Strategies to address high risk drinking

Alcohol abuse and high-risk use is a complex problem that requires a complex response. At UW-Stout, we focus our prevention and response strategies in a three-pronged approach - Enforcement, Education and Engagement.

The following enforcement strategies are utilized:

- **New local ordinances**: Assist and support the creation of new ordinances that help reduce alcohol consumption (i.e. public intoxication).
- **Dunn County Alcohol Task Force**: Work with an alliance of UW-Stout and Menomonie Police for regularly patrolling underage parties as well as bar checks.

Encourage strict consequences and consistent enforcement by the University with personalized brief motivational interviews and/or service referrals.

These educational strategies are implemented:

- **Send a unified message regarding alcohol** from various areas and campus departments—the Alcohol Philosophy Statement or Smart+Healthy as examples.
- **e-CHUG Requirement**: First year students must complete an online self-evaluation of alcohol use in fall semester to register for spring classes.

- **Alcohol Awareness Program I (AAPI)**: alcohol class is provided to individuals who receive their 1st underage citation.
- **Drinker’s Check-up (DCU)**: Stout students receive a minimum of three individual counseling sessions building upon AAPI. The DCU process utilizes motivational interviewing, cognitive behavioral therapy, and personalized feedback. (2nd underage citation-Stout students only).

- **Alcohol Awareness Program III (AAP3)**: Stout student receives a minimum of three individual counseling sessions building upon the DCU and focuses on values that conflict with drinking behaviors. (3rd underage citation-Stout students only).

- **Individual Counseling**: Free individual sessions provided to Stout students who want to address substance use.

(Continued on page 2)

What can I do?

- **Use the syllabus or course expectations.** Take attendance occasionally. Schedule Friday quizzes and exams.

- **Debunk student misperceptions.** Most Stout students drink responsibility. 29% of Stout students don’t drink at all (2013 UW-Stout AOD Use Survey). Ask questions like “Why would such a policy exist?”

- **Make a comment, Or Don’t.** Encourage students to slow down and be safe. Avoid “horror” stories or “glorifying” statements such as “Don’t drink too much this weekend!—wink, wink.” “Be safe,” or “Watch out for each other” are better to close class.

- **Take advantage of teachable moments.** Ask a few questions when you hear students talking. Since you’re only hearing one side, what would another position be? Young adults can use assistance in critically thinking through social situations, too.

- **Take a few minutes in class.** Discuss a “Choices We Make” clip from the Smart+Healthy website or how alcohol relates to being a professional person in your field. Try the “21+” link to “Professional Preparation” from the Smart+Healthy website for ideas.

- **Bring it up during advising.** Ask students the kind of drinker they want to be? Ask students about their use? What are college kids drinking these days? Do they have friends who are regular drinkers? Do they drink regularly? Talk about what expectations you have for their use and safety.

- **Schedule a class presentation.** Jake Bloom, AOD Program Coordinator and his staff can discuss a variety of AOD-related topics.

- **Make a referral.** If a student is struggling with alcohol use or shows signs—missed classes, drunk or hung over, shares high-use information—refer the student to the SAGE Program, AOD Program in the Counseling Center or to the Dean of Students Office.

- **Make connections with students.** Students want meaningful interactions and useful advice from their instructors.
What happens when a student receives an alcohol citation?

Students can be ticketed for a variety of alcohol-related citations—underage, providing, hosting, driving while under the influence or public intoxication.

University Consequences
The Dean of Students Office oversees the campus conduct system and adjudicates cases that happen on campus grounds or in campus buildings. Consequences vary and may include University probation, alcohol use assessments or suspension.

University Housing manages violations of the Housing contract. Students enter Housing’s staged system based on Blood Alcohol Level (BAL). University Police are called to issue tickets and take a BAL. Consequences may include Housing probation, educational sanctions, a campus move, contract termination and/or referral into the University Conduct system.

Civil Consequences
As students are ticketed in the residence halls, on campus grounds or in the community, they also simultaneously encounter Menomonie civic consequences.

To provide context, underage fees are:
- 1st Offense: $263.50* & 90 day driver’s license suspension
- 2nd Offense: $389.50 & 180 day driver’s license suspension
- 3rd Offense: $515.50 & 360 day driver’s license suspension

Hidden Consequences
Some consequences are not seen immediately, yet include:
- Insurance rates can increase
- License reinstatement has a fee $60
- Friendships can be lost
- A co-op, certification or job opportunity can be lost such as a teaching certificate or a construction driver’s license

Strategies ... continued ...

- Consulting: Individual consultation and resources are available to both students and faculty/staff regarding AOD issues and best practices.
- Referral services: Acting as an agent of referral for further AOD needs of students (i.e. AA, NA, treatment facilities).

Additional engagement strategies used:
- The Chancellor’s Coalition brings campus and community members together monthly to discuss issues & initiatives.
- Smart+Healthy orientation presentations introduce new Stout students to social norms. Through interactive clickers, students see real-time responses regarding their perceptions & the realities of college drinking.
- Peer Mentor Trainings are provided to resident advisors, orientation leaders & athletes to assist their facilitating peer discussions about responsible use, bystander intervention and assisting others. “STEP Up!” & “I Step Up!” for example.

And engagement strategies that we would like to see more of:
- Intellectual classroom conversations about responsible use and safety.
- More students and faculty engaged in the conversation about strategies to reduce high-risk drinking.
- And, as always...the consideration of our own responsible use and the message our behavior sends to students.

How are the strategies selected?

We attempt to focus strategies based on NIH’s National Institute on Alcohol Abuse and Alcoholism (NIAAA) Task Force on College Drinking Framework (2002). The framework uses a four-tier system to rank the strength of the scientific evidence available to support or refute each strategy:

1. Effective and Targeted at College Students — (ex: combining cognitive-behavioral skills with norms clarification; brief motivational interventions; altering students’ expectations about the effects of alcohol)
2. Effective With General Populations and Could Be Applied to College Environments — (ex: enforcement of minimum drinking age laws; restrictions on alcohol outlet density, responsible beverage service policies; formation of campus and community coalitions)
3. Promising — (ex: reinstate Friday classes and exams and Saturday morning classes; expand alcohol-free dormitories; consistently enforced discipline for alcohol policy violations; awareness of personal liability issues; “Safe-Ride” programs; regulation of happy hours and sales)
4. Ineffective — (ex: interventions that rely entirely on providing information about problems related to risks from drinking—car crashes, etc)

We also seek guidance regarding Wisconsin’s unique culture from Julia Sherman, Director of the Wisconsin Alcohol Policy Project, University of Wisconsin Law School. She chaired the WI State Council on Alcohol, Culture and Environment Workgroup which released recommendations in April 2010. See the following websites for additional details:
- www.collegedrinkingprevention.gov
- www.niaaa.nih.gov
- sccooda.state.wi.us/docs/ace/ace040110.pdf

For more information about UW-Stout’s programs, contact Joan Thomas, Dean of Students, Nate Kirkman, Assistant Dean of Students or Jake Bloom, Counselor & AOD Program Coordinator.