

College Coalition for Substance Abuse Prevention (CCSAP) Agency Update

Jason Kilmer, Ph.D., CCSAP Chairperson

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← → ↺ seattletimes.com/life/how-to-look-good-on-zoom-basic-tips-that-will-help-you-appear-more-professional-while-vid

Life | Technology

How to look good on Zoom: Tips for video conferencing like a pro

Here are tips on how to appear professional on video conferences.

Lighting is critical. If you can, sit facing a big window. Natural light is almost always better than artificial light. (Artificial light comes in a lot of different color temperatures that aren't noticeable to your eye, but look wonky on camera.) Make sure the light source is in front of you, not behind you, so you don't get accidentally silhouetted.

By JiaYing Grygiel
Special to The Seattle Times

One silver lining that has emerged from the coronavirus pandemic is companies realizing employees need more flexibility and options to work remotely. The kids will

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College Coalition for Substance Abuse Prevention

- Established as the Washington State Substance Abuse College Task Force (WSSACTF) in 1985
- Beginning in 1988, WSSACTF was funded by the Washington State DSHS Division of Alcohol and Substance Abuse (DASA), launching relationship with what is now DBHR/HCA
- Became CCSAP in 2001
- Huge shoutout to the project/contract managers I have worked with since becoming chair in 2009:
 - Pam Darby
 - Lauri Turkovsky
 - Scott Waller
 - Billy Reamer

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What do we do?


- **Provide online assessment/intervention**
- **Implement professional development conference**
- **Organize and moderate webinars**
- **Provide technical assistance**
- **Participate in WHY Coalition**

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REVISED AND UPDATED

Planning Alcohol Interventions Using NIAAA's

COLLEGE AIM
ALCOHOL INTERVENTION MATRIX

 National Institute on Alcohol Abuse and Alcoholism

<https://www.collegedrinkingprevention.gov/collegeaim/>

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

COLLEGE AIM

EFFECTIVENESS: Success in achieving targeted outcomes ¹	COSTS: Combined program and staff costs for adoption/implementation and maintenance		
	Lower costs \$	Mid-range costs \$\$	Higher costs \$\$\$
	Higher effectiveness ***	IND-3 Normative re-education: Electronic/mailed personalized normative feedback (PNF)—Generic/clothes [†] [R, B, ****, online/offsite] IND-10 Skills training, alcohol focus: Self-monitoring/self-assessment alone [†] [R, F, ****, online/offsite] IND-24 Personalized feedback intervention (PFI): eCHECKUP TO GO (formerly, e-CHUG) [†] [R, B, ****, online]	IND-9 Skills training, alcohol focus: Goal/intention-setting alone [†] [R, F, **, IP] IND-14 Skills training, alcohol plus general life skills: Alcohol Skills Training Program (ASTPP) [†] [R, F, ****, IPQ] IND-18 Brief motivational intervention (BMI): In-person—Individual (e.g., BASICS) [R, F, ****, IP] IND-26 Personalized feedback intervention (PFI): Generic/clothes [†] [R, B, ****, online]
Moderate effectiveness **	IND-11* Skills training, alcohol focus: Decisional balance exercise alone [†] [R, F, **, online/offsite] IND-12* Skills training, alcohol focus: Protective behavioral strategies alone [†] [R, B, **, online/offsite]	IND-4* Normative re-education: In-person norms clarification alone [†] [R, F, ****, IPQ] IND-8 Skills training, alcohol focus: Expectancy challenge interventions (EC)—Experiential [R, F, ****, IPQ] IND-15 Skills training, alcohol plus general life skills—Parent-based alcohol communication training [R, F, ****, offsite] IND-16 Skills training, alcohol plus general life skills or general life skills only: Generic/clothes [†] [R, F, ****, IPQ] IND-17 Brief motivational intervention (BMI): In-person—Group [R, F, ****, IPQ] IND-20* Multi-component education-focused program (MCEFP): Alcohol-Wise [®] (contains eCHECKUP TO GO) [R, B, **, online]	Legend Effectiveness rating, based on percentage of studies reporting any positive effect: *** = 75% or more ** = 50% to 74% * = 25% to 49% \$ = Less than 25% [?] = Too few studies to rate effectiveness Public health reach: B = Broad F = Focused Research amount/quality: **** = 11+ studies *** = 7 to 10 studies ** = 4 to 6 studies * = 3 or fewer studies Primary modality: R = In-person individual IP = In-person group O = Online Offsite * = New intervention (2019) † = Intervention changed position in the matrix
Lower effectiveness *	IND-2 Normative re-education: Electronic/mailed personalized normative feedback (PNF): Event-specific prevention (21st birthday cards) [R, B, ****, online/offsite] IND-13* Skills training, alcohol plus general life skills: Alcohol 101 Plus [™] [R, B, **, online]	IND-1 Information/knowledge/education alone [†] [R, B, ****, IPQ] IND-5 Values clarification alone [†] [R, F, ****, IPQ] IND-6* Skills training, alcohol focus: Blood alcohol concentration feedback alone [†] [R, F, **, IP]	
Not effective X	IND-7 Skills training, alcohol focus: Expectancy challenge intervention (EC)—By proxy/direct/discussion alone [†] [R, F, **, IPQ]	IND-21 Multi-component education-focused programs (MCEFP): Miscellaneous [†] [R, B, **, online]	
Too few studies to rate effectiveness ?	IND-22 Personalized feedback intervention (PFI): CheckYourDrinking (beta 1.0 version) [†] [R, B, *, online] IND-23 Personalized feedback intervention (PFI): College Drinker's Check-up (CDU) [†] [R, B, *, online] IND-29* Electronic/mailed Personalized Feedback Intervention (PFI): Drinking Assessment and Feedback Tool for College Students (DAFT-CS) [R, B, *, computer]		

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ENVIRONMENTAL-LEVEL STRATEGIES: Revised and Updated*

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

COLLEGE AIM

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 [RR, B, ***] ENV-24 Retain age-21 drinking age [RR, B, ****]	ENV-11 Enforce age-21 drinking age (e.g., compliance checks) [RR, B, ****] ENV-22 Establish minimum unit pricing [RR, B, ****] ENV-25 Increase alcohol tax [RR, B, ****]	ENV-12 Restrict alcohol sponsorship and advertising [RR, B, ****] ENV-33 Enact responsible beverage service training laws [RR, B, ***]
	Moderate effectiveness ** ENV-17 Retain or enact restrictions on hours of alcohol sales [RR, B, ****] ENV-21 Retain ban on Sunday sales (where applicable) [RR, B, ****] ENV-36 Enact social host provision laws [RR, B, ***]	ENV-3 Prohibit alcohol use/sales at campus sporting events [RR, B, ****] ENV-23 Conduct "forward & reminder" or "mystery shopping visit" [CSL = 8.5 = RR, B, ***] ENV-27 Enact dram shop liability laws: Sales to intoxicated [RR, B, ****] ENV-28 Enact dram shop liability laws: Sales to underage [RR, B, ***] ENV-32 Limit number/density of alcohol establishments [RR, B, ****] ENV-37 Retain state-run alcohol retail stores (where applicable) [RR, B, ****] ENV-39 Enact false/fake ID laws [RR, B, ***]	
	Lower effectiveness * ENV-4 Prohibit alcohol use/service at campus social events [RR, B, 0] ENV-5 Establish amnesty policies‡ [R, F, ***] ENV-6 Require Friday morning classes‡ [R, B, **] ENV-9 Establish standards for alcohol service at campus social events [R, B, ****] ENV-10 Establish substance-free residence halls‡ [R, F, **] ENV-13 Prohibit lower keys [C = 8, SL = RR, B, ***] ENV-18 Establish minimum age requirements to serve/halt alcohol [RR, B, **] ENV-19 Implement party patrols [RR, B, ****] ENV-26 Increase cost of alcohol license [RR, B, *] ENV-29 Prohibit home delivery of alcohol [RR, B, **] ENV-31 Enact noisy assembly laws [RR, B, 0]	ENV-7 Establish an alcohol-free campus [RR, B, ***] ENV-7 Conduct campus-wide social norms campaign‡ [R, B, ****] ENV-6 Implement bystander interventions‡ [R, F, *] Legend Effectiveness rating, based on statistical outcomes in achieving targeted outcomes: *** = Higher ** = Moderate * = Lower [] = Too few robust studies to rate effectiveness—or mixed results [] = No robust studies to rate effectiveness—or mixed results † = New intervention (2018) ‡ = Intervention changed position in the matrix	ENV-14 Implement beverage service training programs: Sales to intoxicated [C = 8, SL = RR, B, ****] ENV-15 Implement beverage service training programs: Sales to underage [C = 8, SL = RR, B, ****] ENV-30 Enact bag registration laws [RR, B, ***] ENV-2 Require alcohol-free programming‡ [R, F, **] ENV-20 Implement safe-rides program‡ [RR, F, **] ENV-35 Enact social host property laws [RR, B, 0] ENV-38 Require unique design for state ID cards for age < 21 [RR, B, ***]
			Research amount/quality: **** = 5 or more longitudinal studies *** = 3 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 0 = No studies

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College Alcohol Intervention Matrix (College AIM)

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 *** IND-3 Normative re-education: Electronic/mailed personalized normative feedback (PNF)—Generic/other‡ [RR, B, ****, online/offline] IND-10 Skills training: Alcohol focus: Goal/intention-setting alone‡ [RR, B, **, IPQ] IND-24 Personalized feedback intervention (PFI): eCHECKUP TO GO (formerly, e-CHUG)‡ [R, B, ****, online] IND-11 Skills training: Alcohol focus: Decisional balance exercise	IND-9 Skills training, alcohol focus: Goal/intention-setting alone‡ [RR, B, **, IPQ] IND-14 Skills training, alcohol plus general life skills: Alcohol Skills Training Program (ASTP) [R, F, ***, IPQ] IND-15 Briefed motivational intervention (BMI): In-person—Individual (e.g., BASICS) [RR, F, ****, IPQ] IND-16 Personalized feedback intervention (PFI): Generic/other‡ [RR, B, ****, online] IND-4 Normative re-education: In-person norms clarification	IND-19 Multi-component education-focused program (MCEFP): AlcoholEdu® for College‡ [R, B, **, online] 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-27 Screening and behavioral treatments IND-28 Medications for alcohol use disorder

eCHECKUP TO GO

http://www.collegedrinkingprevention.gov/CollegeAIM/Resources/NIAAA_College_Matrix_Booklet.pdf

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eCHECKUP TO GO

- 10,290 students completed at 10 schools during 2017-2018
- 10,452 students completed at 9 schools during 2018-2019
- 11,546 students completed at 11 schools during 2019-2020
- *This represents the fifth straight year with over 8,000 completers – thousands of students in Washington state are getting connected to an efficacious intervention because of DBHR/HCA.*

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Year-end conference 2018

43 Years of Research on Substance Use (in 43 Minutes)

Helene White, Rutgers Center of Alcohol Studies

Moving Toward Moderation: How Nebraska Cut Dangerous Drinking by a Third

Linda Major, University of Nebraska-Lincoln

Peer Education Superheroes on Campus: Assembly and Engaging Your Team

David Arnold, NASPA – Student Affairs Administrators in Higher Education

Using a Bystander Intervention Model to Address High-Risk Drinking: Highlights, Process, and Outcomes

Lara Hunter, Stony Brook University, National Director, Red Watch Band

The Opiate Epidemic and What It Means for College Campuses

Caleb Banta-Green, University of Washington

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Year-end conference 2019

Addressing College Student Cannabis Use: A Systems Approach

Amelia Arria, University of Maryland School of Public Health

How to Draft Powerful Prevention Strategies to Drive Institutional Support

Holly Rider-Milkovich, EverFi

Engaging Parents as Partners in Prevention

Amaura Kemmerer, Northeastern University

Panel: Challenges and Opportunities in Discussing the Overlap of Alcohol and Sexual Assault

Trends in Cannabis/Marijuana Use among Young Adults: Highlights from the Young Adult Health Survey

Jason Kilmer, University of Washington

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Year-end conference 2020

The Color of Drinking: Alcohol as a Social Justice Issue

Reonda Washington, University of Wisconsin-Madison

Prevention with Purpose: The Importance of Strategic Planning in Preventing Drug Misuse Among College Students

Rich Lucey, Drug Enforcement Administration

Balancing Hope and Concern in Strategic Communications: Applying the Science of the Positive

Jeff Linkenbach, The Montana Institute

From Individual to Community Recovery: Developing Recovery Allies

Tom Bannard, Virginia Commonwealth University

"Time for a 'T Break'" – Helping Students Take a Successful Break from Cannabis

Tom Fontana, University of Vermont

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2018 Webinars

January 9, 2018

"Understanding Paradox: Jump Starting Prevention"

Toben Nelson, University of Minnesota

January 26, 2018

"Getting a Handle on Hard Liquor: Crafting a Hard Liquor Container Policy and Lessons Learned"

Ralph Castro, Stanford University

April 20, 2018

"Worth 1000 Words: What Students' Snapchat Stories Teach Us About Drug Culture"

Tom Fontana, University of Vermont

October 11, 2018

"Drug Free Schools and Campuses Act: Updates and Review Webinar"

Eric S. Davidson, Ph.D., MCHES, CSPS, Eastern Illinois University

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2019 Webinars

January 11, 2019

State-Wide Young Adult and College Student Substance Use Prevention/Wellness Website Content Review

Julee Christianson, MPH, CPP, Division of Behavioral Health and Recovery

Ashley Green, MHA, WA State Department of Health- Prevention & Community Health

May 15, 2019

eCHECKUP TO GO: Where We Are and Where We're Headed

Richard J. Moyer III, Psy.D., San Diego State University

May 31, 2019

Drinking Game Behaviors among Young Adults

Byron Zamboanga, Ph.D., Smith College

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2020 Webinars

February 12, 2020

A New Partner in Recovery Engagement: Recovery Corps of Washington

Stefania Appia, Washington Service Corps

February 28, 2020

Treating College Students with Substance Use Disorders: The Role of Pharmacotherapy

Dr. Diane Logan, West Hawaii Community Health Center

June 24, 2020

College Coalition Check-In: Successes, Challenges, Program Sharing, Job Announcements, Ideas, and Hopes/Requests for CCSAP during 2020-2021

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What do people need to know about prevention efforts with colleges and universities?

- (1) Alcohol remains primary focus
 - CollegeAIM
 - Brief interventions (ASTP and BASICS developed in Washington)
 - SBIRT
- (2) Cannabis prevention has to be part of a strategic plan
- (3) Relationship to academic outcomes

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What do people need to know about prevention efforts with colleges and universities?

- (4) Overlap with mental health
- (5) Overlap with sexual assault and relationship violence
- (6) Strategies for reaching people virtually
- (7) Tailoring prevention efforts to diverse populations
- (8) Supporting students in recovery

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Want to be added to our distribution list?

- Please email me at jkilmer@uw.edu

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