

**Ohio Strategic Prevention Framework (SPF): Strategic Plan Map  
Wood County Prevention Coalition**

**Strategy:** Policy, Procedures, Infrastructure and Enforcement

<b>Overall Theory of Change:</b>							
If we correct misperceptions about alcohol use within this community and reinforce positive existing norms through a social norms campaign, then students will realize that high-risk drinking and its negative consequences are less common on campus than they now believe.” If students realize that high-risk drinking and its negative consequences are less common on campus than they believe, they will likely drink fewer drinks, drink less often, and will be less likely to have negative consequences related to their alcohol use. If students drink fewer drinks, drink less often, and have fewer negative consequences related to alcohol use, other students will be more empowered to follow their peers, thus lowering the overall high-risk drinking rates and negative consequences.							
<b>Community Logic Model</b>			<b>Theory of Action</b>			<b>Measurable Outcomes</b>	
<b>Problem Statement</b>	<b>Intervening Variable(s)</b>	<b>Strategy</b>	<b>Demonstrating Capacity</b> Inputs: Human / Material Resources	<b>Time Line</b> Specific Activities for each Strategy	<b>Outputs</b> Results of Activities	<b>Shorter-Term Outcomes</b> (2 years)	<b>Longer –Term Outcomes</b> (5 years)
Insert from Community Logic Model. The majority of surveyed BGSU students reported using alcohol in the past 30 days (NCHA, 2012) and one quarter of surveyed BGSU students reported binge drinking in the past two weeks (BGSU Wellness Connection SPF Needs Assessment Survey 2012). Additionally, close to two-thirds of BGSU students report experiencing negative consequences related to alcohol consumption (NCHA, 2012). Additionally, 75% of BGSU students perceive having 5 or more drinks once or twice a week is a moderate or great risk (NCHA, 2012).	Insert from Community Logic Model. <u>Protective Factor:</u> The majority of BGSU students perceive that binge drinking is risky and actual alcohol consumption is lower than what students believe.  <u>Risk Factor:</u> The alcohol prevention needs of BGSU students are not currently being effectively addressed.  <u>Risk Factor:</u> The majority of BGSU students report experiencing negative consequences related to alcohol use. Students need to be empowered with strategies and tactics for reducing risks.  <u>Community Readiness:</u> This community is in stage 6: Initiation of the nine Stages of Community Readiness.  *Data featured in Community Logic Model Sheet	Insert from Theory of Change Worksheet. Policy, Procedures, Infrastructure and Enforcement	<u>Budget:</u> <b>Total Budget:</b> \$123,000  <b>Percentage of Total Budget Allocation:</b> 48%  <b>In-Kind:</b> \$  <u>Staffing (Paid or Volunteer):</u> <b>Number of staff members:</b> 9 \$45,190.50  <b>Total FTE's:</b> 1.945  <u>Vendor(s)/Sub-contractor(s):</u> <b>Name (Total Cost)</b>  <b>Services Provided:</b>  <u>Materials:</u> <b>Brief Description (Total Cost)\$8,000</b> Incentives Program Supplies  <u>Travel:</u> <b>Brief Description (Total Cost)\$5976</b> <b>State Meetings/Conferences</b> <b>National Conferences</b> <u>Other:</u> <b>Brief Description (Total Cost)\$0</b>	What are the key things that have to happen to get the strategy complete? What is your timeline? <b>DATE: June 2014-July 2015</b>  <b>Activity:</b> Implement Alcohol Edu for incoming students and their parents  <b>DATE: August 2014-May 2015</b>  <b>Activity:</b> Implement Alcohol Edu through OrgSync for Student Organizations  <b>DATE: January 2014-June 2014</b>  <b>Activity:</b> Create best practice manual for late night alternative events.	What will your activities result in? - All incoming freshmen and their parents/caregivers will receive emails about taking AlcoholEdu. - 66% of incoming freshman will complete AlcoholEdu - At least 75 parents will complete AlcoholEdu - Proposals to institute AlcoholEdu as mandatory will be presented  - Notify all 300 student organizations of the AlcoholEdu training - Pilot the AlcoholEdu training with the Exec members of the student organizations  - Any organization could utilize the late night manual for an event on campus.	Insert from Theory of Change Worksheet. + as measured by _____.  - Increase awareness by 5% - Decrease negative behaviors by 5% with ACHA data.  - Within two years all 300 organizations will have received training.  - Manual Complete	Insert from Theory of Change Worksheet. + as measured by _____.  - Decrease drinking rate by 5% and increase knowledge and educate community members about risks and neg. outcomes assoc. with alcohol and engage them in alcohol reduction strategies. - AlcoholEdu as mandatory  - All student organizations would be required to participate and some type of symbol would be used to show that they have completed the training.  - Manual is incorporated into all late night campus alternative events and the campus alcohol policy and guidelines.
<b>Context</b>							
Geographic factors, turnover of students, changes in diversity of population, higher score of community communication, CLI data, directly connected to populations, partnership with coalitions, community not tolerable of underage drinking, demonstrated history of being a leader in alcohol reduction programs and a model program, creating awareness among community that alcohol is a problem in the community							

**Ohio's Strategic Prevention Framework – State Incentive Grant (SPF-SIG)  
Strategy Proposal Form**

You will complete one form per strategy. Remember, the EBP limits sub-recipient communities to *three* strategies.

**Overview of the Strategy (250 words or less)**

Please provide a concise description of your strategy including the following elements:

1. Who is the intended recipient of this strategy?
2. What will be implemented?
3. Where will it be implemented?
4. When will it be implemented?
5. How will it be implemented?

BGSU students will be the primary recipients of a social norms campaign designed to correct misperceptions about drinking on this campus, and ultimately to reduce the high-risk drinking rate and harmful behaviors associated with binge drinking. Social norms strategies will be implemented across campus. The campaign, designed to take place throughout AY 2013-2104, will focus primarily on three key social norms messages:

- The majority of BGSU students think binge drinking puts students at moderate or great risk for harm
- The majority of BGSU students do not participate in binge drinking
- BGSU students overestimate the percentage of their peers who drank in the last 30 days

The campaign also will include educational pieces designed to lower the percentage of negative consequences related to alcohol consumption. This is in response to the needs assessment survey in which 75% of students on this campus perceive that having 5 or more drinks once or twice a week is a moderate or great risk.

Community members will be the secondary recipients of a social norms campaign designed to correct misperceptions and also to reinforce existing positive community norms regarding alcohol use.

The campaign will be implemented using social marketing and public relations tactics that will include traditional and heavy use of social media.

**Demonstrate the Community's Readiness for this Strategy (250 words or less)**

Please describe your community's level of readiness for this strategy including the following elements:

1. What is your community's level of readiness?
2. How does your community demonstrate readiness for this particular strategy?

According to the MIPH Community Readiness Survey, this community views alcohol use by teens and young adults as the most serious problem, ranking above tobacco, other drug abuse, and problem gambling. Almost 60% of the students attending BGSU live off campus in this rural community of 125,488, making them a key target audience in prevention efforts. The majority of the respondents (73%) say that it is possible to reduce alcohol and other drug (ATOD) use through prevention, but 74% of say it is the schools who need to be more active in dealing with these problems.

The readiness profile for Wood County indicates that this community shows about the same level of readiness as found in the other MIPH communities who participated in the survey. The level of support for prevention in this community, however, is lower than the other MIPH communities. Compared to other communities, Wood

county residents expressed a higher score on community commitment. In addition, a large percentage of respondents are unsure if the community is interested in changing (44%) or if there is a sense of commitment in the community (38%).

Determining where the community lies in its readiness to address alcohol misuse, we also utilized the Stages of Change Model (Prochaska & Di Clemente, 1983) to determine our community's readiness to embrace this problem. This community demonstrates readiness by connecting a community prevention coalition, a county alcohol and drug addiction mental health services, and the health services of a Midwestern university of approximately 17,500 students.

Using the nine Stages of Community Readiness model, we have determined that students and community members are at level 6: Initiation. This means we have collected enough information to justify and start a program on this campus.

**Demonstrate a Conceptual Fit with the Community's Prevention Priorities (250 words or less)**

How is the strategy relevant to the data from your needs assessment?

This community perceives alcohol to be the leading problem among teens and young adults; however some of the perceptions related to alcohol use are incorrect. This provides an opportunity to educate and correct misperceptions through a social norms campaign. For example, students estimated that 95% of their peers drank alcohol in the past 30 days whereas the actual reported use was 70%.

Within both the campus and community, it will be important to reinforce positive social norms that do exist. For example, an overwhelming percentage of community members do not believe that "kids who experiment with alcohol or other drugs almost always grow out of it." Nor do they believe it is acceptable for teens or 18-20 year olds to drink, to drink at parties if they do not get drunk, or to drink as long as they do not drive. The majority of parents in this community do not think it is ok for adults to offer teens alcohol in their home. The perception of public drunkenness among teens and adults is low, dispelling perceptions that the majority of college students get drunk. Again, it is important to reinforce existing positive social norms.

There is a perception in this community that teens have little difficulty in buying alcohol at stores themselves or have difficulty in ordering drinks at a bar. While this campaign will not address the enforcement strategy, social norms can be used to correct these perceptions.

**Demonstrate a Practical Fit: Theoretical "if-then" Proposition**

Please create an "if-then" proposition for this strategy.

Sample "if-then" Propositions:

- ✓ **If** we educate parents about the laws, **then** they will be less likely to provide alcohol to underage children.
- ✓ **If** parents are providing less alcohol to their children, **then** minors in our community will have reduced social access to alcohol.
- ✓ **If** minors have reduced social access to alcohol, **then** their rates of drinking will decrease.

If we correct misperceptions about alcohol use within this community and reinforce positive existing norms through a social norms campaign, then students will realize that high-risk drinking and its negative consequences are less common on campus than they now believe.

If students realize that high-risk drinking and its negative consequences are less common on campus than they believe, they will likely drink fewer drinks, drink less often, and will be less likely to have negative consequences related to their alcohol use.

If students drink fewer drinks, drink less often, and have fewer negative consequences related to alcohol use, other students will be more empowered to follow their peers, thus lowering the overall high-risk drinking rates and negative consequences.

**Demonstrate a Cultural Fit (250 words or less)**

How is the strategy culturally appropriate / relevant for your population?

This project will target 18-25 year old Bowling Green State University students. Bowling Green State University is The University enrolled 17,046 students during the Fall 2010 semester on the main campus. Fourteen-thousand-two-hundred-ten of these students fell between the ages of 18 and 25. The table below describes the demographic breakdown of undergraduate students during the Fall 2010 semester. (The latest our IR has on the website).

<b>Ethnicity</b>	
Black	10.6%
American Indian	0.6%
Asian	1.0%
Hispanic	3.3%
White	78.4%
Other/Unknown	6.1%
<b>Gender</b>	
Women	53.8%
Men	46.2%

<b>Living Arrangement</b>	
Off Campus	58.0%
On Campus	42.0%
<b>Ohio Residency</b>	
Ohio Resident	87.6%
Non-Resident	10.7%
International	1.7%

As noted earlier, alcohol is seen as the major problem among teens and young adults in this community, however, those indicating that they “don’t know” if alcohol is a problem among these groups exceeds the percentage who see it as a problem. Knowing that the majority are unsure if this is a problem provides a starting point for creating awareness, educating the community, correcting alcohol misperceptions, and implementing a social norms campaign.

Survey results indicate that this community is not tolerant of underage drinking. Social norms messages should reinforce these norms. Traditional and social media will be used to target college students. More emphasis will be placed on social media as studies have found that 45% of college students spend 6-8 hours per day using social media; 23% spend more than 8 hours; 20% spend 2-4 hours and only 12% spend less than two hours (Wang, Wei & Yu, 2011).

**Demonstrate a High Likelihood of Sustainability within the Community (250 words or less)**

How will the coalition sustain this strategy in the community? Please consider the following resources: time, money, human resources, political support, etc..

Community-based campaigns are conceptualized as community driven and supported programs that use researchers, practitioners, community agencies and members to change attitudes, beliefs, and practices pertaining to a community issue. The coalition will be able to sustain this strategy through continued collaboration between existing campus and community entities. The current coalition is strong and inclusive, utilizing the expertise of researchers, health agencies, government and university officials, and community members. On-going research and evaluation are essential to sustainability of the program in order to assess the impact of this social norms campaign and to continually address their needs, beliefs, and perceptions.

To avoid being a fully top-down approach to assessing community needs and putting those needs and (mis)perceptions in conversations with the MIPH data, it will be important to create materials and implement campaigns that are participatory and require the input of community members. For example, in the MIPA survey 74% of respondents say it is the schools who need to be more active in dealing with this problem. This may provide an opportunity for more collaboration with the K-12 schools in the county. Community involvement is essential in effectively empowering people, influencing health behaviors, and enhancing sustainability.

The University has received state and federal funding related to alcohol for over 20 years and will be applying for a grant this fall sponsored by the U.S. Department of Health and Human Services, NIH, and NIAAA titled “Implications of New Digital Media Use for Underage Drinking, Drinking-Related Behaviors, and Prevention Research.”

**Demonstrate Effectiveness**

- Each environmental strategy “family” (i.e., CAMP) will have a specific form. Please choose the appropriate form and include it with your submission.
- The forms can be found in this document.

**Effectiveness – Policy, Procedures, Infrastructure & Enforcement**
**1. Are you:**

- Working to implement a new policy and/or procedure
- Working to enforce an existing policy and/or procedure
- Working to build new or reinforce current policies, procedures, and/or infrastructure to enhance capacity to serve an expanded population

**2. Describe the policy you would like to implement/build, the policy you would like to promote the enforcement of, or the infrastructure you which to enhance:**

In regards to building new policies, we would like to incorporate AlcoholEdu training into OrgSync requirements with our student organizations (see attachment on OrgSync). We would like to reinforce policy around adjudication and promote the enforcement of AlcoholEdu. We would like to build infrastructure around orientation and recruitment (i.e. courses on alcohol, app for standard drink, and a table at recruitment functions around alcohol issues). We would like to create a best practice manual for late night alternative events allowing any student organization or department to utilize the manual. Hopefully use of this manual will become part of the alcohol policy on campus.

**3. Who/What is the target of the policy/initiative?**

The target is the BGSU student population – 18-25 year olds. Our sub-population is the LBGT population.

**4. What level is the policy/initiative addressing (i.e., local, county, organization, community, university, hospital, restaurant, regulatory, etc.)?**

It is addressing local, university and community levels.

**5. Who is responsible for implementation/enforcement? How can you demonstrate the support of the key stakeholders?**

Various campus departments, including Recreation and Wellness, the Counseling Center, Office of the Dean of Students, Office of Multicultural Affairs, New Student and First Year Programs, Fraternity and Sorority Life, Campus Activities, Residence Life, and Campus Police would all have a university role in the policy. Community-wide, BGSU Police, ADAMHS Board, and Behavioral Connections can all play a part. Previous focus groups and tracks records have indicated the support of key stakeholders. BGSU also has a group that meets on a semester basis called BG Connections that is a town gown connection that indicates the support of key stakeholders on issues such as this as well as our Drug, Alcohol and Sexual Offenses Coalition which is a campus and community coalition.

**6. How will implementing/enforcing this policy/initiative realistically result in change?**

By implementing/enforcing these initiatives, they then become a part of the culture. Data shows that if students receive this information before coming to school, it helps them in the long run versus never have received any information.

**7. If applicable: How will the policy be enforced? \*or\* How will enforcement of the policy be increased?**

Enforcement will depend on the activity. For example, if we are talking about student organizations having to go through a training on alcohol before they can receive funding, then that will be enforced by the Office of Campus Activities. If we are talking about alcohol sanctions, then that will be enforced by the Office of the Dean of Students.

**8. Reflect on your responses to Questions 1-7. What is the coalition's role in the process? It may be helpful to think of this as a SWOT (Strengths, Weakness, Opportunities, and Threat) Analysis of the policy landscape in your community – and how the coalition “fits” into the landscape.**

### **Strengths**

- At the university, we have people who are able to work directly with the population who are members of the coalition
- We have students who are willing to participate and are genuinely concerned about the issue
- We have collaboration among community partners and have been able to build coalition among campus
- Can organize quickly if necessary – good core group cohesion

### **Weaknesses**

- No easy way to always identify the target population
- Large target population at 20,000 students

### **Opportunities**

- Space that is contained – students talk to students and spread word
- All a part of AlcoholEdu if policy is enforced
- Integrated into community – students drinking is a concern for all in the community
- Data Collection – NCHA, AlcoholEdu, Focus Group

### **Threats**

- Mentality by administration that there is no time to include these topics
- General philosophy of administration