



**Please stand by. The webinar  
will begin momentarily.**



# RECORDING NOTICE

**This webinar will be recorded.  
The presentation, video archive (including closed captioning), and a written transcript will be posted to [www.stopalcoholabuse.gov](http://www.stopalcoholabuse.gov).**



# *College Drinking: Prevention Perspectives from the Field*

A virtual panel discussion and soft launch of the  
*College Drinking: Prevention Perspectives* video series

May 25, 2017





## MODERATOR

Jane Tobler

Project Director, Underage Drinking Prevention  
Education Initiatives, Vanguard Communications

# ***COLLEGE DRINKING: PREVENTION PERSPECTIVES VIDEO SERIES***

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## **A new resource for:**

- Institution of higher education professionals;
- Parents of college-age youth; and
- Prevention and education-focused organizations.

## **Demonstrates how to:**

- Implement effective strategies to prevent underage drinking in campus communities; and
- Work with the community on prevention efforts.

# PARTICIPANT TIPS

## For this webinar:

- Use the chat box (on the lower left) to submit technical problems.
- Use the same box to submit questions for presenters.
- Submit questions at any time. Please do not hold your questions until the end.

# MEET THE PANELISTS



## PANELIST

Dr. Vivian Faden

National Institute on Alcohol Abuse and Alcoholism (NIAAA),  
National Institutes of Health, (NIH)



## PANELIST

Marion C. Pierce

Center for Substance Abuse Prevention (CSAP), SAMHSA



**PANELIST**  
**John Ruyak**

Student Health Services, Oregon State University

# NEW VIDEO SERIES

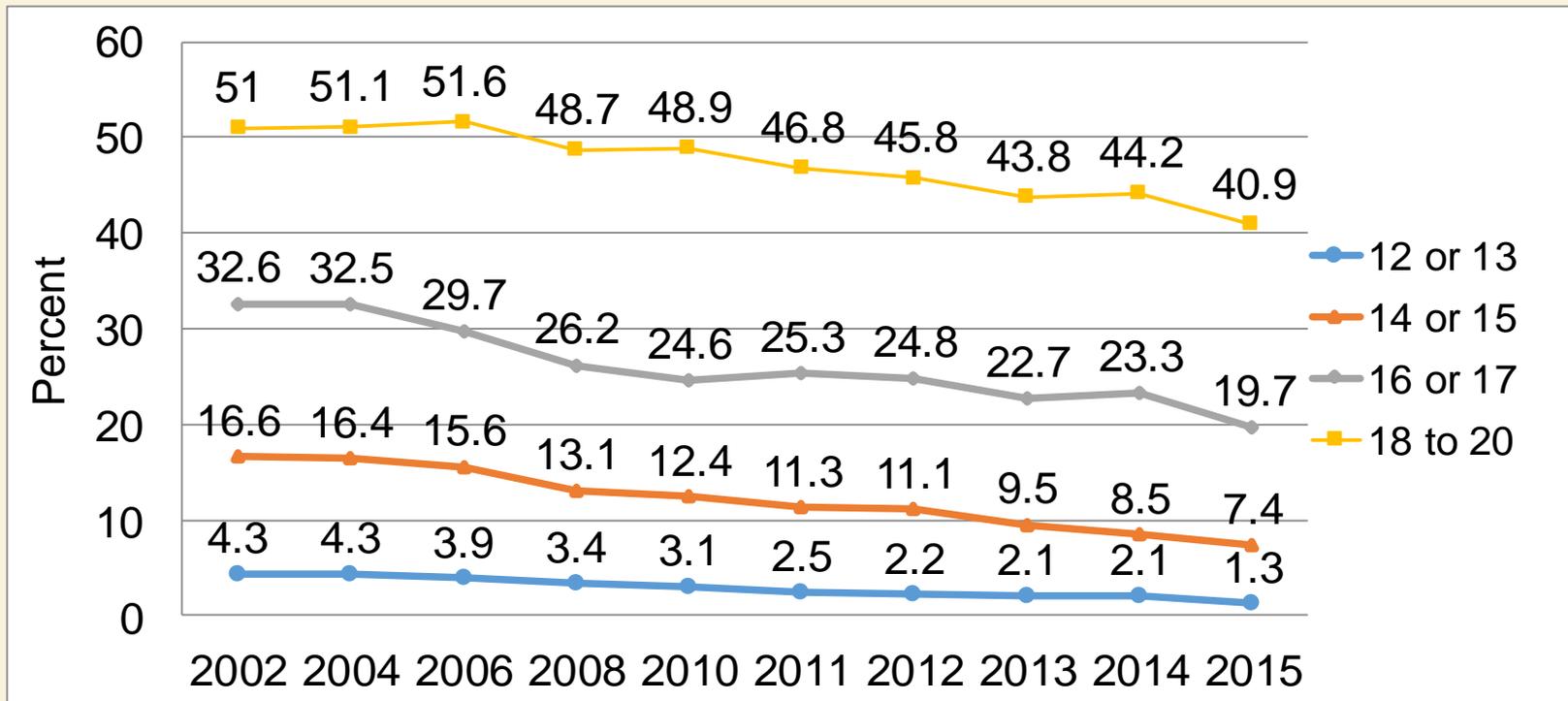
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## *College Drinking: Prevention Perspectives*



# A STEADY DECLINE

## Past-month alcohol use by 12- to 20-year-olds



Center for Behavioral Health Statistics and Quality (2016). *2015 National Survey on Drug Use and Health: Detailed Tables.*

# CONSEQUENCES FOR STUDENTS

**Underage drinking has short- and long-term consequences for students, including:**

- Academic failure;
- Increased risk of future alcohol dependence and/or alcohol use disorders;
- Injury and death;
- Assault and sexual abuse;
- Unsafe sex; and
- Legal repercussions.



# ***COLLEGE DRINKING: PREVENTION PERSPECTIVES***

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***The College Drinking: Prevention Perspectives*** video series demonstrates how to:

- Tackle underage drinking with limited resources;
- Implement underage drinking prevention programs;
- Engage community partners in prevention efforts; and
- Account for differences in student culture and the surrounding campus community.

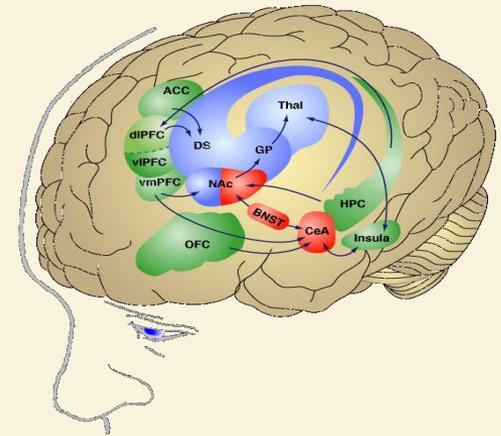


# PREVENTION IS KEY

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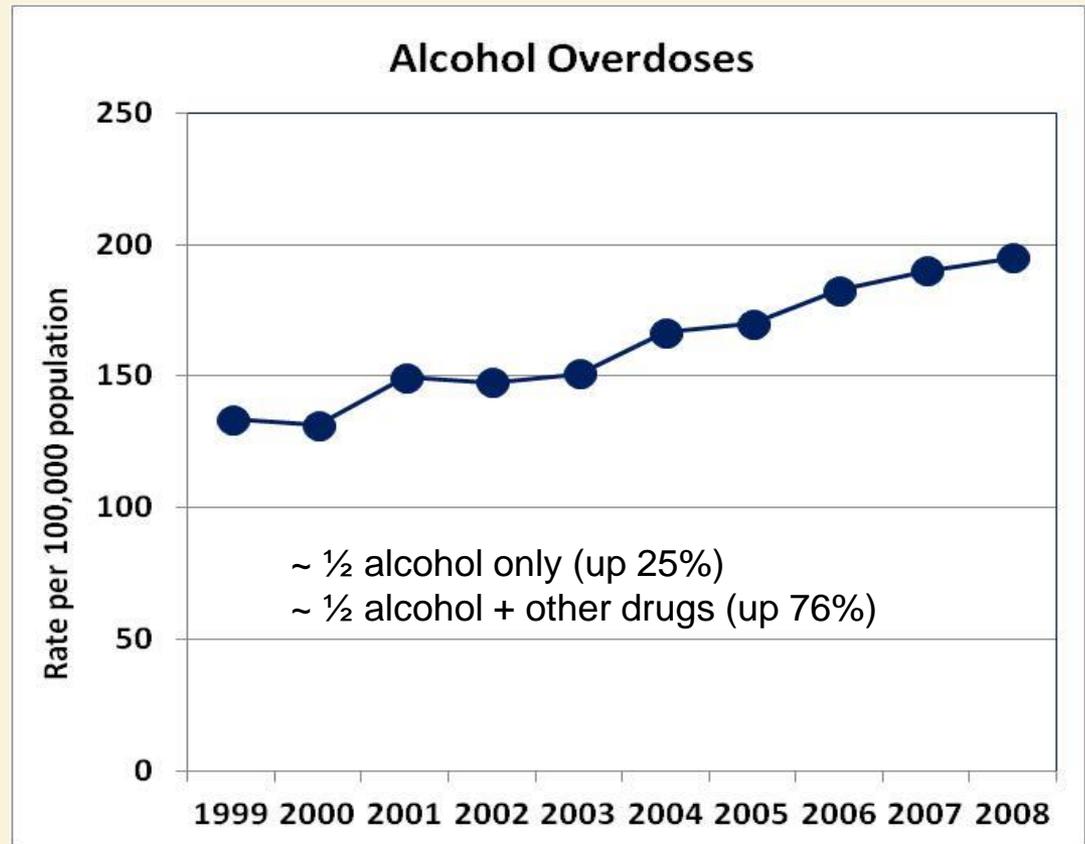
## Effects of alcohol on a college student's brain (still developing until the mid-20s):

- **Short-term:** Drinking causes problems with decision-making and the ability to recognize potential danger, which can lead to tragic consequences.
- **Long-term:** Alcohol can affect the development of the frontal cortex, which is responsible for cognition and decision-making—and those functions can be affected into adulthood.



# PREVENTION IS KEY

**A 67% Increase In Hospitalizations Related To Alcohol Overdoses In 18- to 24-Year-Olds Between 1999–2008**



# CAMPUS-COMMUNITY PARTNERSHIP

17

## Oregon State University partnered with the city of Corvallis to:

- Highlight the central role of campus and community partnerships in shaping meaningful prevention efforts;
- Bring multiple voices to the table; and
- Create opportunities for campus and community policy advocacy.



**Oregon State**  
University



# CAMPUS-COMMUNITY PARTNERSHIP

## Community collaboration in action:

After a challenging Halloween, Oregon State...

- Convened a group of campus and community stakeholders, including law enforcement;
- Discussed large scale changes for addressing high-risk events; and
- Identified the EMS as one of the university's biggest allies.

# CAMPUS-COMMUNITY PARTNERSHIP

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**Oregon State University partnered with the city of Corvallis to also:**

- Utilize data and information sharing.
- Seek out powerful community voices.
- Spark crucial conversations—gaining key stakeholder buy-in.



# ***COLLEGE DRINKING: PREVENTION PERSPECTIVES***

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## **“Lessons Learned at Frostburg State University”**



# “LESSONS LEARNED AT FROSTBURG STATE UNIVERSITY”

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## Frostburg’s actions included:



- Offered Friday classes to discourage Thursday night drinking;
- Hosted alcohol-free dance parties;
- Helped fund extra officer to patrol neighborhoods on party nights;
- Made an online class about college drinking mandatory; and
- Trained student leaders using same training bartenders received to spot problems at parties.

# ***COLLEGE DRINKING: PREVENTION PERSPECTIVES***

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## **“Lessons Learned at Frostburg State University”**



# CAMPUS-COMMUNITY PARTNERSHIP

## Oregon State's community partnerships:

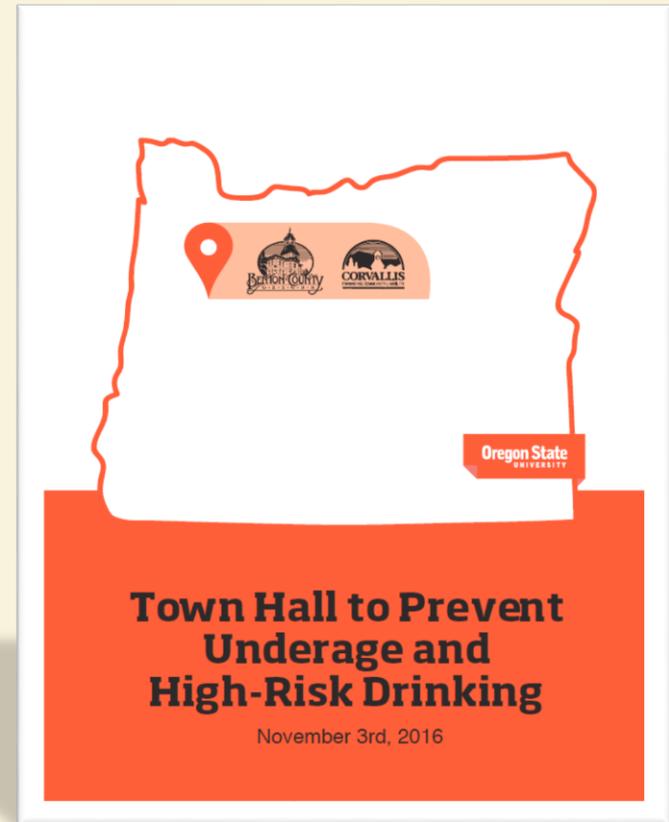
- Develop sustained prevention impacts through *Collaboration Corvallis*.



# CAMPUS-COMMUNITY PARTNERSHIP

## Oregon State's community partnerships (cont.):

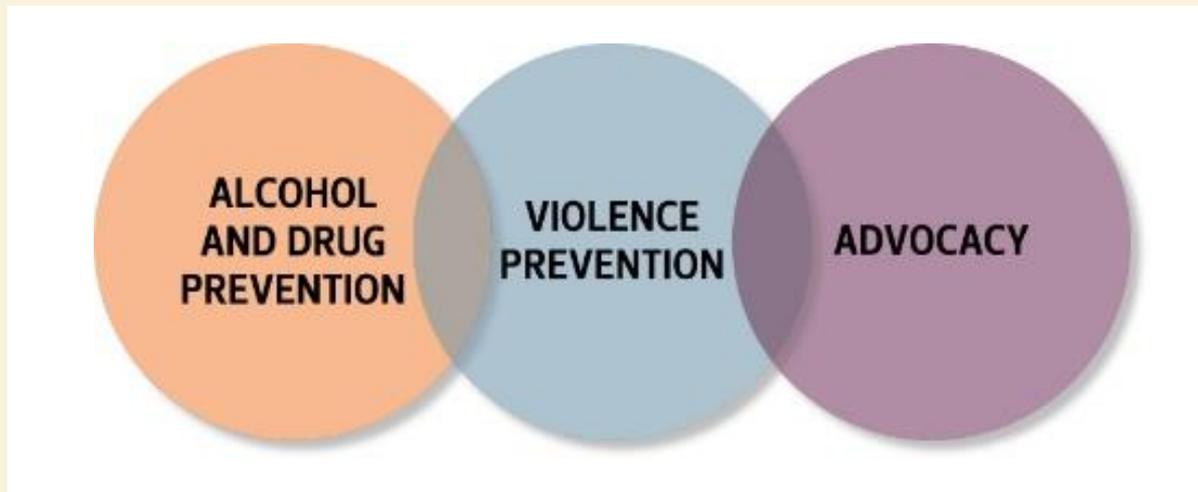
- Engage community stakeholders in prevention efforts through *Communities Talk: Town Hall Meetings*



# CAMPUS-COMMUNITY PARTNERSHIP

## Oregon State's community partnerships (cont.):

- Utilize OSU's Prevention and Advocacy Coalition as a strategic hub.



# CAMPUS-COMMUNITY PARTNERSHIP

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**Oregon State's community partnerships create institutional buy-in for change.**

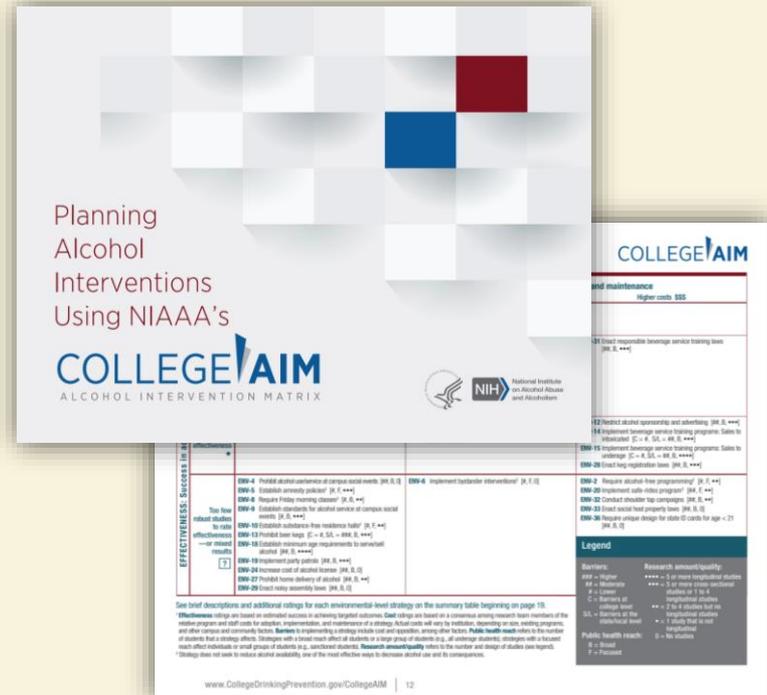
- Within our campus communities, speak to overarching goals;
- Link to goals for student development (Student Affairs); and
- Link to goals of the university.



# NIAAA's CollegeAIM

## The College Alcohol Intervention Matrix (CollegeAIM):

- A resource from NIAAA to help schools address harmful and underage student drinking.
- Developed with leading college alcohol researchers and staff, it is an easy-to-use and comprehensive tool to identify effective alcohol interventions.



# NIAAA's *CollegeAIM*

## CollegeAIM makes research easy to “use.”

- Developed for school officials, particularly **alcohol and other drug (AOD)** and student life staff.
- Designed to inform and guide them as they choose interventions for their campus communities by allowing them to compare a range of strategies.



# NIAAA's CollegeAIM

## The Centerpiece: The centerpiece of the guide: a user-friendly, matrix-based tool.

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

EFFECTIVENESS: Success in achieving targeted outcomes	COSTS: Combined program and staff costs for adoption/implementation and maintenance	
	Lower costs \$	Mid-range costs \$\$
Higher effectiveness ***	<p>ENW-16 Restrict happy hours/prius promotions (##, B, ***)</p> <p>ENW-21 Retain ban on Sunday sales (where applicable) (##, B, ****)</p> <p>ENW-22 Retain age-21 drinking age (##, B, ****)</p>	<p>ENW-11 Enforce age-21 drinking age (e.g., on ##, B, ****)</p> <p>ENW-23 Increase alcohol tax (##, B, ****)</p>
Moderate effectiveness **	<p>ENW-17 Retain or enact restrictions on hours of alcohol sales (##, B, ****)</p> <p>ENW-34 Enact social host provision laws (##, B, ***)</p>	<p>ENW-3 Prohibit alcohol use/sales at campus (##, B, ****)</p> <p>ENW-25 Enact dram shop liability laws: Sales (##, B, ****)</p> <p>ENW-26 Enact dram shop liability laws: Sales (##, B, ****)</p> <p>ENW-30 Limit number/density of alcohol establish</p> <p>ENW-35 Retain state-run alcohol retail stores (##, B, ****)</p>
Lower effectiveness *	<p>ENW-1 Establish an alcohol-free campus (##, B, ****)</p> <p>ENW-7 Conduct campus-wide social norms (##, B, ****)</p>	<p>ENW-6 Implement bystander interventions<sup>2</sup></p>
Too few robust studies to rate effectiveness—or mixed results ?	<p>ENW-4 Prohibit alcohol use/service at campus social events (##, B, 0)</p> <p>ENW-5 Establish amnesty policies<sup>2</sup> (##, F, **)</p> <p>ENW-8 Require Friday morning classes<sup>2</sup> (##, B, **)</p> <p>ENW-9 Establish standards for alcohol service at campus social events (##, B, ***)</p> <p>ENW-10 Establish substance-free residence halls<sup>2</sup> (##, F, **)</p> <p>ENW-13 Prohibit beer kegs [C = #, SL = ##, B, ***)</p> <p>ENW-18 Establish minimum age requirements to serve/sell alcohol (##, B, ****)</p> <p>ENW-19 Implement party patrols (##, B, ****)</p> <p>ENW-24 Increase cost of alcohol license (##, B, 0)</p> <p>ENW-27 Prohibit home delivery of alcohol (##, B, **)</p> <p>ENW-29 Enact noisily assembly laws (##, B, 0)</p>	<p>ENW-6 Implement bystander interventions<sup>2</sup></p>

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

<sup>1</sup> Effectiveness ratings are based on estimated success in achieving targeted outcomes. Cost ratings are based on a consensus among research to relative program and staff costs for adoption, implementation, and maintenance of a strategy. Actual costs will vary by institution, depending on size 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 refers to the number and design of studies that reach effect individuals or small groups of students (e.g., sanctioned students). Research amount/quality refers to the number and design of studies that reach effect individuals or small groups of students (e.g., sanctioned students). Research amount/quality refers to the number and design of studies that reach effect individuals or small groups of students (e.g., sanctioned students). Research amount/quality refers to the number and design of studies that reach effect individuals or small groups of students (e.g., sanctioned students).

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

**INDIVIDUAL-LEVEL STRATEGIES:**  
Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; Research Amount; and Primary Modality<sup>1</sup>

**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 ***	<p>IND-3 Normative re-education: Electronic/mailed personalized normative feedback (PNF)—Generic/other<sup>2</sup> (##, B, **, online/offsite)</p> <p>IND-10 Skills training, alcohol focus: Self-monitoring/self-assessment alone<sup>2</sup> (##, F, **, online/offsite)</p> <p>IND-21 Personalized feedback intervention (PFI): eCHECK UP TO GO (formerly, e-CHUG)<sup>3</sup> (##, B, ****, online)</p>	<p>IND-9 Skills training, alcohol focus: Goal/intention-setting alone<sup>3</sup> (##, F, **, IP)</p> <p>IND-12 Skills training, alcohol plus general life skills: Alcohol Skills Training Program (ASTP)<sup>3</sup> (##, F, ****, IPG)</p> <p>IND-16 Brief motivational intervention (BMI): In-person—Individual (e.g., BASICS)<sup>3</sup> (##, F, ****, IP)</p> <p>IND-22 Personalized feedback intervention (PFI): Generic/other<sup>2</sup> (##, B, ****, online)</p>	<p>IND-17 Multi-component education-focused program (MCEPF): AlcoholEdu<sup>4</sup> for College<sup>4</sup> (##, B, **, online)</p> <p>Interventions Delivered by Health Care Professionals</p> <p>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:</p> <p>IND-23 Screening and behavioral treatments</p> <p>IND-24 Medications for alcohol use disorder</p> <p>These approaches can reduce harmful drinking, according to studies conducted mainly in general adult populations (ages 18-65).</p> <p>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.</p>
Moderate effectiveness **	<p>IND-2 Normative re-education: Electronic/mailed personalized normative feedback (PNF) Event-specific prevention (21st birthday cards) (##, B, **, online/offsite)</p>	<p>IND-8 Skills training, alcohol focus: Expectancy challenge interventions (ECI)—Experiential (##, F, ****, IPG)</p> <p>IND-13 Skills training, alcohol plus general life skills—Parent-based alcohol communication training (##, F, **, offsite)</p> <p>IND-14 Skills training, alcohol plus general life skills or general life skills only/Generic/other<sup>2</sup> (##, F, ****, IPG)</p> <p>IND-15 Brief motivational intervention (BMI): In-person—Group (##, F, **, IPG)</p>	<p>Legend</p> <p>Effectiveness rating, based on percentage of studies reporting any positive effect:</p> <p>*** = 75% or more ** = 50% to 74% * = 25% to 49% X = Less than 25%</p> <p>Public health reach:</p> <p>B = Broad F = Focused</p> <p>Research amount:</p> <p>**** = 11+ studies *** = 7 to 10 studies ** = 4 to 6 studies * = 3 or fewer studies</p> <p>Barriers:</p> <p>## = Higher # = Moderate # = Lower</p> <p>Primary modality:</p> <p>IP = In-person individual IPG = In-person group Online Offsite</p>
Lower effectiveness *	<p>IND-7 Skills training, alcohol focus: Expectancy challenge intervention (ECI)—By proxy/didactic/discussion alone<sup>2</sup> (##, F, **, IPG)</p>	<p>IND-4 Normative re-education: In-person norms clarification alone<sup>2</sup> (##, F, **, IPG)</p>	
Not effective X	<p>IND-1 Skills training, alcohol plus general life skills: Alcohol 101 Plus™<sup>2</sup> (##, B, *, online)</p> <p>IND-19 Personalized feedback intervention (PFI): CheckYourDrinking (beta 1.0 version)<sup>2</sup> (##, B, *, online)</p> <p>IND-20 Personalized feedback intervention (PFI): College Drinker's Check-up<sup>2</sup> (##, B, *, online)</p>	<p>IND-1 Information/knowledge/education alone<sup>3</sup> (##, B, ****, IPG)</p> <p>IND-5 Values clarification alone<sup>3</sup> (##, F, **, IPG)</p>	
Too few studies to rate effectiveness ?		<p>IND-6 Skills training, alcohol focus: Blood alcohol concentration feedback alone<sup>2</sup> (##, F, *, IP)</p> <p>IND-18 Multi-component education-focused programs (MCEPF): Miscellaneous<sup>2</sup> (##, B, *, online)</p>	

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

<sup>1</sup> 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 underage 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).

<sup>2</sup> 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.

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

# HOW SCHOOLS CAN USE *CollegeAIM*

## With the help of CollegeAIM, school officials can:

- Review the individual and environmental matrices to identify highly-rated strategies likely to reduce drinking and its harmful consequences.
- Compare current interventions to possible alternatives.
- Find new evidence-based options to consider.
- Use the interactive **strategy planning worksheet** to select a combination of approaches that meets the needs of their campus and budget.



# HOW SCHOOLS CAN USE *CollegeAIM*

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For more information, visit:  
[www.collegedrinkingprevention.gov/CollegeAIM](http://www.collegedrinkingprevention.gov/CollegeAIM)

The screenshot shows the CollegeAIM website interface. At the top, there is a navigation bar with the following links: Overview, Individual Strategies, Environmental Strategies, Worksheet, FAQs, and Additional Information. The main content area features a large graphic with a grid of colored squares (white, blue, red) and the text: "Planning Alcohol Interventions Using NIAAA's COLLEGEAIM ALCOHOL INTERVENTION MATRIX". Below this graphic are two buttons: "Download as a PDF" and "Order a print copy". To the right of the graphic, there is a section titled "What Is CollegeAIM and Why Is It Needed?" with three paragraphs of text and a "Learn More" button. Below the main content area, there is a section titled "How can schools use CollegeAIM?" with a sub-section "With the help of CollegeAIM, school officials can:" followed by a bulleted list of three points. To the right of this list is a testimonial quote from Jonathan Gibraltar, Ph.D., President of Wells College.

Go to [collegedrinkingprevention.gov](http://collegedrinkingprevention.gov)

**COLLEGEAIM**  
ALCOHOL INTERVENTION MATRIX

Overview Individual Strategies Environmental Strategies Worksheet FAQs Additional Information

Planning Alcohol Interventions Using NIAAA's **COLLEGEAIM** ALCOHOL INTERVENTION MATRIX

Download as a PDF Order a print copy

**What Is CollegeAIM and Why Is It Needed?**

CollegeAIM—the College Alcohol Intervention Matrix—is a new resource to help schools address harmful and underage student drinking. Developed with leading college alcohol researchers and staff, it is an **easy-to-use** and **comprehensive** tool to identify effective alcohol interventions.

While there are numerous options for addressing alcohol issues, they are not all equally effective.

CollegeAIM can help schools **choose interventions wisely**—boosting their chances for success and helping them improve the health and safety of their students.

[Learn More](#)

**How can schools use CollegeAIM?**

With the help of *CollegeAIM*, school officials can:

- Review the **individual-** and **environmental-level** strategies to learn how their current strategies compare to other alternatives.
- Find new evidence-based options.
- Use the **interactive strategy planning worksheet** to help select a combination of approaches that meets the needs of their campus and their budget.

"This instrument is one of the most thoroughly vetted and user-friendly summaries of intervention strategies I have seen in decades."  
—Jonathan Gibraltar, Ph.D.  
President, Wells College

# QUESTIONS

# ASK A QUESTION

**There are two ways to ask a question:**

**Online:** Type your question in the lower left hand chat box.

**By phone:** Dial “star 1” on your phone to be placed in the queue.

- Be sure to tell the operator your name as you wish it to be announced.



For additional questions, e-mail:  
**[info@stopalcoholabuse.net](mailto:info@stopalcoholabuse.net)**

Today's presentation will be available on:  
**[www.StopAlcoholAbuse.gov](http://www.StopAlcoholAbuse.gov)**

# FINAL THOUGHTS

# WHERE TO FIND *CollegeAIM*

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For more information, visit:  
[www.collegedrinkingprevention.gov](http://www.collegedrinkingprevention.gov)

The screenshot shows the homepage of the **collegedrinking** website, with the tagline "CHANGING THE CULTURE". The navigation menu includes: Statistics, NIAAA College Materials, Supporting Research, Special Features, CollegeAIM, College Administrators, and Parents & Students. The main content area features a large banner for "INTERACTIVE BODY" with the text "Virtually every organ system is affected by alcohol." and a "Find Out More" button. Below the banner are three columns of content: "College Drinking Statistics" with sub-points for Prevalence and Consequences; "CollegeAIM" with sub-points for Welcome, Introduction, Individual Strategies, and Environmental Strategies; and "In the News" with three news items: "Penn State Fraternity Death: Timothy Piazza's Parents Say Son Treated Like 'Road Kill'", "4 Plead Guilty in Baruch College Student's Hazing Death", and "Editorial: Lesson in human decency might have saved Penn State student's life".

# SAMHSA UNDERAGE DRINKING PREVENTION RESOURCES

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## Website

[www.stopalcoholabuse.gov/townhallmeetings](http://www.stopalcoholabuse.gov/townhallmeetings)



# SAMHSA UNDERAGE DRINKING PREVENTION RESOURCES

**TALKING WITH YOUR COLLEGE-BOUND YOUNG ADULT ABOUT ALCOHOL**

Students preparing to attend college have already taken several steps toward independence. Deciding where to go to college, what career path to pursue, and how to finance an advanced education are all choices in learning how to be an adult. But they are not there yet. Young adults still need and value their parents' guidance as they make decisions about their future. One of these decisions will be about alcohol use at college—and parents represent the best source of advice on the issue.

Talk with your young adult about avoiding underage drinking, even if you suspect alcohol use during high school. Research suggests that teens who talked with their parents about alcohol avoidance strategies before they began their first year of college were more likely to avoid alcohol, limit its use, and spend less time with heavy-drink friends.<sup>1</sup>

**Alcohol avoidance can help a student keep academic plans on track; alcohol use can disrupt a future.**

**TRANSITIONING TO COLLEGE**

College can represent new students as they deal with changing social and academic expectations and the responsibilities that come with being on their own. It can be so challenging that about one-third of first-year students fail to enroll for their second year.<sup>2</sup>

Some students may use alcohol as a way to cope with college pressures. They also might believe that alcohol use is common and socially expected among their new friends, and drink to fit in. Students, however, tend to significantly overestimate how often their fellow students use alcohol.<sup>3</sup>

Due to these and other reasons, your young adult is entering an environment where alcohol use among 18- to 20-year-olds escalates dramatically. Overall, full-time first-year students tend to drink more than their peers who do not attend college—and suffer significantly more alcohol-related consequences.<sup>4</sup>

New students appear most likely to initiate or increase alcohol use during their first six weeks of college.

**STARTING THE CONVERSATION**

It's talking with your young adult about alcohol, look for opportunities to raise the topic naturally. Discussions about majors and course selection can lead to a conversation about the ways in which alcohol use can disrupt academic success and career options. Housing selection can generate a discussion about whether substance-free residence halls are an option. Discuss ways to handle situations where alcohol use by other students might create a problem, such as interrupted study time or unwanted sexual advances. As you tour the campus area, note how many alcohol outlets are in the community.

Emphasize that no matter where alcohol is available, underage drink ing represents a risk and a choice that has consequences.

Become familiar with the school's alcohol use policy together.

- Does the school have different sanctions for student attendees and those attending on scholarship?
- Does the school require new students to complete an online course in alcohol use prior to arriving on campus?
- A new might result from a suspension that, being released from a team, or loss of a scholarship affect your young adult's ability to remain in school?

Many colleges and universities are aware that communication between parents and students can support academic success. Contact the college your young adult will be attending for materials that offer tips on maintaining contact with students or talking about alcohol.

**CONVERSATION GOALS:**

- Emphasize how underage drinking can undermine health, safety, and academic achievement.
- Make your no-alcohol use position clear.
- Demonstrate your willingness to help find constructive alternatives to drinking.

LEARN ABOUT COLLEGE ALCOHOL POLICIES AT [WWW.COLLEGEDRINKINGPREVENTION.GOV](http://WWW.COLLEGEDRINKINGPREVENTION.GOV)

**SAMHSA**  
Substance Abuse and Mental Health Services Administration

## *The Sound of Your Voice Video and Parent Guide*

*The Sound of Your Voice* encourages parents to talk with their college-bound young adults about alcohol use before and during their freshman year.

# SAMHSA UNDERAGE DRINKING PREVENTION RESOURCES

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Find these resources and more at:  
[www.stopalcoholabuse.gov](http://www.stopalcoholabuse.gov)

The screenshot shows the homepage of the Stop Underage Drinking website. At the top, there is a navigation bar with the text "STOP UNDERAGE DRINKING | TOWN HALL MEETINGS" on the left and a search icon on the right. Below the navigation bar is a large banner featuring a smiling young woman. The banner contains the text: "A government, a nation united for healthy youth and communities" and "The federal Interagency Coordinating Committee on the Prevention of Underage Drinking is working with governments and organizations at the state, territory, and local levels to reduce and prevent underage drinking and its consequences." Below the banner is a "Learn More" link. At the bottom of the page, there are three featured resource cards. The first card is titled "Report to Congress" and includes a "NEW" tag. The second card is titled "May 25: College Drinking: Prevention Perspectives Webinar" and includes a "Register today" link. The third card is titled "New Surgeon General's Report Dedicated to Substance Use Disorders" and includes a "More" link. Each card includes a small image related to the resource.

# OREGON STATE RESOURCES

## OSU Advocacy and Prevention Coalition [www.oregonstate.edu/studentaffairs/coalition](http://www.oregonstate.edu/studentaffairs/coalition)

The screenshot shows the OSU Division of Student Affairs website. The main heading is "Advocacy and Prevention Coalition". Below it is a Venn diagram with three overlapping circles: "ALCOHOL AND DRUG PREVENTION" (orange), "VIOLENCE PREVENTION" (blue), and "ADVOCACY" (purple). The text below the diagram states: "The Advocacy and Prevention Coalition is charged with coordinating campus-wide strategic efforts related to alcohol/drug use prevention, violence prevention, and survivor advocacy. Utilizing evidence-informed best practices, the coalition will enact a multi-unit stakeholder approach to expand reach across the campus and into the larger Corvallis community to reach a set of common goals in prevention and advocacy." It lists three subgroups: Alcohol and Drug Prevention, Violence Prevention, and Survivor Advocacy. A list of goals follows, including developing specific goals with implementation timelines and coordinating evidence-based strategies.

The screenshot shows the OSU Student Health Services website. The main heading is "Alcohol Resources". Below it is a section titled "On-Campus Resources" with a list of services: Student Health Services (Health Promotion Department, Robert Reff, Director, Prevention and Health Promotion, Email: [robert.reff@oregonstate.edu](mailto:robert.reff@oregonstate.edu), Phone: 541-737-7564), Counseling and Psychological Services (CAPS) (Fifth Floor, Snell Hall, Phone: 541-737-2131, [counseling.oregonstate.edu](http://counseling.oregonstate.edu)), and Off-Campus Resources. A table lists "STATEWIDE/REGIONAL" resources: "Alcohol and Drug Helpline" (800-923-HELP), "Alcoholics Anonymous" (Linn and Benton counties, Corvallis/Albany: 541-967-6243, Lebanon: 541-259-2028, Sweet Home: 541-363-6326), "Alcohol and Other Drugs" (up2u, e-CHUG, e-TOKE, Presentations for Fraternities and Sororities, IMPACT, Collegiate Recovery Community, Survey Data, Alcohol and Other Drug Work/Advisory Group), "Alcohol Resources", "Violence Prevention", and "Workshops".

## Student Health Services Alcohol Resources [www.studenthealth.oregonstate.edu/prevention-center/alcohol-and-other-drugs](http://www.studenthealth.oregonstate.edu/prevention-center/alcohol-and-other-drugs)



# *College Drinking: Prevention Perspectives from the Field*

A virtual panel discussion and soft launch of the  
*College Drinking: Prevention Perspectives* video series

May 25, 2017

