Louisiana Association of Substance Abuse Counselors and Trainers
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Baton Rouge, LA

2011 CORE ALCOHOL & DRUG SURVEY:

The Need
The Results
The Application

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Presentation Outline

- Overview of The Louisiana Center Addressing Substance Use in Collegiate Communities (LaCASU)
- Introduction to the 2011 Core Alcohol and Drug Survey
  - What is it?
  - Why does Louisiana need it?
- Individual Behavioral Change vs. Environmental Change
- 2011 Core Alcohol and Drug Survey Results
  - What does the survey reveal?
  - How can the results be applied?

A Little History…

- 1997 - Robert Wood Johnson
- 1998-2003- LSU forms CCCC- Campus-Community Coalition for Change
- 2002- *Louisiana Higher Education Coalition to Reduce Alcohol, Tobacco, and Other Drugs* (LaHEC)
- 2003-2007 Network of Institutions of Higher Ed., Community and State Level Stakeholders

LaHEC's Role in Prioritizing Statewide Data Needs

- 2004- Louisiana awarded $11.75 million to implement the Strategic Prevention Framework State Incentive Grant (SPF SIG)
- a Serious "Gap" Identified in data collection and report among the high-risk targeted group of college students between the ages of 18-29.

Partnership: The Office Of Behavioral Health Contracts with LaHEC

- Implement alcohol and drug survey at all two- & four-year IHEs and Technical Schools
- Expand professional development for higher education prevention personnel
- Expand partnerships between campus, and community stakeholders regarding the implementation of environmental-based prevention strategies

Core Alcohol and Drug Survey Project: LaHEC Proposes the First Statewide Survey

- Voluntary survey
- Random sample
- Paper or online
- Level of use re alcohol and drugs
- Negative Effects/ consequences
- Perceptions, beliefs, behaviors
- Individual institutions' results are private

ADDRESSING COLLEGIATE SUBSTANCE USE PROBLEMS

- Individual Change
- Environmental Change
- Perceptions

Individual Change vs. Environmental Change

Individual

- Focus on behavior and behavior change
- Focus on relationship between the individual and the alcohol-related process
- Short term focus on the program development
- Individual does not participate in the decision making
- Individual as audience
- Professionals make the decisions

Environmental

- Focus on policy and policy change
- Focus on social, political, and economic context of alcohol-related problems
- Long term focus on the policy development
- People gain power by acting collectively
- Individual as advocate
- Professionals help create avenues for citizens to develop and express their voice

ADDRESSING ENVIRONMENTS & POPULATIONS

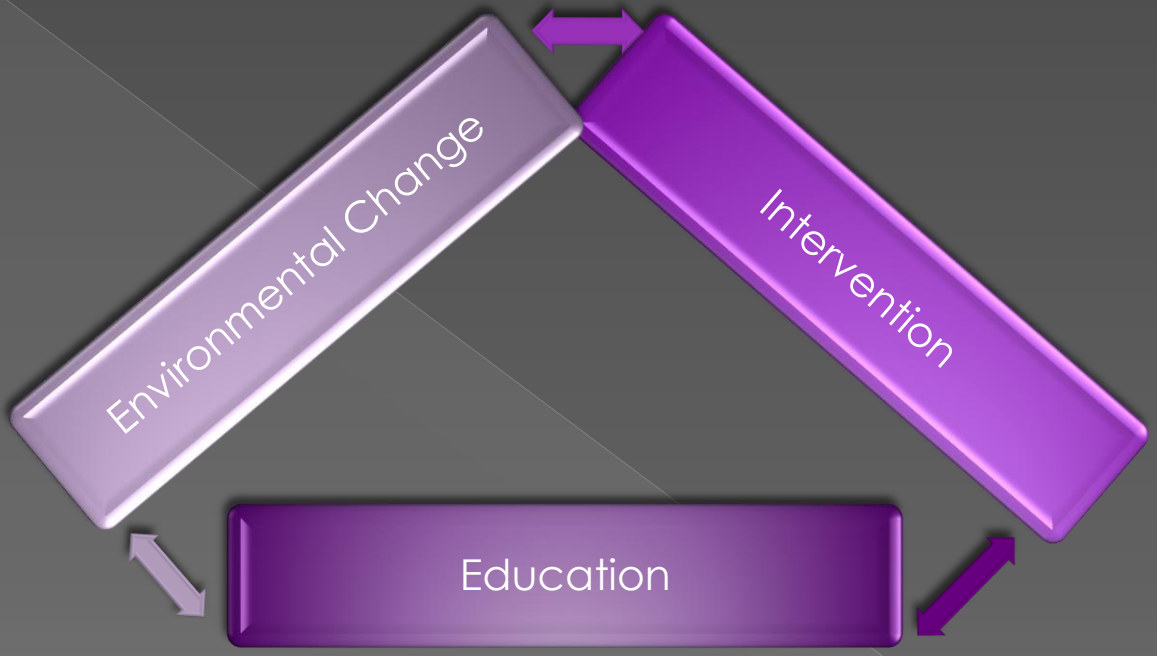
Social, Political, and Economic Context

- **Emphasis is on reducing harm within collegiate populations, & collegiate environments**
- Professionals help citizens develop & express voice
- Individuals serve as advocates for change

Collective Action

- **Begin with population & environmental assessments; plus other data collection**
- Strategic planning and implementation based on **data**
- Policy development, enhancement, and change based on **data**
- Policy education using policy **data**

Prevention Triad



*A 2005 study by the National institute on Alcohol Abuse and Alcoholism (NIAA), a component of the National Institutes of Health, supports research findings that conclude individually-oriented counseling approaches, environmental interactions, and comprehensive community interventions, reduce high-risk drinking and related problems though little evidence can be found for the effectiveness of information-based educational programs alone.

RESULTS

2011 LOUISIANA CORE ALCOHOL AND DRUG SURVEY

What does the Core Survey Process look like?

- Identifying liaisons at each institution
- Obtaining IRB approval
- Survey administration
- Dissemination of results

ADMINISTRATION:
Spring 2009 and Spring 2011

	2009	2011
Total Number of IHEs	33	33
Number of IHEs Declined	6	7
Four-Year Universities	19	21
Two-Year Universities	7	6
Technical Colleges	7	6

Survey Sample

32. To what extent do students on this campus care about problems associated with... *(mark one for each line)*

	Not at all	Slightly	Somewhat	Very much
a. Alcohol and other drug use	○	○	○	○
b. Campus vandalism	○	○	○	○
c. Sexual assault	○	○	○	○
d. Assaults that are non-sexual	○	○	○	○
e. Harassment because of gender	○	○	○	
f. Harassment because of sexual orientation	○	○	○	○
g. Harassment because of race or ethnicity	○	○	○	○
h. Harassment because of religion	○	○	○	○

33. To what extent has your alcohol use changed within the last 12 months?

- Increased ○
- About the same ○
- Decreased ○
- I have not used alcohol ○

34. To what extent has your illegal drug use changed within the last 12 months?

- Increased ○
- About the same ○
- Decreased ○
- I have not used drugs ○

35. How much do you think people risk harming themselves (physically or in other ways) if they... *(mark one for each line)*

	No risk	Slight risk	Moderate risk	Great risk	Can't say
a. Try marijuana once or twice	○	○	○	○	○
b. Smoke marijuana occasionally	○	○	○	○	○
c. Smoke marijuana regularly	○	○	○	○	○
d. Try cocaine once or twice	○	○	○	○	○
e. Take cocaine regularly	○	○	○	○	○
f. Try LSD once or twice	○	○	○	○	○
g. Take LSD regularly	○	○	○	○	○
h. Try amphetamines once or twice	○	○	○	○	○
i. Take amphetamines regularly	○	○	○	○	○
j. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	○	○	○	○	○
k. Take four or five drinks nearly every day	○	○	○	○	○
l. Have five or more drinks in one sitting	○	○	○	○	○
m. Take steroids for body building or improved athletic performance	○	○	○	○	○
n. Consume alcohol prior to being sexually active	○	○	○	○	○
o. Regularly engage in unprotected sexual activity with a single partner	○	○	○	○	○
p. Regularly engage in unprotected sexual activity with multiple partners	○	○	○	○	○

36. Mark one answer for each line:

	yes	no
a. Did you have sexual intercourse within the last year?	○	○
If yes, answer b and c below.		
b. Did you drink alcohol the last time you had sexual intercourse?	○	○
c. Did you use other drugs the last time you had sexual intercourse?	○	○

37. During the past 30 days, to what extent have you engaged in any of the following behaviors? *(mark one for each line)*

	Zero times	One time	Two times	3-5 times	6-9 times	10 or more times
a. Refused an offer of alcohol or other drugs	○	○	○	○	○	○
b. Bragged about your alcohol or other drug use	○	○	○	○	○	○
c. Heard someone else brag about his/her alcohol or other drug use	○	○	○	○	○	○
d. Carried a weapon such as a gun, knife, etc. (do not count hunting situations or weapons used as part of your job)	○	○	○	○	○	○
e. Experienced peer pressure to drink or use drugs	○	○	○	○	○	○
f. Held a drink to have people stop bothering you about why you weren't drinking	○	○	○	○	○	○
g. Thought a sexual partner was not attractive because he/she was drunk	○	○	○	○	○	○
h. Told a sexual partner that he/she was not attractive because he/she was drunk	○	○	○	○	○	○

38. To what extent do you agree with the following statements? *(mark one for each line)*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know
a. I feel valued as a person on this campus	○	○	○	○	○	○
b. I feel that faculty and staff care about me as a student	○	○	○	○	○	○
c. I have a responsibility to contribute to the well-being of other students	○	○	○	○	○	○
d. My campus encourages me to help others in need	○	○	○	○	○	○
e. I abide by the university policy and regulations that concern alcohol and other drug use	○	○	○	○	○	○

39. In which of the following ways does other students' drinking interfere with your life on or around campus? *(mark one for each line)*

	yes	no
a. Interrupts your studying	○	○
b. Makes you feel unsafe	○	○
c. Messes up your physical living space (cleanliness, neatness, organization, etc.)	○	○
d. Adversely affects your involvement on an athletic team or in other organized groups	○	○
e. Prevents you from enjoying events (concerts, sports, social activities, etc.)	○	○
f. Interferes in other way(s)	○	○
g. Doesn't interfere with my life	○	○

Louisiana Consortium 2011 Core Alcohol and Drug Survey, Statewide Results

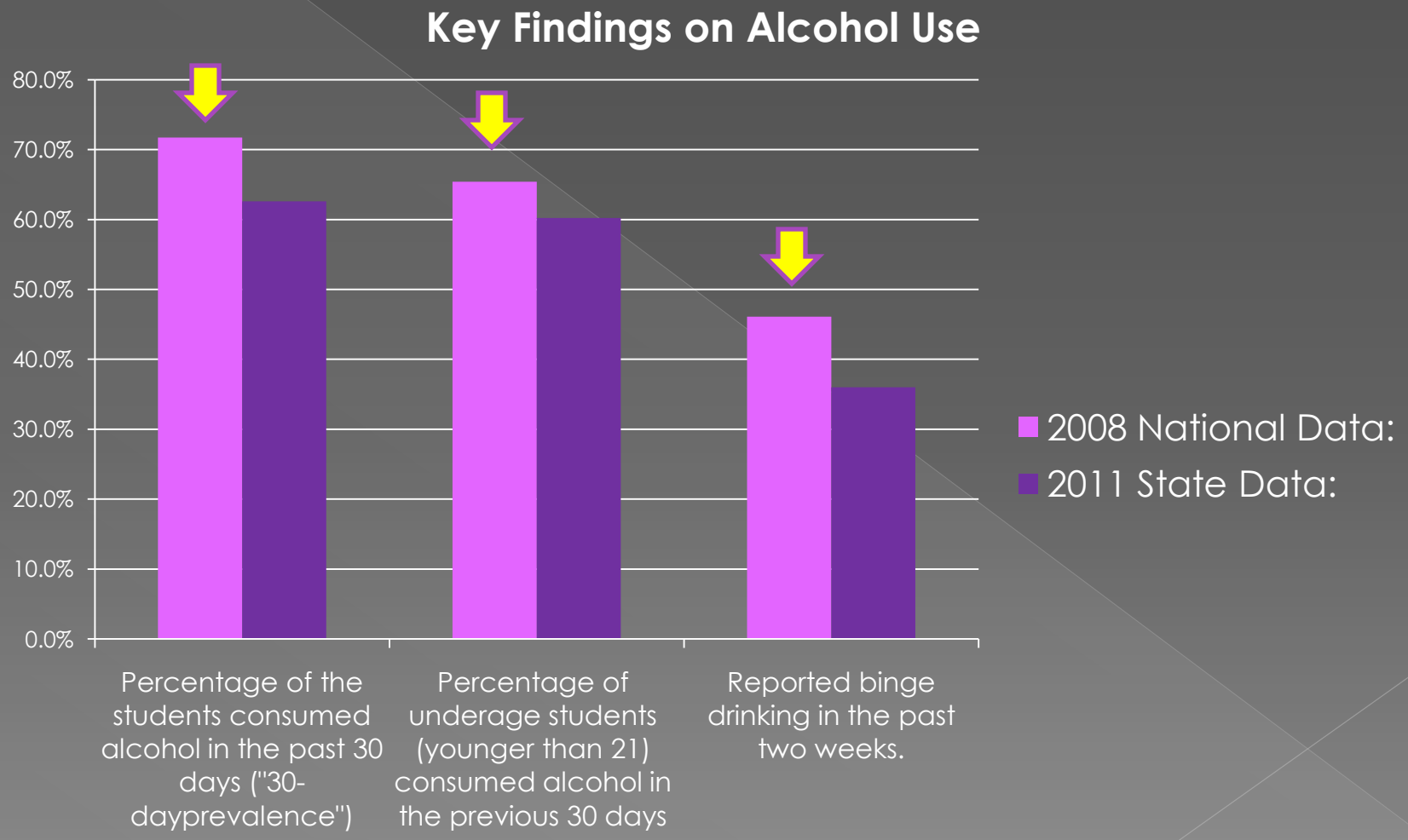
Groups	Issues
◉ State vs. National	◉ 30 Day Prevalence
◉ 2011 State Results vs. 2009 State Results	◉ Binge and Frequent Binge Drinking Rates
◉ OBH Regional Comparison	◉ Drinking and Driving
◉ Over / Under age 21	◉ Additional Consequences

Question #1:
Louisiana vs. United States

Which has the higher 30 day use in the following:

- Alcohol
- Tobacco
- Marijuana
- Amphetamines

Louisiana vs. National Results



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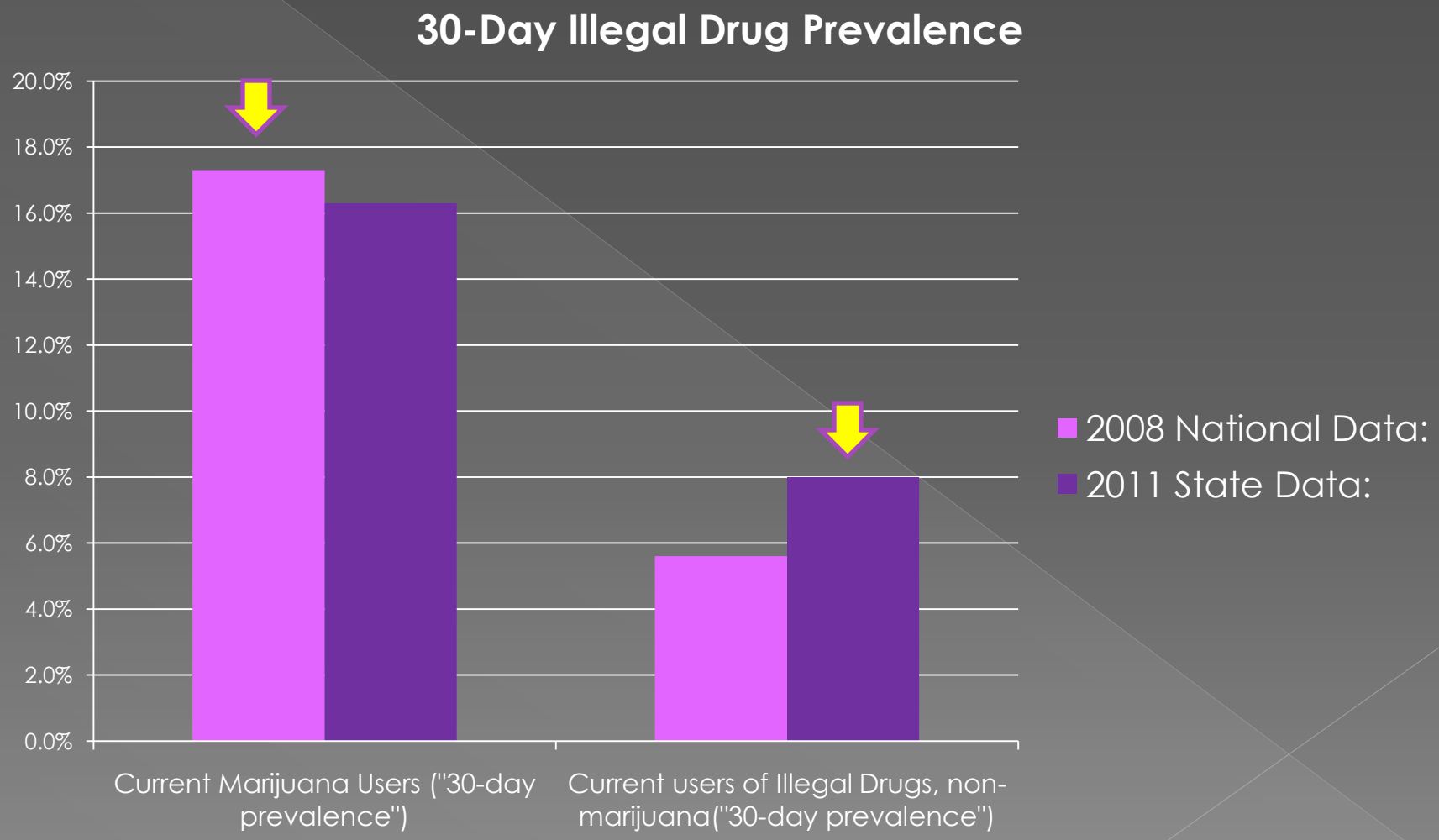

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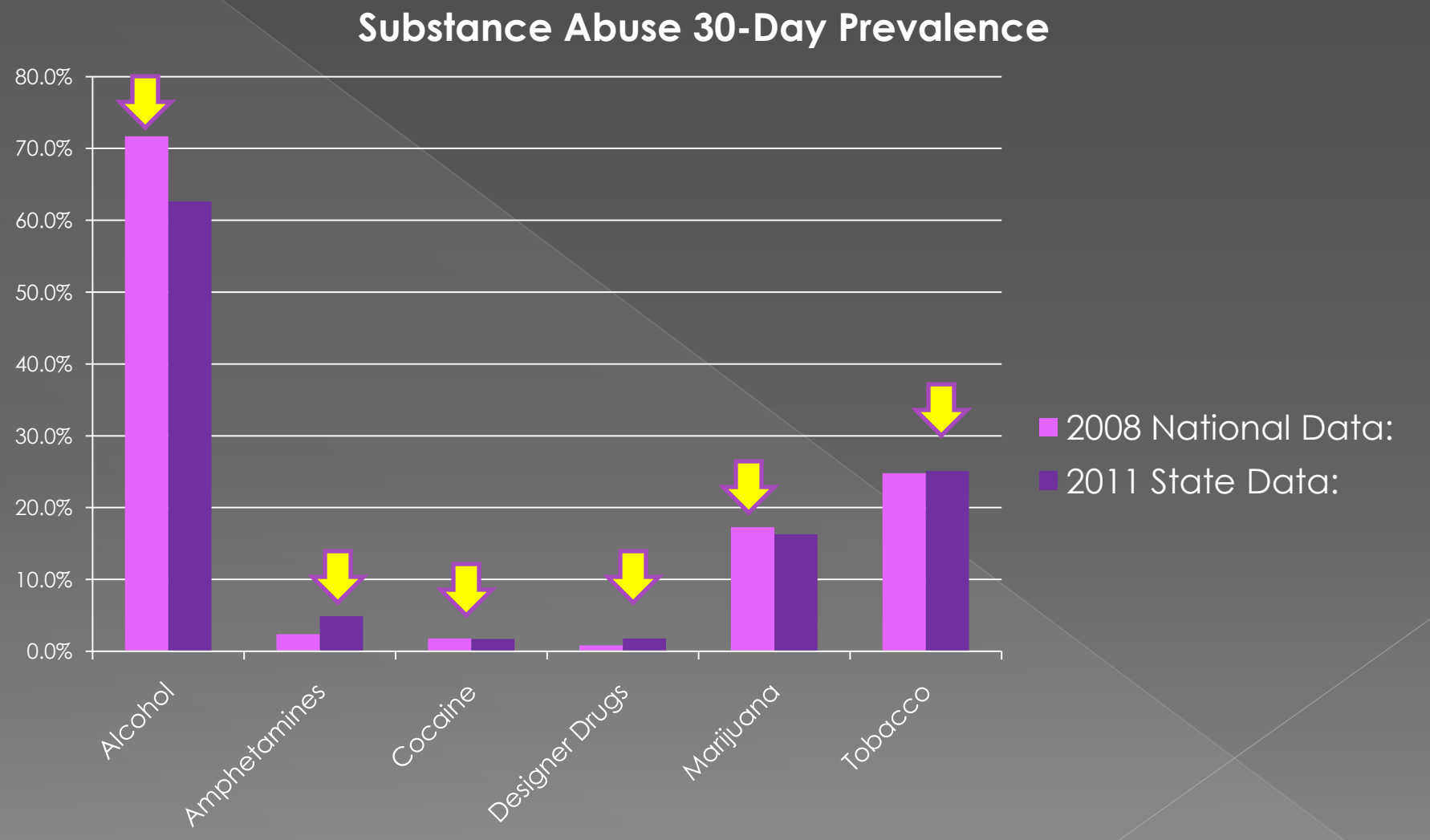

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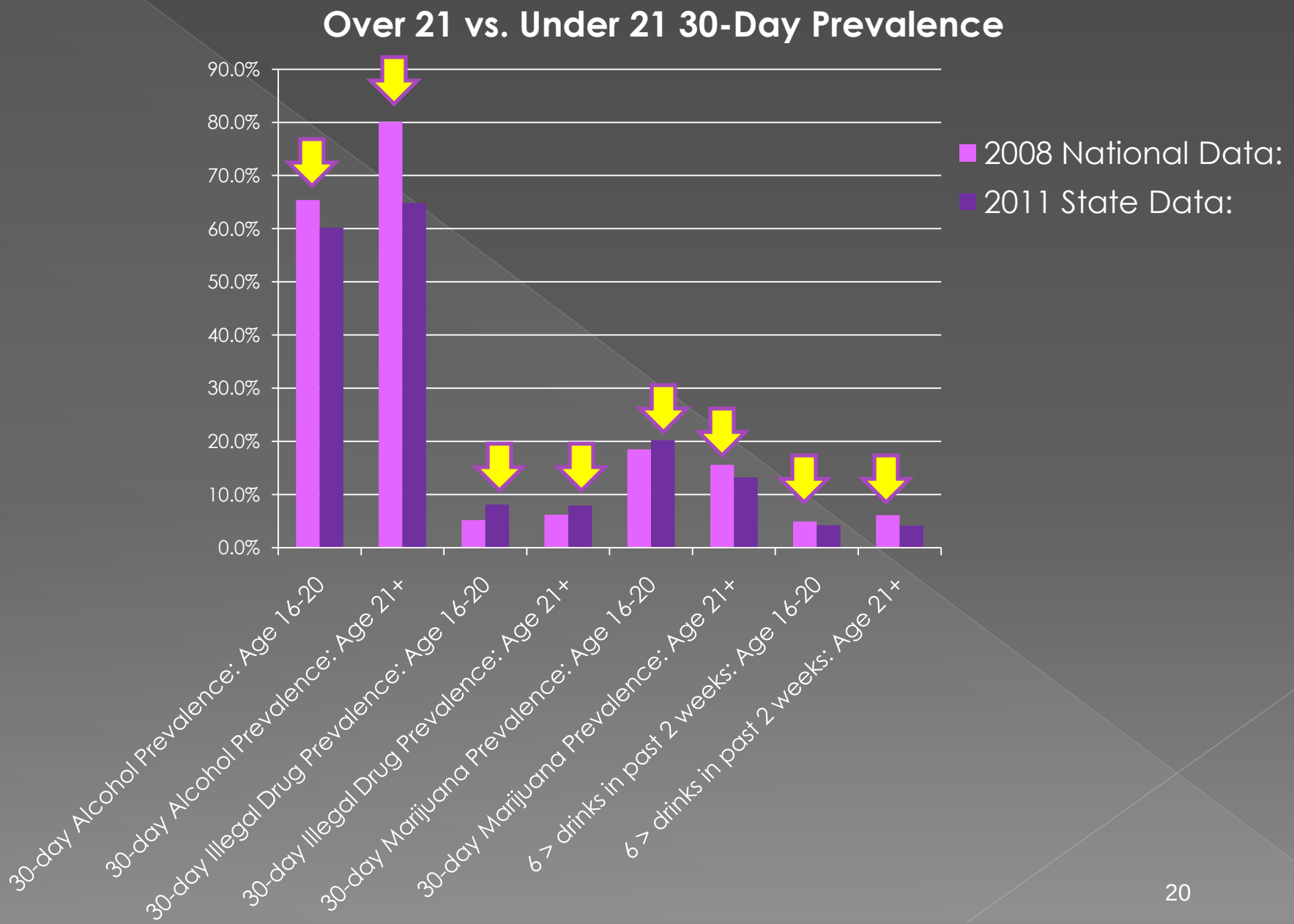
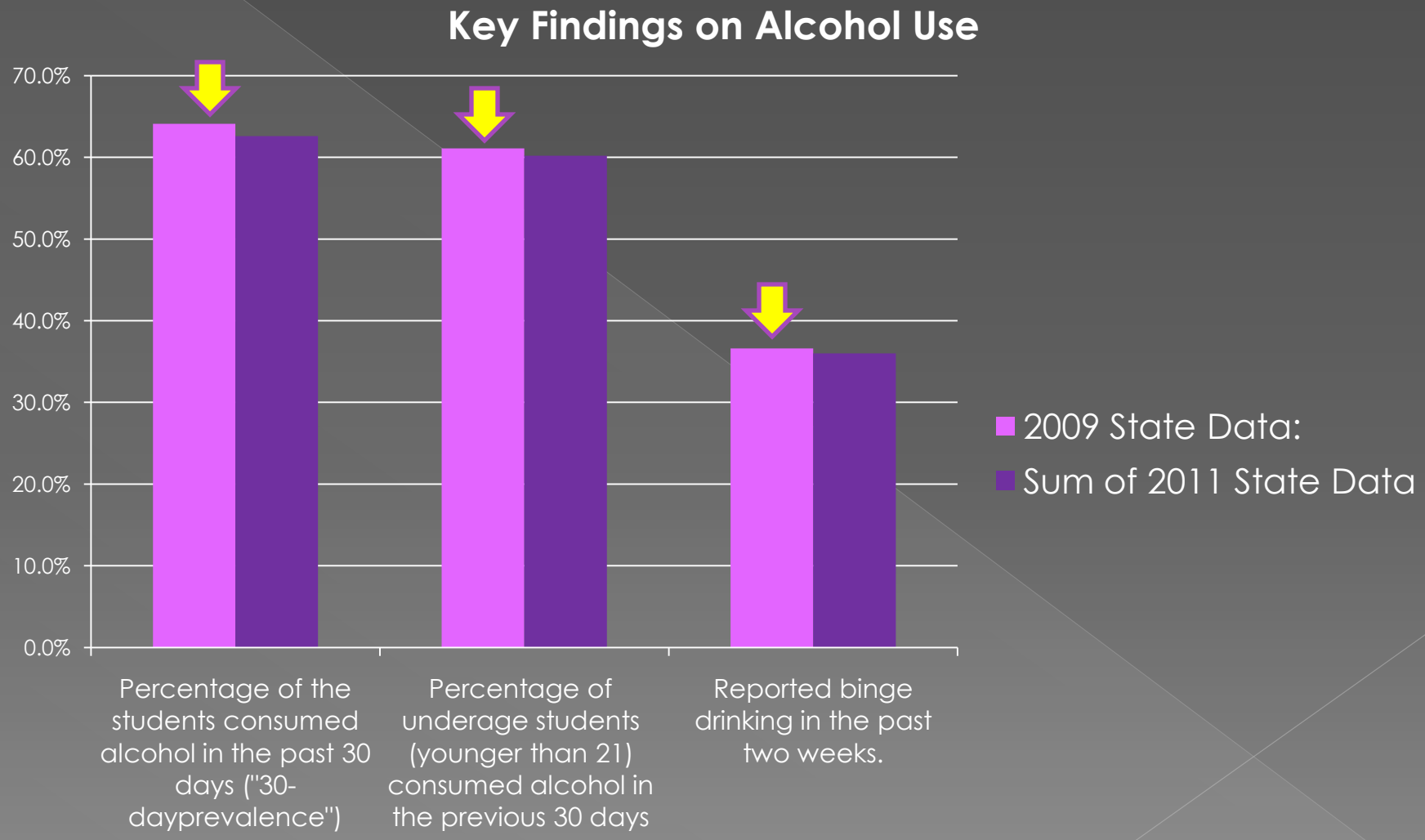


Question #1: 2009 vs. 2011

Which has the higher 30 day use in the following:

- Alcohol
- Tobacco
- Marijuana
- Amphetamines

2009 vs. 2011 State Results



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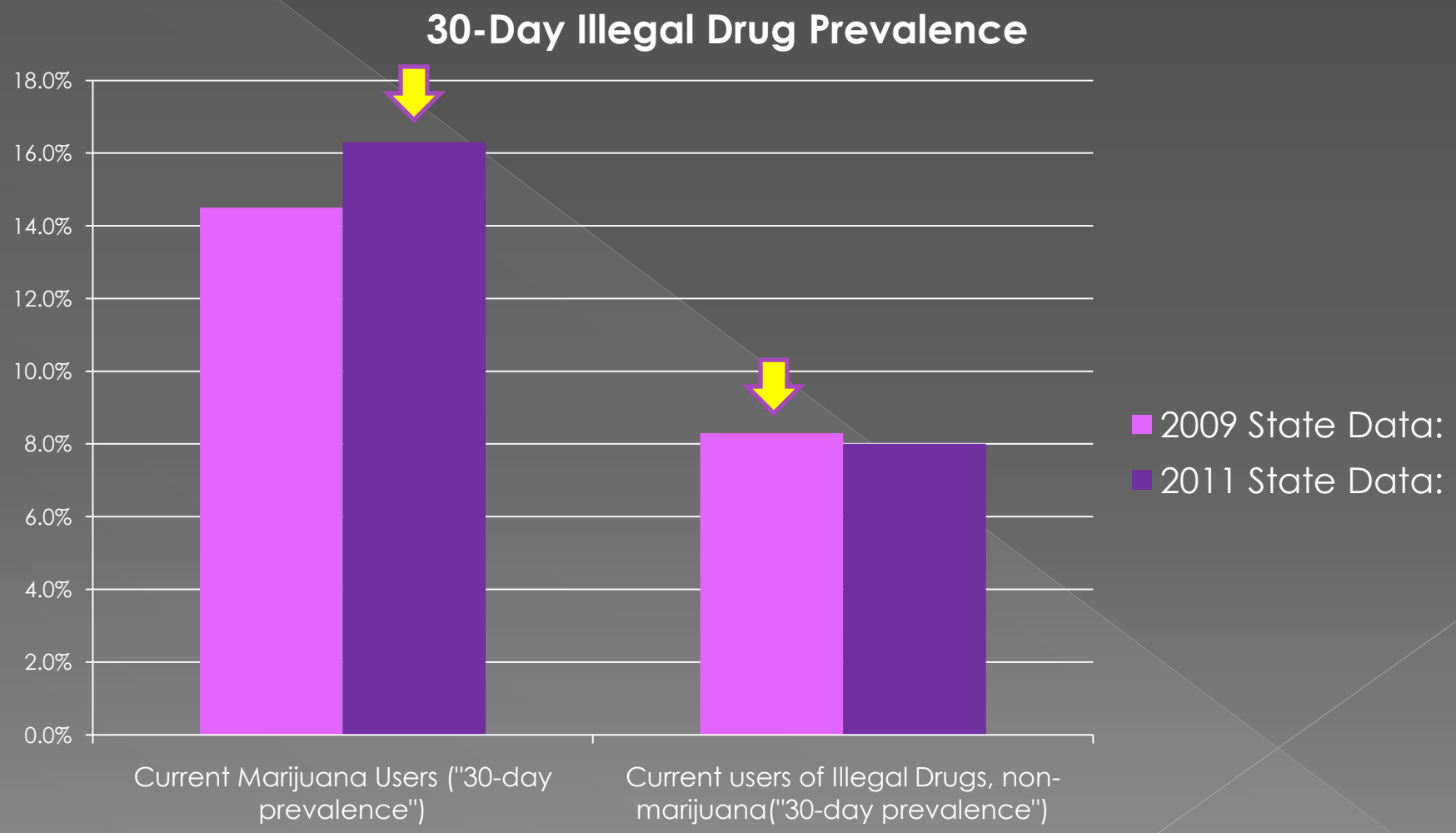

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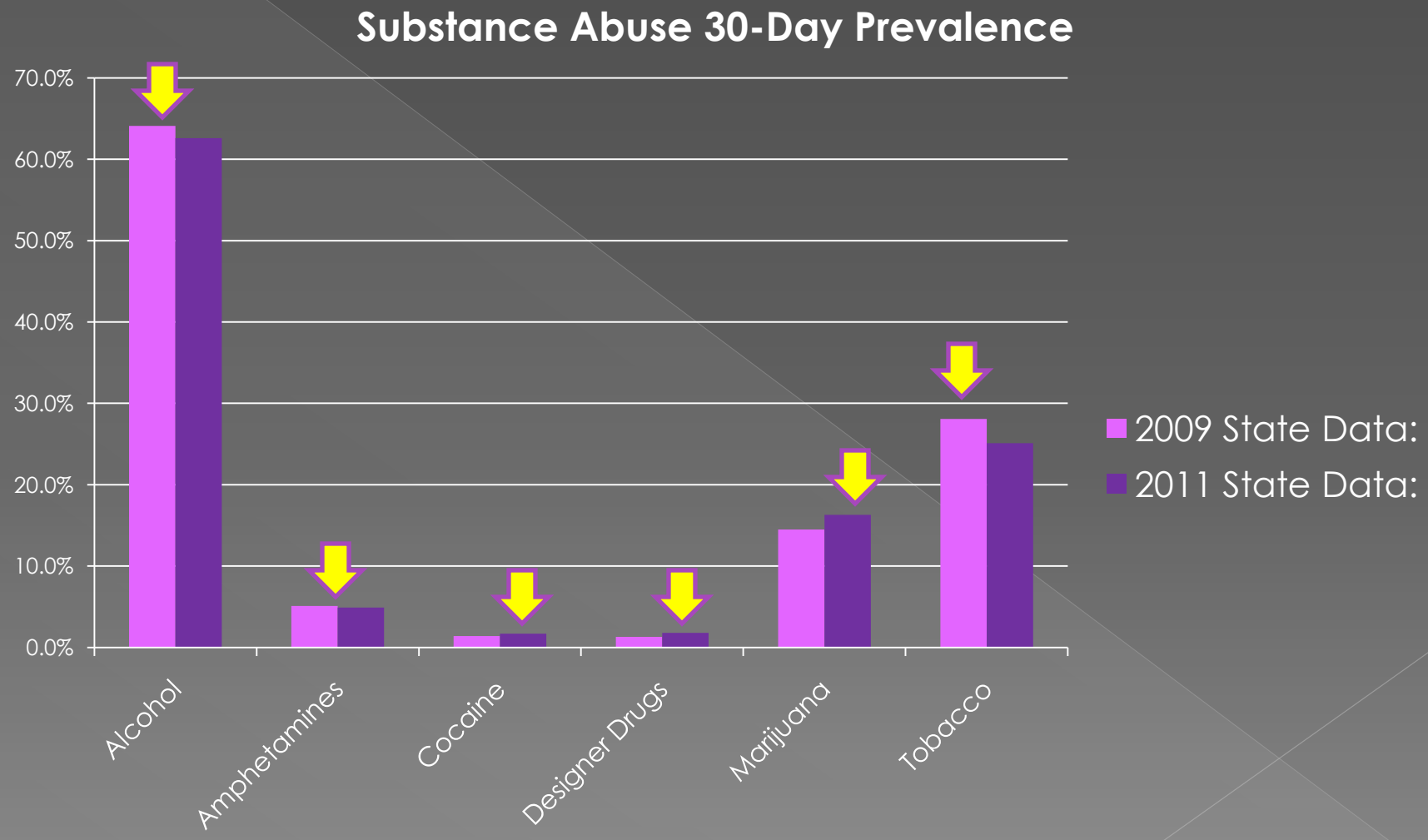

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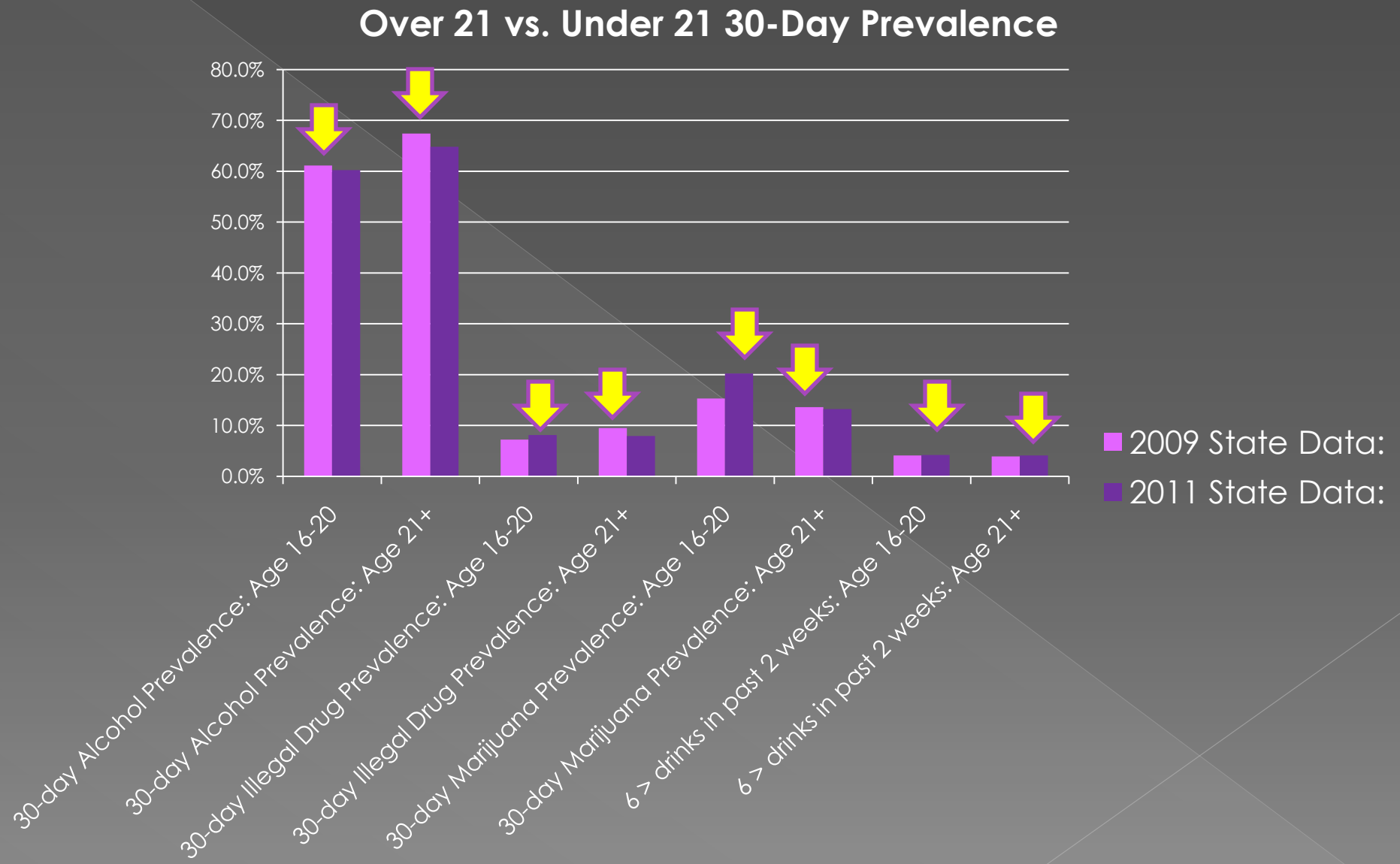
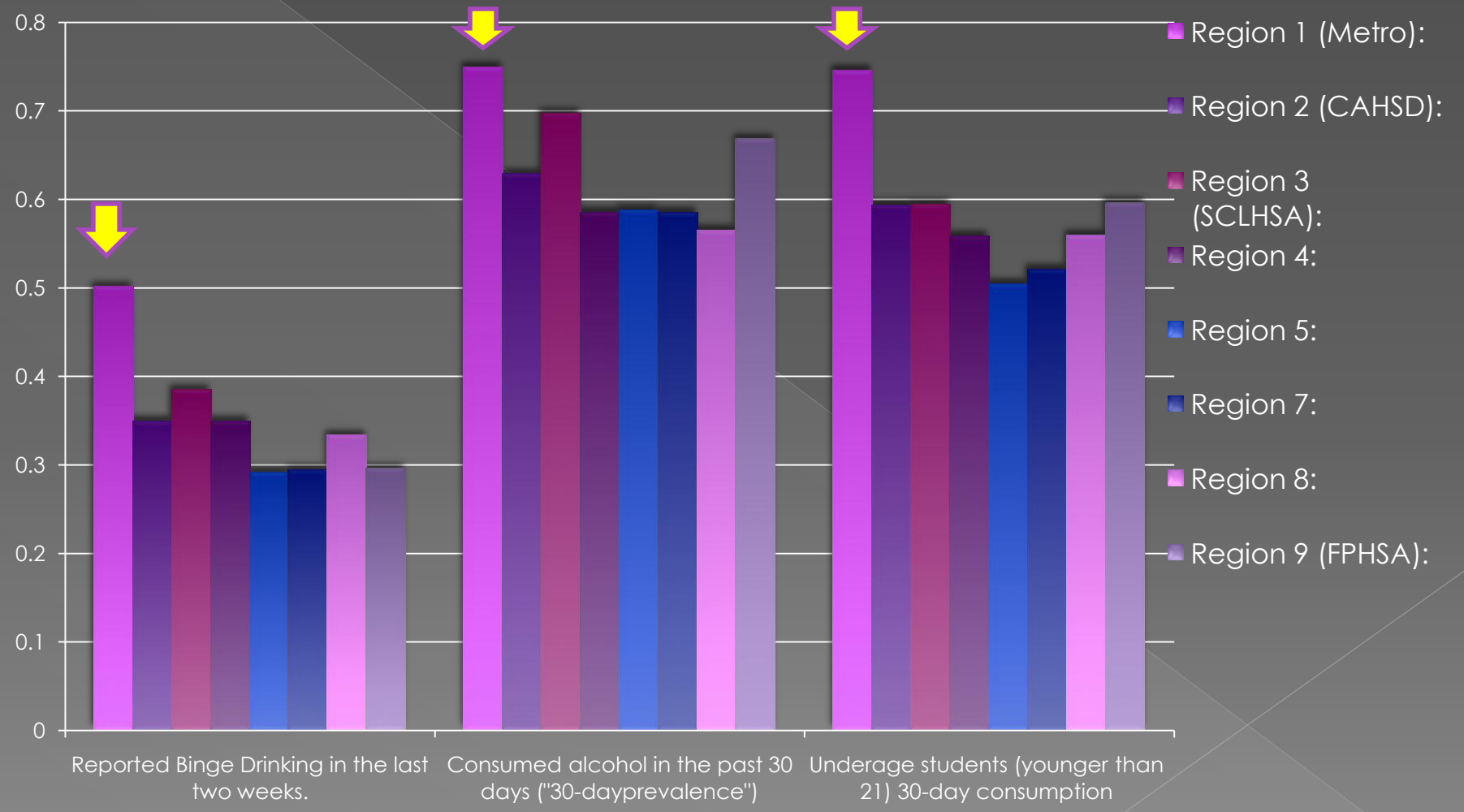


Regional Results



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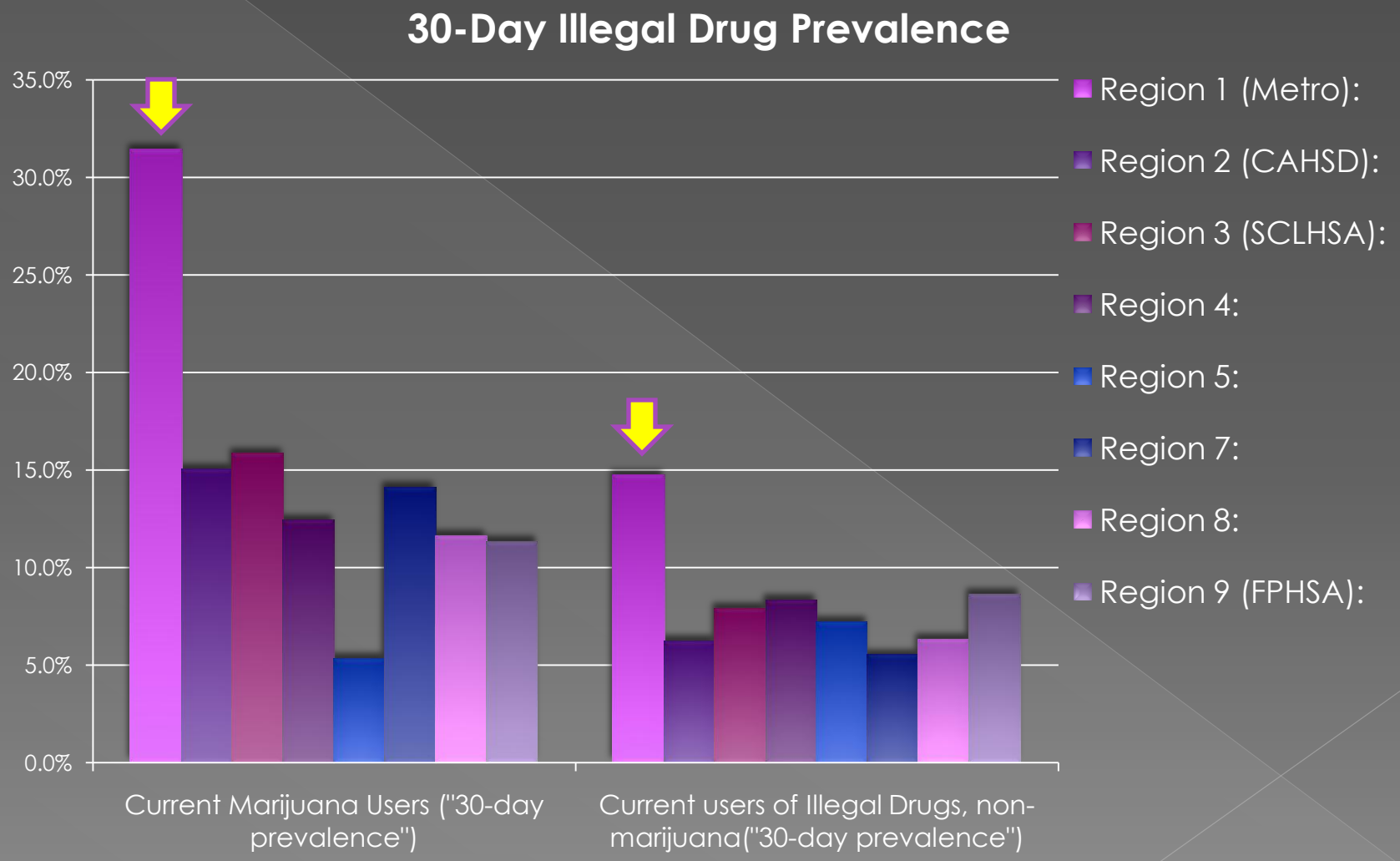

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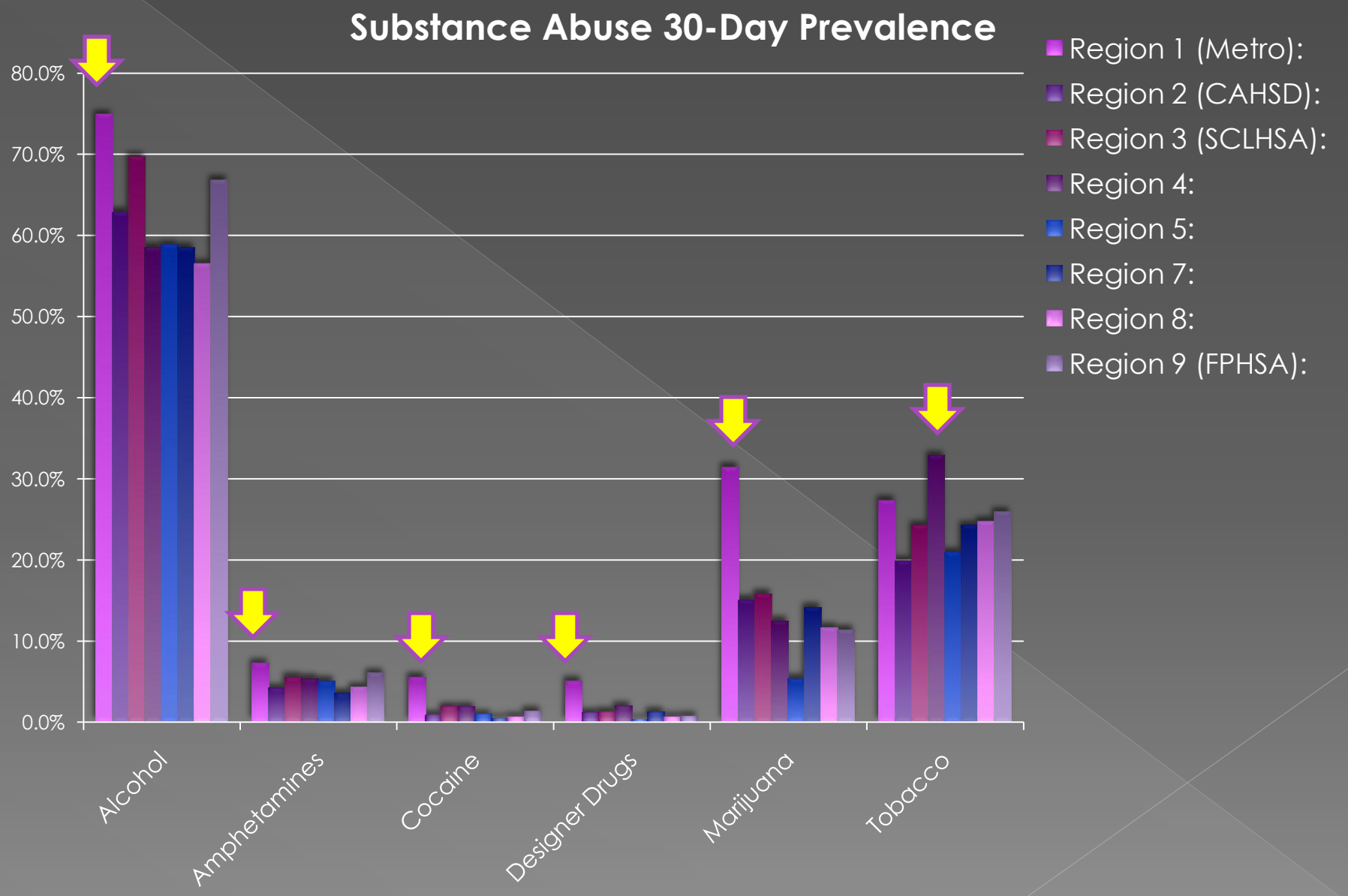

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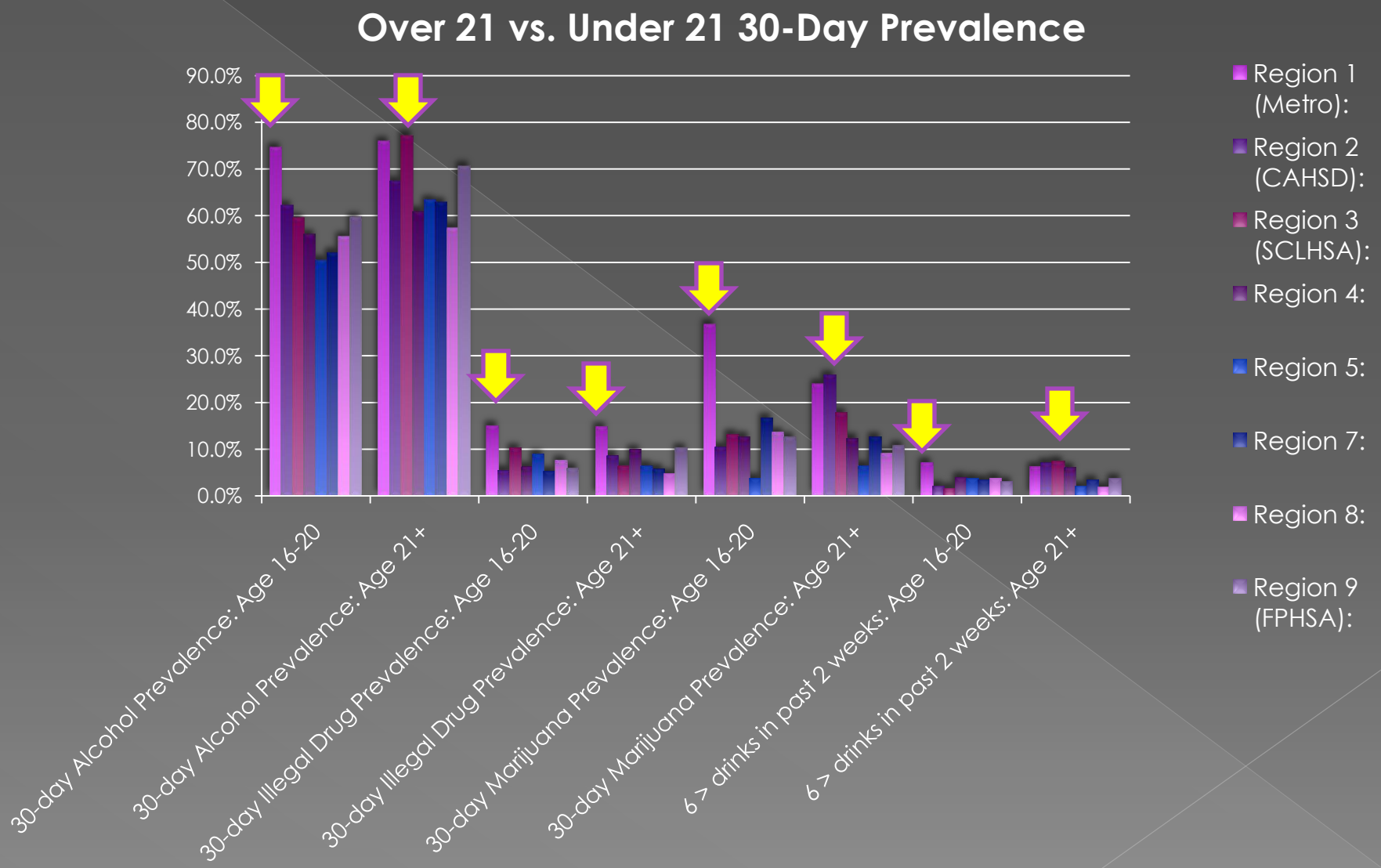


Open Discussion

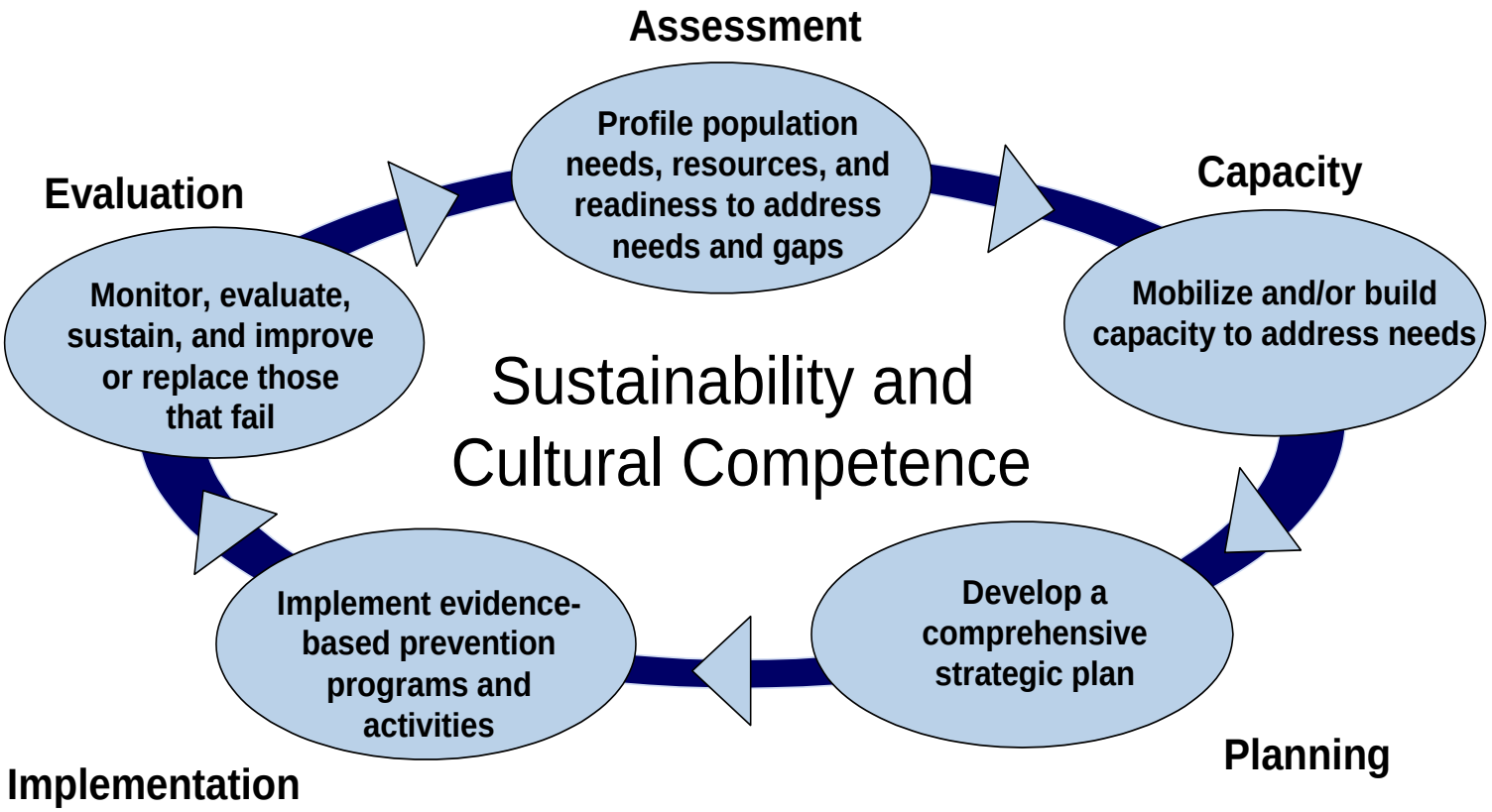
- Louisiana compared to the nation
  - How do we shape up as a whole?
- 2011 results compared to the 2009 results
  - How have alcohol and drug use changed?
  - Are there large differences between under aged drinkers and drinkers over the age of 21?
- Regional Comparisons
  - What are possible explanations for regional differences (i.e., culture, ordinances, etc.)?

Limitations

- Low Response Rates
- University Participation

So what the heck do we do with this?

SAMHSA's Strategic Planning Framework



Assessment

- Needs Assessment has 3 Components
  - **Community Readiness**- Where is the community (the university) in their awareness and acknowledgement of a problem?
  - **Resource Assessment**- What resources are already available for prevention efforts? What is missing?
  - **Data Assessment**- CORE!, Highway Safety, Student Health

CONSIDERATIONS
INSTITUTIONAL FACTORS

- Differences between/among:
  - institution v. region v. state
  - socio-economic issues
  - athletic focus
  - law enforcement involvement

Let's Imagine our Needs Assessment Reveals…

- **Data Assessment-** Our university has a high incidence of Underage Alcohol use and Binge Drinking
- **Community Readiness** – Our university is aware of the problem, and is ready to mobilize to address it
- **Resource Assessment** – Our university has partners in student health, faith organizations, greeks. Gap: New Student Education and Enforcement Efforts.

Capacity

- Now we work to build Capacity:
  - Strategies to increase Community Readiness
  - May form a Community Coalition at the university to address the issue. Work to get more stakeholders actively involved, such as law enforcement and New Student Orientation committee.
  - Data gap noted regarding tickets issued on campus for DUIs. Work in campus police on gathering this data.

Planning

- Planning involved selecting strategies to address our prioritized problems (Underage Alcohol use and Binge Drinking)

- Strategies include Media campaigns, Party Patrols, DUI checkpoints and working toward a 21/ 21 ordinance. (No one under 18 may enter a bar).

Implementation

- Create an Action Plan for each Strategy
  - And Action Plan is a very detailed blue print that involves outlining small steps in the process, timeline, the cost, who is responsible and keeping up with the status of each step.

Evaluation

- **Process:** keeping up with number of DUI checkpoints, number of party patrols, number of TV and radio commercials, number of community events, etc.

- **Outcome:** Measuring the short-term and long-term effects and success of the strategies. Take-aways. Decisions going forward. The Steps of the SPF are revisited and ungoing.

Need More Information?

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