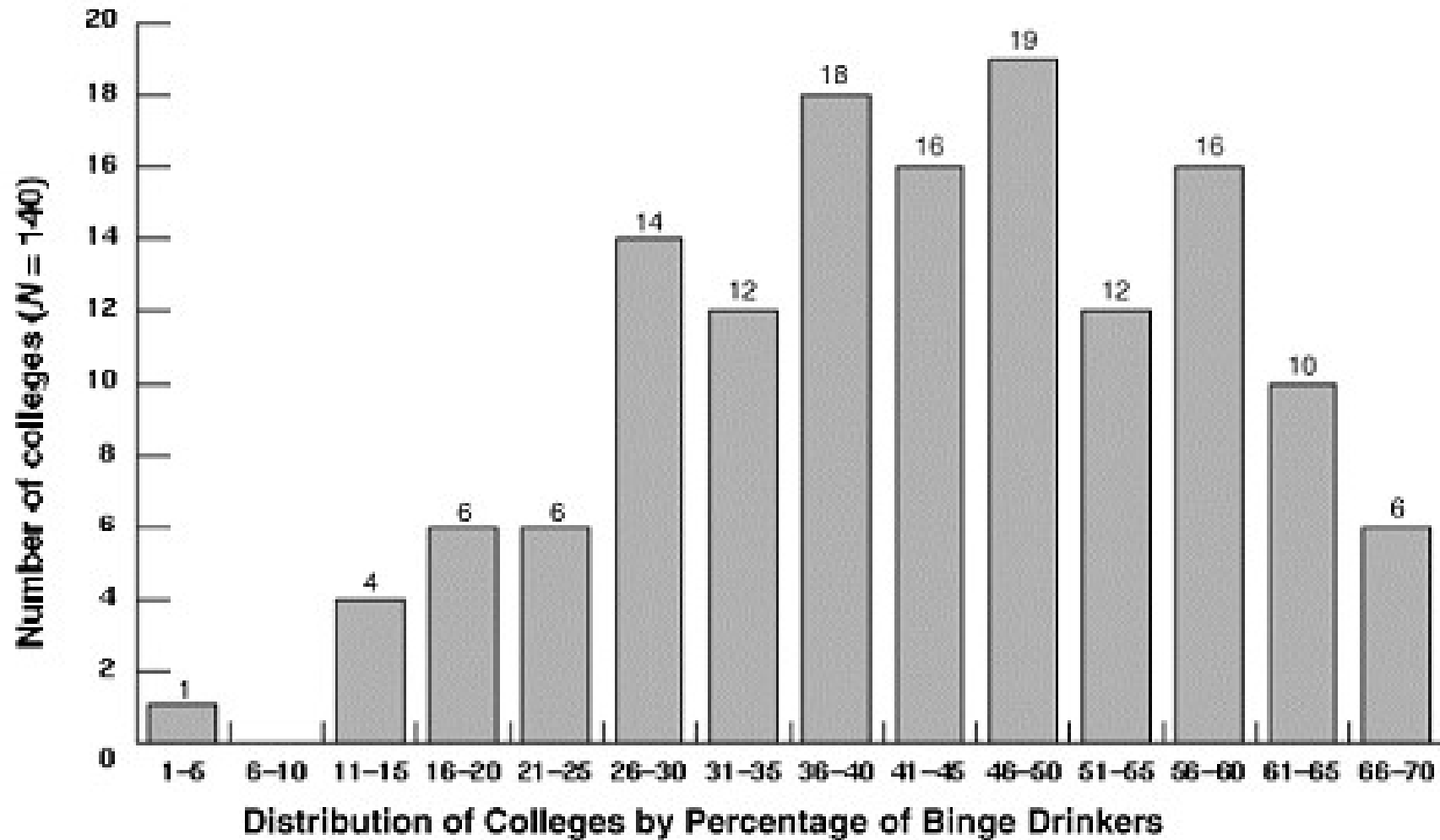


FIGURE 1
Distribution of Percentage of Students Who Binge Drink
at Each of the 140 Colleges



Note. Binge drinking is defined as the consumption of 5 or more drinks in a row for men and 4 or more drinks in a row for women during the 2 weeks before the survey. Percentages are based on the total numbers of students who completed the survey at each college.

Toxic Alcohol Environments

High binge colleges

– More likely to:

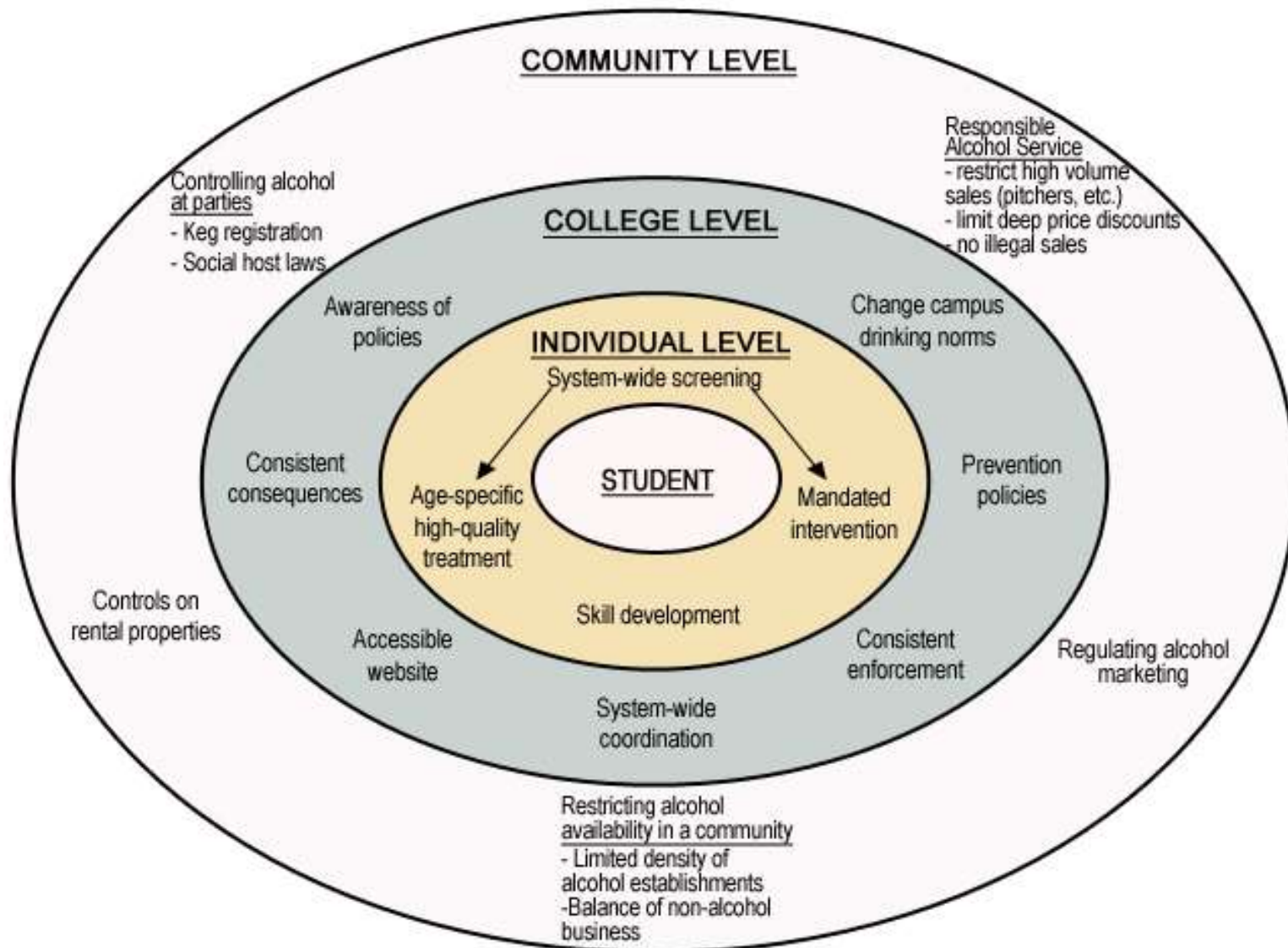
- focus on intercollegiate athletics and fraternity/ sorority life (settings for socializing and drinking)
- have a large number of alcohol outlets nearby
- have heavy marketing of alcohol
- have lax policy and enforcement
 - College
 - Local Community
 - State

Wechsler & Nelson, 2008

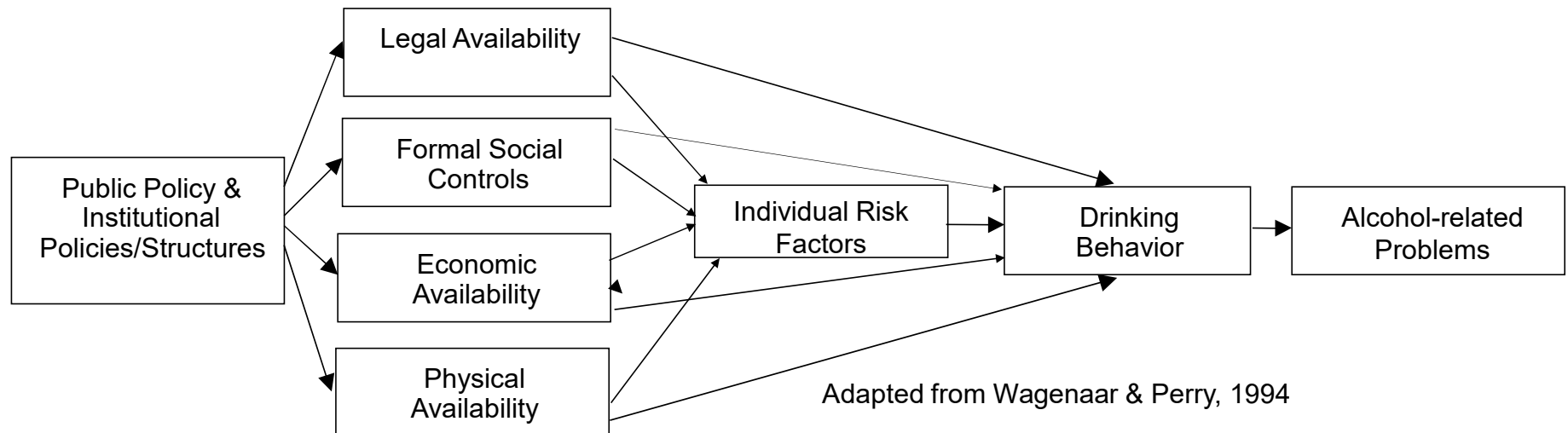
Student drinking part of a larger societal problem with alcohol

- 3rd leading cause of preventable death in the US
 - 1,800 college students
 - 79,000 adults
- Youth tend to drink like the adults around them
- The causes are the same
- The solutions the same too...

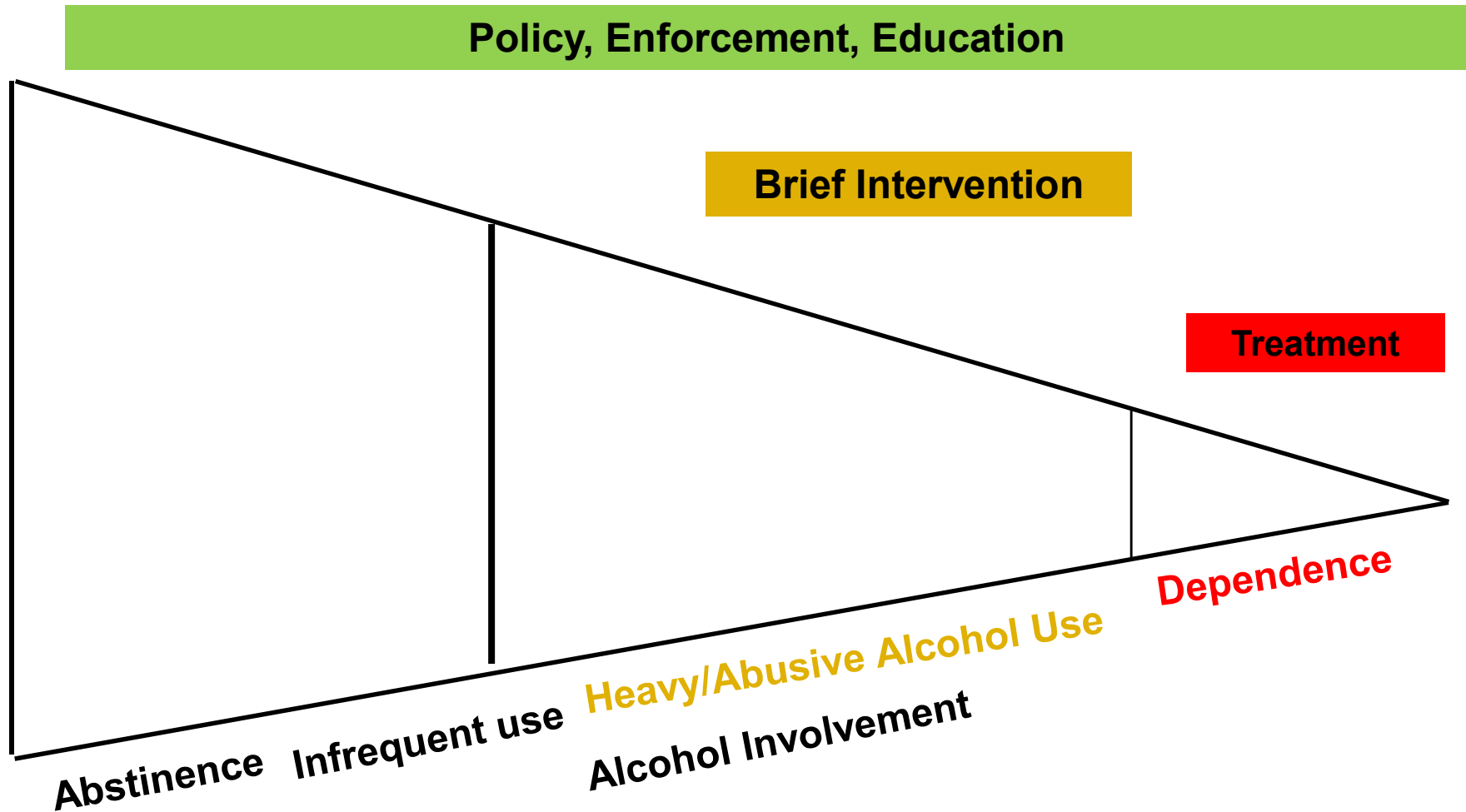
College Systems model



Integrated theory of drinking behavior

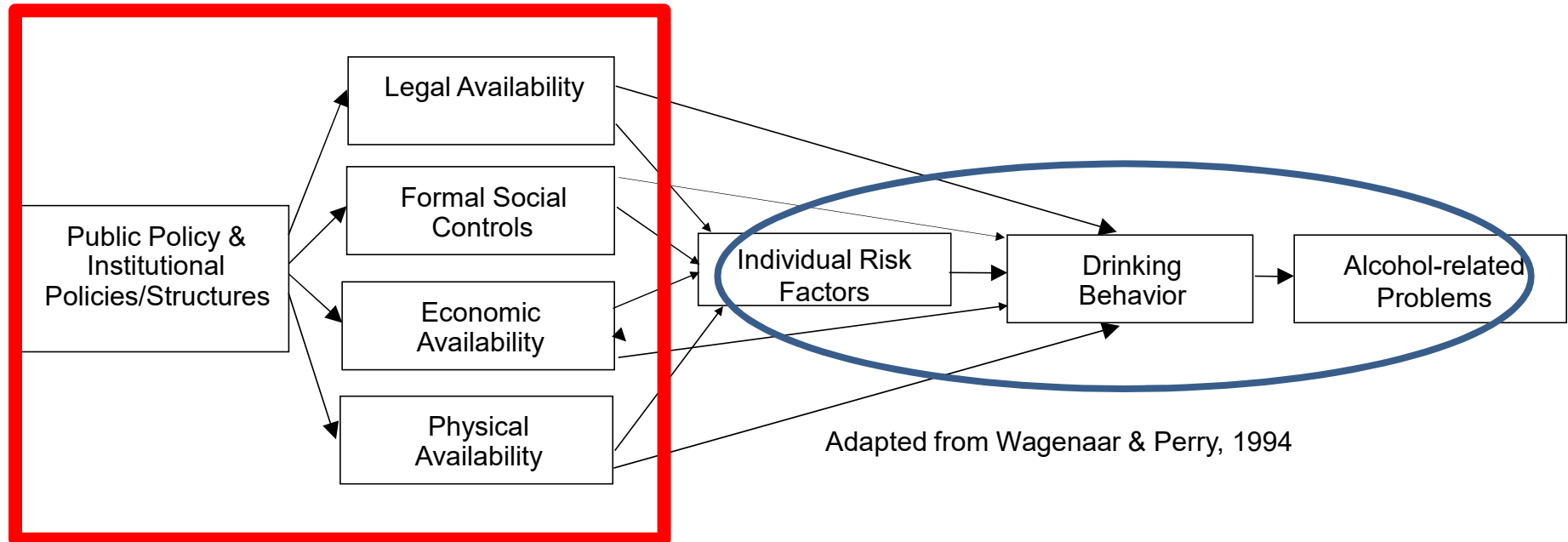


Continuum of Intervention Points for Student Alcohol Use



Adapted from Broadening the Base of Alcohol Treatment (IOM)

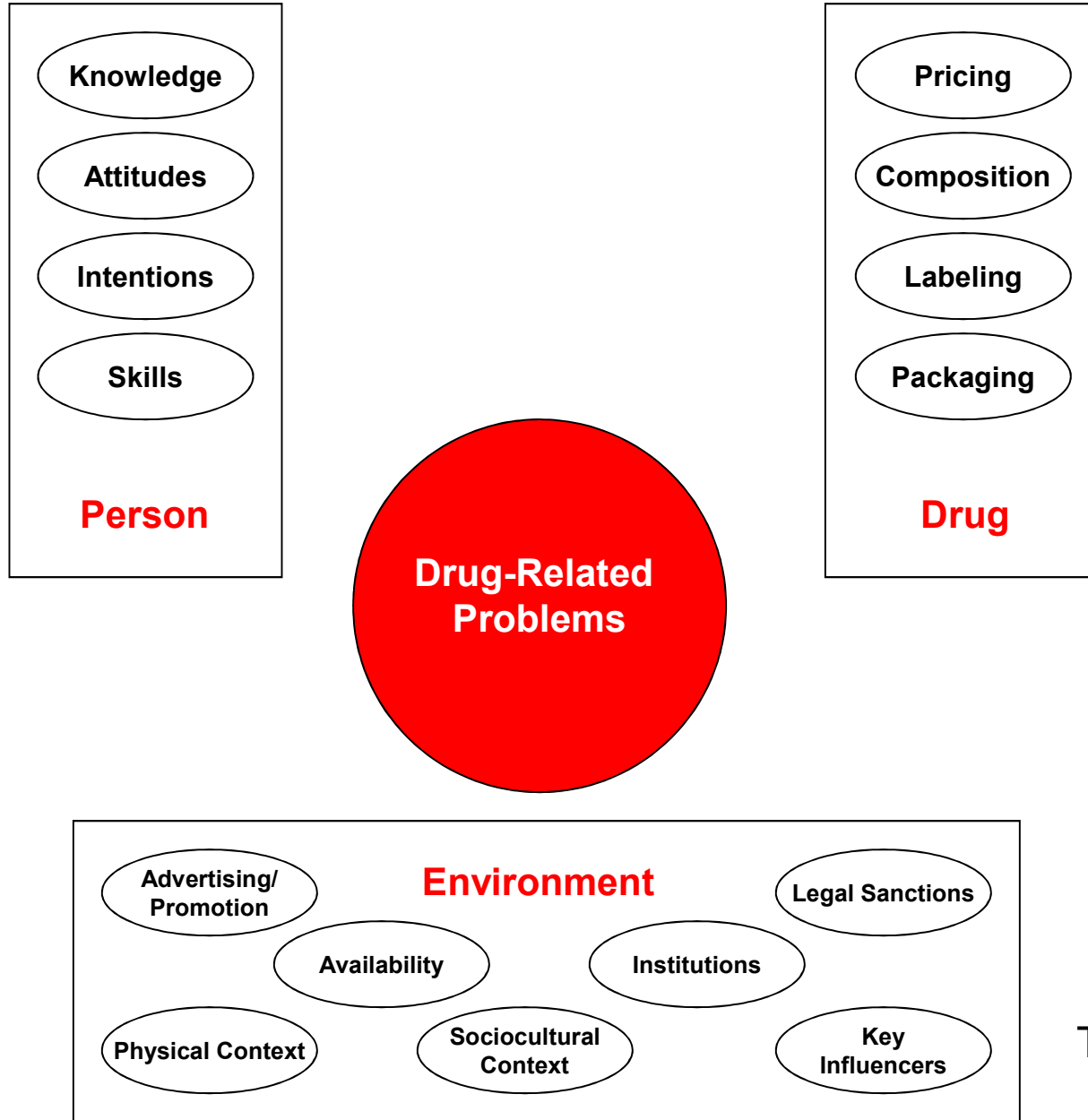
Integrated theory of drinking behavior



Problems that stem from alcohol use are primarily a function of **availability**

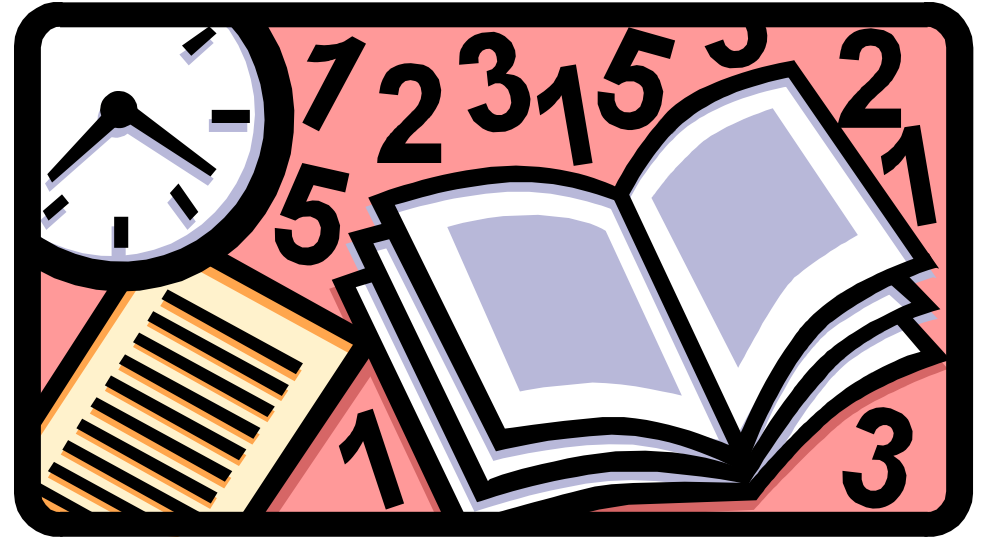
Individual interventions are unlikely to have sustained effects if we send them back to the same toxic environment





Torjman (1986)

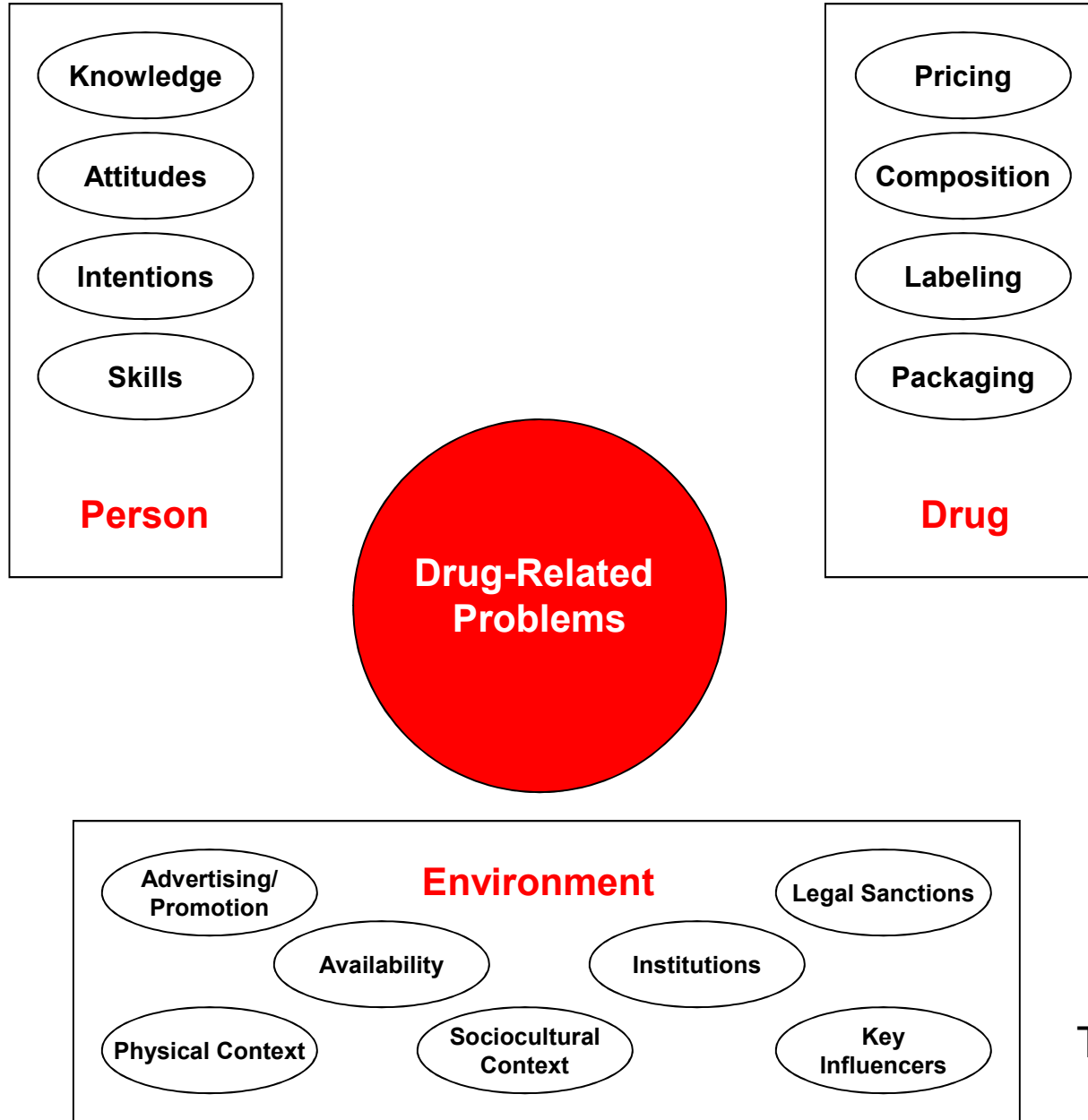
Activity 1



Take the next 5 minutes

By yourself or in a small group-

- Use the Torjman Model
- Identify current performance in each area:
 - Strength
 - Weakness



Torjman (1986)

Person

Features of the person who consumes alcohol, or characteristics of the drinker

Knowledge: information that people have about alcohol and its related outcomes.

Attitudes: the way people feel about alcohol consumption, including whether it should be consumed, the manner and location in which it should be consumed, and occasions when it should be consumed.

Intentions: peoples' aims or goals to perform specific actions (i.e., consume alcohol) or participate in specific activities (i.e., involving alcohol vs. alcohol-free).

Skills: peoples' ability (actual or potential) to perform specific actions (e.g., resist social pressure to drink).

Drug

Features of the alcoholic beverage itself:

Composition: the form (e.g., beer) and chemical/pharmacological makeup of alcohol (e.g., percent alcohol content).

Labeling: the type of information printed on the package label (e.g., typeset, pictures, graphics, logos, ingredient list, warnings about consuming alcohol).

Packaging: the type of container that alcohol comes in (e.g., size, material).

Pricing: the monetary cost of alcohol, which is affected by various aspects of the economy.

Environment

Features of the surroundings in which a person consumes alcohol, or the boundary between the person and the drug:

Advertising/promotion: the manner in which alcohol is marketed to foster sales, including the content and method of the message and the location in which the message is placed.

Availability: elements that influence the level of difficulty associated with acquiring alcoholic beverages (e.g., age-based sales restrictions, outlet density, hours of operation).

Physical context: the location where alcohol is acquired and/or consumed (e.g., bar, Greek house).

Environment (cont.)

Legal sanctions: the laws and regulations in place to restrict alcohol use, and to prohibit specific actions in conjunction with its use (e.g., driving under the influence, use of false identification).

Sociocultural context: the social environment in which alcohol is acquired or consumed, and the prevailing attitudes and norms regarding its use (e.g., the amount of alcohol that is deemed appropriate).

Key influencers: people (e.g., parents, family, residence assistants, faculty, peers) who may have social influence over the intervention target (e.g., the consumers of alcohol).

Successful Interventions

Effective interventions
(they work!)

+

Broad reach
(lots of students – everyone!)

=

Impact

Recommendations for Reducing College Student Drinking

- Individual interventions for those at-risk for alcohol problems
 - norms clarification
 - cognitive-behavioral skills training
 - motivational interviewing
- Restricting alcohol outlets
- Increasing alcohol prices and taxes
- Responsible beverage service policies
- Maintaining and enforcing
 - age-21 MLDA
 - Impaired driving laws
- **Compliance checks in bars**

Implementation of NIAAA College Drinking Task Force Recommendations: How Are Colleges Doing 6 Years Later?

Toben F. Nelson, Traci L. Toomey, Kathleen M. Lenk, Darin J. Erickson,
and Ken C. Winters

Background: In 2002, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) College Drinking Task Force issued recommendations to reduce heavy drinking by college students, but little is known about implementation of these recommendations. Current discussion about best strategies to reduce student drinking has focused more on lowering the minimum legal drinking age as advocated by a group of college and university presidents called the Amethyst Initiative than the NIAAA recommendations.

Methods: A nationally representative survey of administrators was conducted at 351 4-year colleges in the United States to ascertain familiarity with and progress toward implementation of NIAAA recommendations. Implementation was compared by enrollment size, public or private status, and whether the school president signed the Amethyst Initiative.

Results: Administrators at most colleges were familiar with NIAAA recommendations, although more than 1 in 5 (22%) were not. Nearly all colleges use educational programs to address student drinking (98%). Half the colleges (50%) offered intervention programs with documented efficacy for students at high risk for alcohol problems. Few colleges reported that empirically supported, community-based alcohol control strategies including conducting compliance checks to monitor illegal alcohol sales (33%), instituting mandatory responsible beverage service (RBS) training (15%), restricting alcohol outlet density (7%), or increasing the price of alcohol

A: Not too good.

**Why aren't
colleges implementing
recommended interventions?**

College-based Interventions Focus on Individual Students



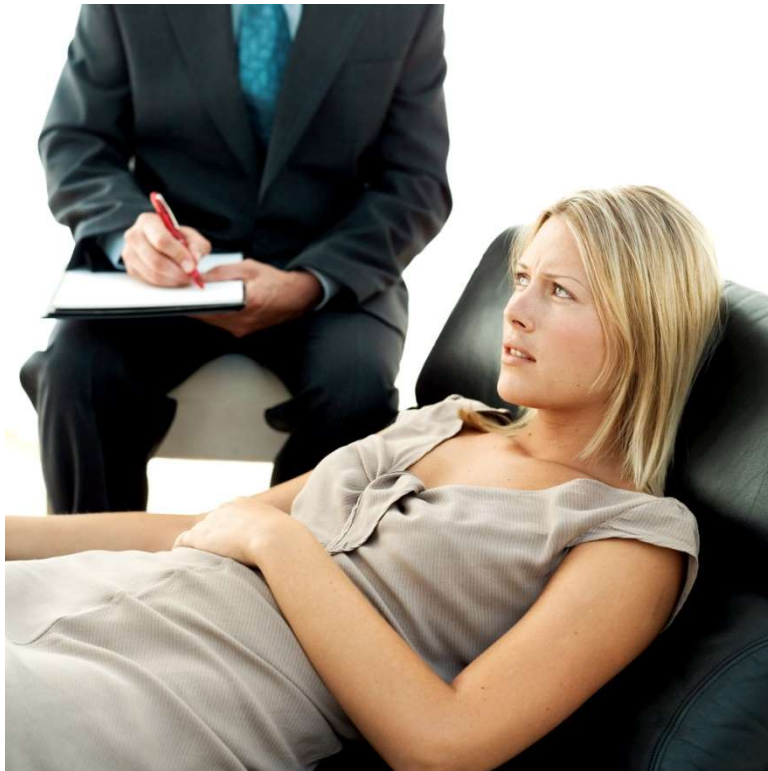
Education

Nearly all colleges educate students about the risks of alcohol use

**NIAAA College
Drinking Task
Force found these
approaches were
not effective.**



Treating and/or punishing the heaviest drinkers



What *are* colleges doing?

**Bystander
intervention**

**Alcohol-free alternative
events**

**Online
education**

**Social Norms
marketing**

Medical amnesty

Establish a task force

**Banning distilled
spirits**

Peer education

**Safe ride
program**

**Media awareness
campaigns**

Recommendations for Reducing College Student Drinking

- Individual interventions for those at-risk for alcohol problems
 - norms clarification
 - cognitive-behavioral skills training
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- Restricting alcohol outlets
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- Maintaining and enforcing
 - age-21 MLDA
 - Impaired driving laws
- **Compliance checks in bars**

Existing systems are fractured / siloed

- Within campus
- Between campus and community



Environmental strategy implementation is hard

- Policies occur off-campus
- Lots of barriers
- Negative reaction
- Policy = punishment
- College alcohol prevention staff don't have skills to advocate for policy



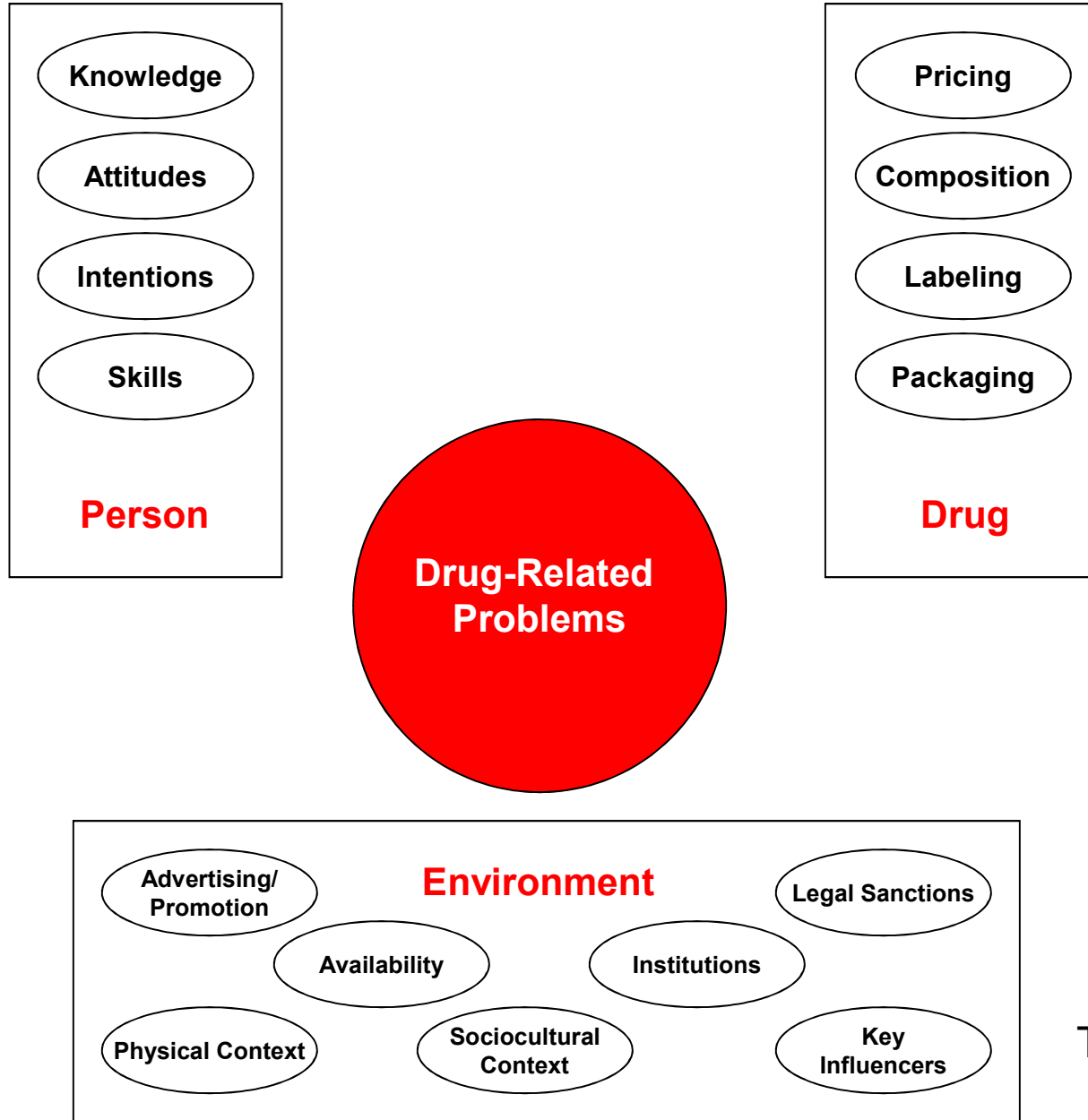
Industrial epidemics, public health advocacy and the alcohol industry: lessons from other fields

Addiction, 102, 1335-1339, 2007

RENÉ I. JAHIEL & THOMAS E. BABOR

*Department of Community Medicine and Health Care,
University of Connecticut School of Medicine, Farmington,
CT, USA.*

Unfortunately, many popular strategies... tend to be ineffective; and the more effective strategies... tend to be unpopular.



Torjman (1986)

How do we implement effective prevention?



Industrial epidemic framework

- Focus on public health considerations
- Draw attention toward upstream sources of damage
- Embrace *the fact* that health advocates compete with industry for support from policymakers and the public

Jahiel & Babor, 2007

Use existing tools

Planning
Alcohol
Interventions
Using NIAAA's

COLLEGE!AIM
ALCOHOL INTERVENTION MATRIX



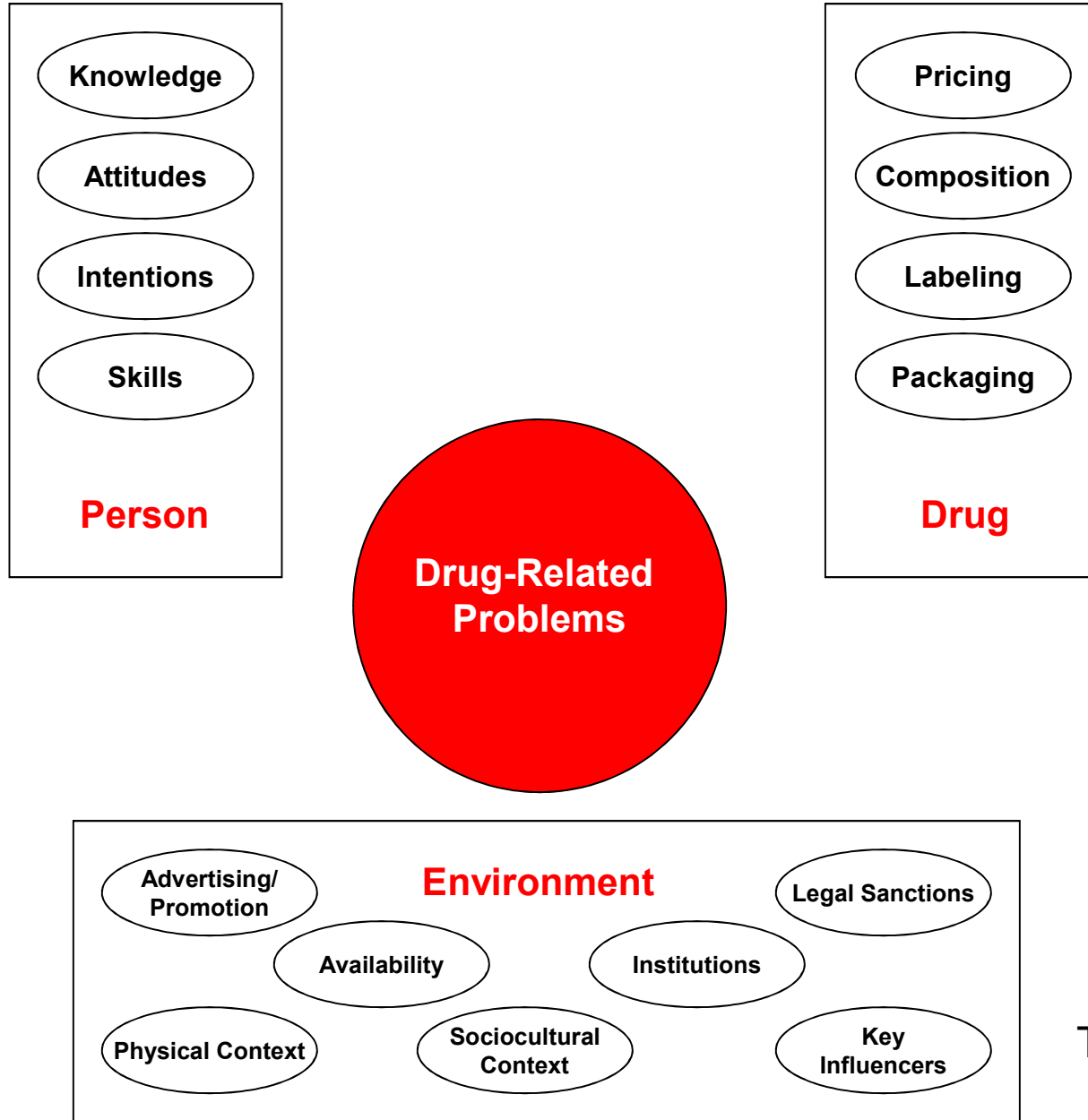
NIH National Institute
on Alcohol Abuse
and Alcoholism

Environmental Strategies

Menu of strategies

- Rated according to:
 - Relative effectiveness
 - Public Health Reach
 - Costs
 - Barriers to implementation





Torjman (1986)

ENVIRONMENTAL-LEVEL STRATEGIES:

Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; and Research Amount/Quality¹

COSTS: Combined program and staff costs for adoption/implementation and maintenance				
		Lower costs \$	Mid-range costs \$\$	Higher costs \$\$\$
EFFECTIVENESS: Success in achieving targeted outcomes	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 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-3 Prohibit alcohol use/sales at campus sporting events [##, F, ●●●●] 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-35 Retain state-run alcohol retail stores (where applicable) [###, B, ●●●●]	ENV-31 Enact responsible beverage service training laws [##, B, ●●●]
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Legend

Barriers:	Research amount/quality:
### = Higher	●●●● = 5 or more longitudinal studies
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See brief descriptions and additional ratings for each environmental-level strategy on the summary table beginning on page 19.

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² Strategy does not seek to reduce alcohol availability, one of the most effective ways to decrease alcohol use and its consequences.

Environmental Strategies

Higher Effectiveness

- Restrict happy hours/price promotions
- Retain ban on Sunday sales
- Retain age-21 drinking age
- Enforce age-21 drinking age
- Increase alcohol tax

Environmental Strategies (cont.)

Moderate Effectiveness

- Retain or enact restrictions on hours of sales
- Enact social host laws
- Prohibit alcohol use/sale at campus sporting events
- Enact dram shop liability laws; Sales to intoxicated
- Limit number/density of alcohol establishments
- Retain state-run alcohol retail stores
- Enact RBS training laws

Efficacy and the Strength of Evidence of U.S. Alcohol Control Policies

Toben F. Nelson, ScD, Ziming Xuan, ScD, Thomas F. Babor, PhD, Robert D. Brewer, MD, MSPH, Frank J. Chaloupka, PhD, Paul J. Gruenewald, PhD, Harold Holder, PhD, Michael Klitzner, PhD, James F. Mosher, JD, Rebecca L. Ramirez, MPH, Robert Reynolds, MA, Traci L. Toomey, PhD, Victoria Churchill, Timothy S Naimi, MD, MPH

Background: Public policy can limit alcohol consumption and its associated harm, but no direct comparison of the relative efficacy of alcohol control policies exists for the U.S.

Purpose: To identify alcohol control policies and develop quantitative ratings of their efficacy and strength of evidence.

Methods: In 2010, a Delphi panel of ten U.S. alcohol policy experts identified and rated the efficacy of alcohol control policies for reducing binge drinking and alcohol-impaired driving among both the general population and youth, and the strength of evidence informing the efficacy of each policy. The policies were nominated on the basis of scientific evidence and potential for public health impact. Analysis was conducted in 2010–2012.

Results: Panelists identified and rated 47 policies. Policies limiting price received the highest ratings, with alcohol taxes receiving the highest ratings for all four outcomes. Highly rated policies for reducing binge drinking and alcohol-impaired driving in the general population also were rated highly among youth, although several policies were rated more highly for youth compared with the general population. Policy efficacy ratings for the general population and youth were positively correlated for reducing both binge drinking ($r=0.50$) and alcohol-impaired driving ($r=0.45$). The correlation between efficacy ratings for reducing binge drinking and alcohol-impaired driving was strong for the general population ($r=0.88$) and for youth ($r=0.85$). Efficacy ratings were positively correlated with strength-of-evidence ratings.

Conclusions: Comparative policy ratings can help characterize the alcohol policy environment, inform policy discussions, and identify future research needs.

(Am J Prev Med 2013;45(1):19–28) © 2013 American Journal of Preventive Medicine. All rights reserved.

Nelson et al., AJPM (2013)

General population

1. Alcohol excise taxes (state)
2. State Alcohol Control Systems (Monopoly)
3. Bans on alcohol sales
4. Outlet density restrictions
5. Wholesale price restrictions
6. Retail price restrictions
7. ABCs present, functional, adequately staffed
8. Dram shop liability laws
9. Hours of sale restrictions
10. Restrictions on alcohol consumption in public places, events

Youth population

1. Alcohol excise taxes (state)
2. Minimum legal drinking age laws
3. Bans on alcohol sales
4. State Alcohol Control Systems (Monopoly)
5. Wholesale price restrictions
6. Compliance checks (enforcement of MLDA laws)
7. ABCs present, functional, adequately staffed
8. Outlet density restrictions
9. Furnishing alcohol to minors prohibited
10. Retail price restrictions

ENVIRONMENTAL-LEVEL STRATEGIES:

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² Strategy does not seek to reduce alcohol availability, one of the most effective ways to decrease alcohol use and its consequences.

**Identify stakeholders,
allies and opponents**

Activity 2

Take the next 5 minutes

- List allies or stakeholders who might have an interest in the issue of student drinking and related problems
- Identify their self-interest
- Identify their barriers to engaging or taking steps to address student drinking



**Re-frame how you
think and talk about
environmental
strategies**

Policies are community standards

- Drinking behaviors that cause problems are not generally acceptable to most in your community
- Make approach to alcohol consistent with your University mission
- Talk about standards early and often
- Engage students in identifying standards

Enforcement makes everyone accountable to community standards

- Informal and formal enforcement
- Communicate about enforcement efforts
- Enforce standards for suppliers of alcohol
- Move away from a 'bad apples' approach

Components of Punishment for Deterrence

- Severity - make the punishment bad
- Certainty - make the likelihood of punishment high
- Celerity - make the consequences quick

Activity 3



- Develop an elevator talk for pursuing interventions to reduce student drinking that work

Your quick pitch

- Who you are
- What you want to accomplish
- How your approach is different
- Why it will work (with data)
- What you want them to do



What else do you need?

- Strengthen your argument
 - Focus on harms (social and individual)
 - Focus on environmental determinants
 - Availability/suppliers of alcohol
- Understand and engage others on their self-interest
- Friends and allies
- Skilled people
- Data, data, data

Questions and Comments



Toben F. Nelson, Sc.D.

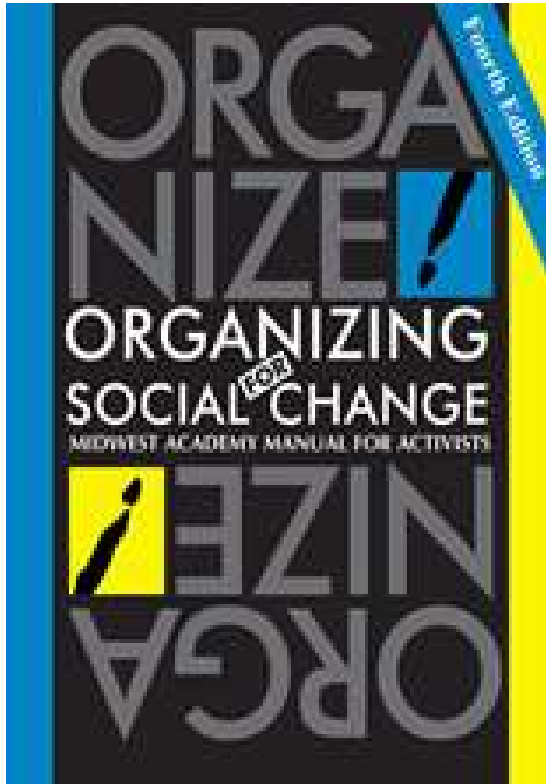
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SOCIAL CHANGE
Midwest Academy Manual
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4th Edition

By Kim Bobo, Jackie Kendall & Steve Max

<http://www.organizingforsocialchange.org/>

Preventing Binge Drinking on College Campuses

A GUIDE TO BEST PRACTICES



Toben F. Nelson, Sc.D. Ken C. Winters, Ph.D.
with Vincent L Hyman

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By Toben F. Nelson, Sc.D.
and Ken C. Winters, Ph.D. with
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Chapter 2: Circles of Influence and Response Model

Chapter 3: Laying the Groundwork

Chapter 4: Implementing a Screening and Intervention System

Chapter 5: Improving the Quality of Policies and Procedures

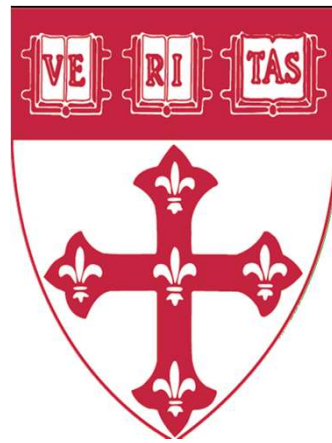
Chapter 6: Restricting Alcohol Access

Chapter 7: Influencing Alcohol Prices

CD-ROM

Harvard School of Public Health

COLLEGE ALCOHOL STUDY



New web address!

<http://sphweb.sph.harvard.edu/cas/>

“A Matter of Degree” Program Evaluation

New web address!

<http://sphweb.sph.harvard.edu/amod/>



EVALUATING ENVIRONMENTAL PREVENTION APPROACHES TO ALCOHOL ABUSE BY COLLEGE STUDENTS

