



**CHALLENGING COLLEGE ALCOHOL  
ABUSE**

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*An Introduction to Planning and  
Program Development*

Prepared by the MOST of Us®  
August 26, 2004

## Purpose

### Planning Your Implementation of Challenging College Alcohol Abuse

The **Substance Abuse and Mental Health Services Administration's Model Programs** initiative features a range of prevention programs that have been tested in communities, schools, social service organizations, and workplaces across America. Each has provided solid proof that they prevent or reduce substance abuse and other related high-risk behaviors. These programs have been reviewed by SAMHSA's **National Registry of Effective Programs (NREP)**. SAMHSA provides comprehensive, web-based information for anyone interested in learning about and/or implementing these programs.

Colleges considering sponsorship of the Challenging College Alcohol Abuse (CCAA) have asked for more information than is provided in the Model Programs program description and tools. They seek assistance in determining whether their unique setting, funding, staffing, and prevention issues are a good match for the requirements necessary to implement this model program. The Montana Social Norms Project (MSNP) fills this gap with the current document and an on-line companion tool *CHALLENGING COLLEGE ALCOHOL ABUSE: Social Norms and Environmental Management Readiness Self-Assessment*. Prospective sponsors are encouraged to carefully review this *Introduction* and then go on-line and complete the *Self-Assessment*. By using these resources you will greatly improve your readiness to adopt the CCAA program or to seek another approach.

Both the *Introduction* and the *Self-Assessment* were written by the MSNP staff for persons in colleges and universities considering sponsorship of CCAA. Their purposes are orienting you to advanced thinking on effective substance abuse prevention programming – applying social norms theory to – and informing you of the CCAA model, giving you essential information



about funding, planning, implementing, and evaluating your prevention program. The *Introduction* and the *Self-Assessment* will bridge the gaps between SAMHSA's Model Programs information, the substance use issues you see on campus, and preparing your own funding application and program development plan.

### Building a Knowledge Base for CCAA Program Implementation

The MSNP resources are an orientation to these topics, not a comprehensive handbook. They give you new background knowledge to become an informed user of social norms theory in the college setting and a responsible manager of program funds. They will clarify your expectations of the work ahead. You will understand the necessary preparation for a successful social norms campaign. Importantly, you will learn the basics of developing capacity for social norms program evaluation and how to protect your college's investment of time, money, staff, and student energies. The resources do answer common questions, but leave many important details to resolution through expert technical assistance which, in partnership with you and others, will create a cost-effective program that diminishes student substance abuse.

These resources have two primary references. Reading both is considered a prerequisite for this *Introduction* and for the *Self-Assessment*. The principal technical reference is *Achieving Outcomes: A Practitioner's Guide to Effective Prevention*, a primary prevention publication of the Substance Abuse and Mental Health Services Administration, which is available on line at:

<http://modelprograms.samhsa.gov/pdfs/AchievingOutcomes.pdf>

MSNP stresses the importance of the *Achieving Outcomes* monograph because it will develop your prevention knowledge background. A strong background prepares a new program sponsor to achieve significant results from their own implementation of the CCAA model. Recent research (See for example R. Barnoski, 2004, "Outcome evaluation of Washington State's research-based programs for juvenile offenders", Olympia: Washington State Institute for Public Policy. <<http://www.wsipp.wa.gov/rptfiles/04-01-1201.pdf>>; and D.S. Elliott, S. Mihalic, 2004, "Issues in disseminating and replicating effective prevention programs." *Prevention Science* 5(1): 47) in-



dicates that without quality control, prevention and intervention programs developed in carefully controlled settings often fail to achieve the same results in the “real world”. After selecting the CCAA program, the next step is ensuring that your implementation includes a quality review component. MSNP authors have devoted themselves to making recommendations that will bring you the same success realized by the program developers. Familiarity with the language and strategy of prevention prepares you for designing a program that will work as well as the model.

As you consider CCAA your next step in preparation is review of the experience and materials created by the University of Arizona Campus Health Services, which developed CCAA, conducted research and development in the field, and then obtained the Center for Substance Abuse Prevention’s recognition of CCAA by the National Registry of Effective Prevention Programs. The primary document can be found at:

<http://modelprograms.samhsa.gov/pdfs/Details/Challenging%20CAA.pdf>

CCAA is a social norms and environmental management program that reduces high-risk drinking and related negative consequences in college students (18 to 24 years old). Under CCAA, the campus health service uses new and innovative methods to communicate public health information to students, the campus community, and the surrounding community to—

- Correct misperceptions, increase knowledge, and change attitudes about alcohol and illegal drug use behaviors among undergraduate students
- Change policies and practices related to alcohol and illegal drug use and abuse among campus fraternity and sorority chapters
- Change faculty, administration, parental, community, and policy-maker perceptions to prevent perpetuation of alcohol and illegal drug myths
- Increase restrictions on alcohol availability and monitor on- and off-campus distribution and consumption



- Develop community partnerships to address access and availability of alcohol and other illegal drugs within the larger community

CCAA fosters development of policies that establish and maintain a healthy and safe environment for all students. It also seeks to develop community and civic partnerships and collaborations in support of campus alcohol and illegal drug policies, and State and local laws. (Initial funding for development of the program included two strategies in addition to the social norms and environmental management components. Activities that were directed toward sororities and fraternities and concerning the spring break period of the school calendar are no longer parts of the CCAA model.)

Reflecting on your reading of the *Achieving Outcomes* and CCAA's model program description you will see many similarities in language, concepts, and goals in changing circumstances that influence substance abuse. There are some very important differences also. For example, *Achieving Outcomes* emphasizes a "risk-and-protective" model that calls on the program sponsor to carefully study how to approach sub-groups in the population in order to reduce risk factors by emphasizing protective factors known to buffer against the availability of substances. CCAA puts its emphasis instead on the social norms of the entire population of students and on the environmental forces that affect the student body as a whole. For example, except for tracking age, ethnicity, gender, and other individual characteristics as they are important for obtaining representative samples of student knowledge, attitudes, and behavior, CCAA keeps its focus on all students and on all the people and conditions making up the environment of their college. This *Introduction* will repeatedly return to CCAA's unique elements in preparing the reader to appreciate substance abuse prevention from a whole-population perspective.

In the chapters that follow the authors orient you to seven topics in preparation for your completion of the on-line social norms campaign *Self-Assessment*:

1. The importance of understanding how your campus environment influences student substance use



2. Finding valid information on student use of substances and an assessment of factors influencing alcohol and other substance use
3. Building the human resource capacity necessary to create and implement a successful social norms and environmental project
4. The importance of science-based programs for prevention
5. The Challenging College Alcohol Abuse program, expected accomplishments, intended audiences, and how CCAA applies social norms theory to reducing substance abuse
6. Steps in program accountability to sustain your CCAA program
7. Recommended approaches to budgeting and building a project team

MSNP staff recommends reading the *Achieving Outcomes* monograph, reviewing this *Introduction*, which orients you to application of SAMHSA's cutting edge prevention technology to campus substance abuse and CCAA model. With this background you should complete the on-line *Self-Assessment*. Your time and thoughtful consideration of these resources will prepare you and your college for a positive social norms campaign experience and bring recognition to the effort on behalf of the well-being of your students.

## Chapter 1

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### ***The Importance of Understanding the Relationships between Your Campus Environment and Student Use of Alcohol and Other Substances***

- ✓ ***Needs Assessment*** – Valid information about student patterns of substance consumption, and attitudes toward substance use showing both settings and student characteristics, e.g., age, ethnicity, and gender
- ✓ ***Risk and Protective Factor Assessment*** – A full-environment scan of individuals, policies, and influences on campus that actively alter student alcohol and other substance use

### **Adapting CCAA to Your Campus**

Isn't every college campus and the students who walk it unique in many ways? CCAA developers understand this fact. They know that there is no one simple formula that will produce an effective alcohol and other substance abuse program for every setting. CCAA is a framework for prevention and you will add to it from your careful study of your students and the environmental context in which they live and study. You will learn more about the framework in this *Introduction*. It will also explain the basic methods you will use to modify the framework to perfectly match your campus.

CCAA is not a “one-size-fits-all” program, but its basic elements will apply to most schools. One of these elements, derived from social science research on human behavior, explains that many habits are shaped by the culture and social groups surrounding the individual. Student alcohol consumption is an example. Thus, perceptions about alcohol use and student drinking vary from campus to campus and related to these differences are the local social norms about alcohol consumption and local environmental influences, e.g.,



alcohol availability and policies affecting alcohol use. The CCAA framework helps you use these influences by strategically changing misperceptions about drinking and changing policies and practices within the environment. Together these changes encourage the heavy user to drink less and they support the more conservative attitudes and behaviors of the student majority. Behaviors related to heavy and high risk drinking that affect the health of students including any use of illegal substances are also positively influenced. It is important to study your campus and fit the program framework to its people and policies.

You and others may have good understandings of the general alcohol and other substance abuse problems at your college. Of course there is anecdotal evidence and perhaps students have completed a survey of their attitudes about and use of substances. Even so, in planning for a CCAA program you need to take another objective look at both the need and at the factors and people that are contributing to alcohol and other substance use and nonuse. Bringing about a positive change with a CCAA program depends on your ability to (a) uncover the norms and misperceptions that drive high risk behavior as well as those that support protection and (b) your ability to broadcast this information so that misperceptions are corrected.

Just knowing there is a problem on campus with alcohol will not help you much with designing a CCAA program. Prevention program strategies have advanced in recent years. Earlier programs focused nearly exclusively on warning students about the risk of use, reducing factors affecting use, e.g., adopting policies to restrict alcohol consumption, and enforcing regulations against use of illegal drugs. There is little research evidence showing that this strategy reduces heavy drinking on campus. Contradicting common sense, student consumption appears to be continuing at the same levels year-to-year. Today among SAMHSA's Model Programs, CCAA is the only campus-wide intervention concentrating on **promoting positive factors** that create and build student attitudes and behavior that buffer against the availability of substances. Accordingly, it is essential that you and others preparing for your CCAA program *survey* students about their characteristics, attitudes, perceptions, and use. At the same time you will *scan* the entire campus environment pinpointing issues, conditions, and policies that heighten and decrease heavy drinking and other substance use. The CCAA program



gains power through detailed knowledge of the scope of the problem and forces affecting consumption.

### Tips on Student Assessment Analysis

Study of student use, attitudes, and behavior will enable you to communicate with students, administrators, and other audiences about perceived alcohol use, actual reported use, and how these data are used to design effective social norms campaigns and environmental management. With your data on use, attitudes, perceptions, and misperceptions, you set an example that shifts discussion of the well-being of students from opinion to facts and evidenced-based action.

#### Protective Factor Examples

- Posters, ads, and broadcast media identify public events as “alcohol-free”
- College orientation organizers address student and parent awareness of legal consumption of alcohol and moderate use among students of legal age
- Institutional recognition of sensible use of alcohol by students
- Opinion-leading teachers and staff who personally endorse the health benefits of no or moderate use of alcohol
- Nearby restaurants, bars and retail liquor sales advertise their commitment to legal, moderate drinking

### Tips on Environmental Assessment

For every campus there are established policies, conditions, opinion leaders, and circumstances and events that define its social context, shaping attitudes and beliefs about community norms, and providing easy access and availability to substances. Your environmental scan will reveal how these factors help promote responsible use or support high risk use. The scan will also uncover activities your CCAA program will draw in as assets, activities competing with social norms interventions, and help you devise a plan to modify your campus’s social context as it affects alcohol use. Your environmental scan will also uncover other campus and community stakeholders. These are individuals who have a vested interest in reducing heavy and high risk use.

Guided by these discoveries, you can look more closely at factors your social norms and environmental campaigns will address. For example, is Homecoming a healthy and safe community-wide celebration or is heavy drinking and service to minors prompted and visible?



In an environmental scan the CCAA program manager will identify key stakeholders. The list may be longer than at first suspected. Included will be:

- The people to whom student alcohol use matters because they feel a commitment to student well-being and the quality of life on campus
- Those who have resources related to alcohol and substance use and related problems
- Individuals who come under fire when problems are publicized or to whom the media turn when there is an incident
- People who have something to gain or something to lose according to the way students use alcohol and other substances
- People who *oppose* alcohol use education or regulation on campus beyond what currently exists

The scan will collect formal and informal policies involving alcohol and it will review how these policies are enforced. The number of students involved in enforcement activities and trends will be important. Also included in the scan are alcohol promotions, e.g., whether flyers are allowed on classroom bulletin boards. Under review will be the number of alcohol outlets and their distance from campus. The resulting picture will inform you and others in the CCAA program of your assets and the factors working against non-use or moderate use of alcohol.

### **Tips on Social Norms Campaigns**

Some SAMHSA Model Programs are dedicated principally to high risk settings and target populations, e.g., drinking students who have experienced or are predisposed to alcohol-related problems. CCAA-sponsored social norms campaigns are not intended as interventions for “problem groups”. Your campaigns will address the misperceptions of persons across the entire campus – students, administrators, educators, staff, and include others in and around your community. The campaign is directed at changing misperceptions of persons at all levels of alcohol use: “problem groups”, non-drinkers, and those who drink moderately. You will need information about each of



these sub-audiences, their characteristics, their influence on substance use, and possibilities for gaining access to each.

Information about your audiences will assist you with resource allocation, putting your time, energy, and funds into action where it will do the most good. For example, the misperception that all students drink on Thursday nights and that socializing with alcohol is a more important to them than academics may have led to lowered faculty expectations in planning content for Friday classes. As a consequence, many faculty members may routinely avoid quizzes, tests and expect classroom attendance to be low on that day. Providing information about true student norms can help teachers set higher classroom standards. When educators express their new expectations in class, students will reconsider their own beliefs about drinking and academic responsibility. This kind of interaction can set off a change across campus, with heavy and high risk drinking seen as less frequent than suspected and as no longer a justification for teacher action in the learning setting. The process affects all students, some of whom may also speak out supporting high expectations. The combination of faculty and student influence can have a powerful impact, especially among those who drink more and drink more often than the majority of their peers.

### **Tips on Social Norms Theory**

Cutting-edge prevention theory predicts healthier, more risk-free student alcohol consumption when your CCAA program simultaneously intensifies three social influences. Its first course of action is through raising a general awareness that the majority of persons in all audiences actually endorses values, rules, policies, benefits, and expectations on moderate alcohol use and believes that non-use is acceptable. Its second influence occurs as members of all audiences become increasingly aware that the true social norm among students is light-to-moderate use of alcohol and one out of four may not drink at all. People (students, teachers, administrators) used to taking a position of opinion leadership will begin speaking out and reinforcing support true norms, norms that draw students into a more conservative posture vis-à-vis the availability of drink. As the school makes tactical modification of its policies and enforcement practices consistent with these emerging normative perceptions, a new outside influence for moderations grows. In social norms theory the culmination of all three influences is described as



“changing the public conversation”. When everyone starts talking and acting differently about alcohol, heavy and high risk use among student peers declines.

Thus, through various means CCAA programs raise a growing consciousness that the majority of persons on campus hold more conservative attitudes about alcohol use and that for the most part; student use is less than perceived. If your program is affecting these social influences you can expect favorable results. If it is not, you may be operating a program but not getting the results you need. For these reasons you are wise to assess campus perceptions before your program begins and periodically during your campaign, reassess views, and watch for favorable trends.

### **In Summary**

Prevention program specialists and researchers have invested a great deal of time and thought in the best methods for assessing college student substance abuse needs, conducting environmental scans, and measuring perceptions. It is important that you include accessing someone who has expertise in these methods and who can provide specific guidance from the earliest stages across the lifetime of your CCAA program.

The next chapter will help build your knowledge and skills in getting more information about your campus’s social context.

## Chapter 2

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### ***Finding Information on Substance Abuse Needs and Protective Factors at Your College***

- ✓ ***Baseline Data*** – *Valid information about student substance consumption, showing both use settings and student characteristics, e.g., age, ethnicity, class, and gender*
- ✓ ***Data Analysis*** – *Uncovering what can be interpreted from baseline data, e.g., the seriousness of substance use, comparison of data with that from other colleges, alcohol use associated with other problems, and the relationship between use and assets and adverse influences revealed in an environmental scan*

### **Organizing Baseline Data**

While observation, interviews, focus groups, and stakeholder input are important information sources, ultimately your greatest strength in CCAA planning will be current, quantitative data about students and other college audiences – data essential to supporting social norms campaigns and environmental initiatives. Collecting needed survey and archival data to accurately link a substance abuse prevention program with organizational needs and assets can be a formidable challenge to your planning group. If the information is available, excellent, but if it is not some compromises may have to be made in the first year or two. In the instance of no current quantitative information on student use, launching a prevention campaign risks expending considerable resources with no guarantees of reaching the core issues and only tenuous methods for measuring outcomes.

Even for those campuses whose CCAA programs will be directed toward a defined population, data are still necessary to determine the very unique characteristics of this specific population and the context in which it exists.



CCAA is not a one-size-fits-all program and its framework intends that your whole school is its ultimate audience, even though special concern has been expressed for certain subgroups, e.g., athletes, student living on campus, or some other group.

Your initial data collected and analyzed form the **baseline of knowledge** for your CCAA program. With these data in hand you can begin shaping your program, precisely defining the social norms and environmental issues your program will address. You will find that additional assessment is needed along the way to obtain interim snapshots of program reception. Later, your baseline will provide the needed data to determine what change have occurred over time. Needs and assets assessment are on-going. The sequence of your work will follow this schedule:

- Measure behaviors, attitudes and perceptions about alcohol and other substance use
- Conduct an environmental scan of your campus and surrounding community
- Identify indicators of change that will be followed, e.g., declining misperceptions of the number of heavy drinkers on campus, stakeholder participation in CCAA activities, or the number of events on campus advertised as alcohol-free. Create a method for collecting information on these indicators over time.
- Conduct ongoing assessment of the reactions of students, stakeholders, and the community to CCAA program activities and initiatives
- Reassess student use, behaviors, and attitudes about alcohol and other substances

### **Local Data for Your CCAA Program Baseline**

As we have discussed above, knowledge that a certain number of students come to the attention of your university or college because of their abuse of alcohol is not much help in planning an effective CCAA program. (Nor has



research shown that this focusing on the problem approach helps other program reduced heavy drinking on campus.) Further, crackdowns and highly publicized enforcement efforts reinforce the false impression that most students drink too much and use drugs – strengthening perceived norms that actually *encourage* abuse and tolerance of abuse, perceived norms that actually *support* tolerance of abuse. Detailed accounts of misconduct or broadcasting the tragic consequences of heavy drinking do little to prepare a social norms campaign or recommend environmental changes.

All of this information about deficit behavior is data, just not the data most critical to prevention program development. Through its social norms campaign, CCAA “turns up the volume” on positive norms, spreading a common understanding that when bad things happen, it is important to recall that for *most students* drinking is not a problem and that troublesome incidents are not at all representative of those attending the college. Continuously, CCAA uses its hard data showing that alcohol use on campus is best characterized as being light or moderate and that the majority drink without experiencing negative consequences. These messages assert with facts that those who are outside the norm – the minority who illegally use alcohol or drugs – are the individuals who are caught and come to public attention, not the majority who follow rules in which they believe and that guide their behavior.

These applications of data should make it clear why information about students on other campuses, valuable as they are, will not substitute for facts from your own campus. Information from national, state, regional, or statistics from nearby universities or colleges do not show you or others use attitudes and practices in your setting. When information is specific to the campus on which students live and learn and where others work or visit, its credibility is elevated. Without local data, few will find facts about alcohol believable no matter how often and in what manner they are broadcast.

With valid, local, baseline information you can expect a greater campaign impact with students. Increased credibility for the target group is the key benefit, but it will bring closer attention by administrators and others whose investment is needed for environmental efforts, and sustained commitment from funders who see their support has local meaning.



### Student Survey Data

While there may be some data available from surveys of your students, it may be necessary to include assessment of student behavior and attitudes and perceptions as an early component of your proposed CCAA project. Identifying **student misperceptions** is a critical ingredient to matching a CCAA social norms campaign to the student population. It is unlikely that these data have been collected in prior campus surveys. Baseline data will be used year-to-year as you compare data for changes in student attitudes, behavior, and perceptions. Month-to-month marketing surveys – more informal assessments – are used for on-going tracking. Their results help ensure that with the passage of months your program stays on target while adapting to the flow of current events on campus. Marketing surveys will help stakeholders and others stay informed about your CCAA program and goals. These surveys will suggest whether you are getting the student reactions you anticipated and whether tactical changes are necessary in your campaign.

### In Summary

Baseline and monthly assessments are best designed for the individual college. No one protocol will work for every setting. In your first year or two expert technical assistance will help you with reassessing your baseline and marketing research. With this consultation you can determine if your available information is adequate and if it shows your program is a match for the people and setting in which it operates.

The next chapter will help build your college's capacity to implement your CCAA program.

## Chapter 3

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### *Essential Steps in Capacity Building*

- ✓ **Organizational Capacity** – *Capacity is the overall capability of your university or college to implement a successful CCAA program: having the necessary resources to meet the CCAA’s Model Program guidelines*
  
- ✓ **Institutional Readiness** – *Readiness refers to the college’s willingness to address substance abuse as an important campus and community issue, turn away from traditional education-only prevention strategies, and adopt social norms and environmental management as a preferred approach.*

### **Assembling Fiscal and Human Resources**

CCAA programs are designed to match their campus. Though parts of one program might be conveyed to another campus, each must be as unique as the nature of the student body, attitudes of students, and the qualities of the campus and community environment. As CCAA developers state and as the authors emphasize in this *Introduction*, one size does not fit all. This chapter explains one of the constants – capacity building. Small schools or large, private or public, and rural or urban, your program must carefully inventory its material and social capital. Measurable success with the CCAA program rests on assembling these five critical ingredients:

- **Sufficient financial resources** to cover the costs of baseline and marketing assessments, social norms campaigns (e.g., materials and media design, production, and placement), and environmental management activities. Sufficient money is needed for new staff and training and technical assistance for all prevention staff.



- **Leadership** experience with campus-wide program development and operations committed over an extended period.
- **Leadership** experience with developing knowledge and skills about substance abuse prevention strategies, assessing emerging data, and exchanging ideas with other campus CCAA programs
- An **organizational endorsement** and commitment of human resources
- On-going **technical assistance** that helps with planning and resource allocation

You have selected a prevention program with demonstrated value. Perhaps you have funding or the promise of fiscal and in-kind support. Your research shows the incidence and prevalence of the substance abuse problems and norms for your campus community, and your environmental scan has produced a map of influential factors. Nevertheless, alcohol and other substance abuse are not problems that are easily changed. Your school's outcomes achievement will depend in large measure on additional capacity building with these five ingredients.

### Capacity Building – Part One

The phrase, “money talks”, is a reminder that even when the student need is great and dedicated people are willing to work on substance abuse issues, results do not automatically follow. Concern about problems and hope to improve them are necessary but they are not a substitute for funding. According to SAMHSA, inadequate funding is often a reason why prevention efforts fail. CCAA developers have the same observation.

About one-half of your budget will be allocated to staff. You have some options for assistance with budget planning. For example, SAMHSA's Model Programs website shows budget templates for CCAA and other prevention programs. The MSNP *Self-Assessment* and its associated report give specific information for CCAA based on your school size and known requirements for training, materials, evaluation, and technical assistance. If after using



these resources you decide to engage program planning technical assistance, MSNP can help pin down anticipated operating costs.

### **Capacity Building – Part Two**

The costs of implementing and evaluating a CCAA program relate to its design and technical guidelines, but there are other challenges, some concerned with introducing a new approach on substance abuse to your campus and explaining its merits while recognizing other realities. It takes time and people's energies and money for social norms campaigns. Few colleges have had similar prevention programs so some may believe that "prevention" must be far cheaper than "treatment". Most schools are already sponsoring alcohol control activities. Some will conflict with the CCAA strategy and it will take time to educate their advocates about using methods with demonstrated results. All in all, these circumstances mean that CCAA will be a new venture to most schools. You won't be able to take the CCAA program out of a box, set it up, and then let it run itself. It requires knowledgeable persons dedicating time and energies to an agenda of tasks. A theme recommended by the founders of CCAA: "Our changes should be quietly made and consistently enforced so as not to add to the existing public conversation that focuses on the minority" heavy drinker or other substance user. Confident diplomacy is the guiding concept, and important personal asset for your program.

### **Capacity Building – Part Three**

Many of CCAA's strongest supporters will already be heavily committed to a myriad of institutional responsibilities. College administrators, educators, and other staff are often stretched so thinly that few will have the time to begin, maintain, and seek sustaining funding for a prevention program. People with the necessary skill sets may be absent or fully committed elsewhere. CCAA needs college resources and other support, but these are acquired as often through program leadership as direct or insistent appeal. Leadership showing a concern for students and the quality of life on campus and quality programming will attract needed resources.



### Capacity Building – Part Four

Your program needs other leadership skills. First is **administrative leadership**. This person builds acceptance and authorization for your work in alcohol abuse prevention. They are an individual who has the ability to plan and manage a campus-wide program. They have experience and roles in the college administrative structure that help them explain and negotiate with other persons who have other responsibilities across the campus. Second, you will require a leader with **prevention knowledge**. This project director is trained in social norms and environmental management strategies and oversees the CCAA program and evaluation activities. Third, the program needs **staff leadership**. One or more individuals are required who have been trained to conduct the day-to-day program activities, e.g., operating a planned social norms campaign or collecting and organizing student surveys. You should examine your own knowledge base, determining where you can make your greatest contribution and how you can improve your understanding of substance abuse prevention, social norms theory, and environmental initiatives and locate others who can strengthen your capacity.

### Capacity Building – Part Five

Unless your CCAA program funding is very generous you will have to secure **commitments of college resources** to complete your project. Developing this capacity is a challenge when most school budgets are tight and demands for existing resources greater than the supply. It is up to you to convince the right people that it is in the best interest of students, faculty, and the community to commit staff time and materials to CCAA. This also means convincing them to let go of or change existing prevention/education activities on your campus that are not science-based in order to maximize and make the best use of available resources.

### Capacity Building – Part Six

Money and leadership are essential ingredients but their power is greatly magnified by **institutional readiness**. Though it is not necessary that every member of your college or university administration and staff be informed and support CCAA, you must develop some advocates and show that investing in a model program such as CCAA is in the **best interest** of the campus community. Internal readiness may not be on the same level as that



felt by you or expressed by potential funders. Many persons key to program success (individuals who will participate in and implement policy change, authorize social norms campaign activities, or approve allocation of institutional time and resources) may feel general concern about student health, but skeptical that an educational institution should engage in health promotion unless benefits can be linked to increased academic success, a civil and safer learning environment, and improved relations with campus neighbors and the community.

Experience shows that campus communities vary in their levels of readiness to implement CCAA. You can build readiness by presenting results of your baseline studies and environmental scan, draw on information from the Model Programs and other web resources, and determine through personal inquiry how you can make CCAA relevant to the self-interests of neutral and skeptical persons. Although it may seem that the most powerful force affecting institutional readiness is driven by the most recent and visible student tragedy or community incident, you can build interest by sharing the data about true behavioral and attitudinal norms. Reasserting facts like the majority of students report never drinking and driving and believe they have a responsibility to remind others of choosing a designated driver draws increasing attention. MSNP has seen time after time how success breeds success. Publicizing and disseminating information from your program predictably increase commitment to prevention programming that is positive in tone, suggesting a course of action for the average person, encourages campus-community cooperation and is science-based.

### In Summary

CCAA capacity building will absorb a great deal of time and energy in your first year, perhaps as much as is devoted to prevention programming. This is as it should be. Effective and sustained programs are based on assembling adequate resources and building the campus and community relationships that are necessary support for your CCAA program.

The next chapter brings you up to date on SAMHSA's Model Program initiative and explains the concept of **program fidelity**.

## Chapter 4

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### ***The National Registry of Effective Prevention Programs and CCAA***

- ✓ ***Science-based programs*** – *Science-based programs* are interventions that have demonstrated to experts that achieve positive outcomes and these outcomes are consistently positive and reliable over time.
- ✓ ***Fidelity*** – *On a continuum of high to low, where high represents the closest adherence to the developer's design, the degree of fit between the developer-defined components of a substance abuse prevention intervention and its actual implementation in a given organizational or community setting. In operational terms, the rigor with which an intervention adheres to the developer's model.*

### **Individual Opinions and Science-based Programs**

An interesting phenomenon develops during the process of surveying the need for student substance abuse prevention, assessing the overall capacity of your college to undertake a prevention program, and determining that key administrators and others are ready to support the program. If you have a promise of funding, people will begin offering opinions about how you should use it to reduce the identified problem. The more serious are perceptions that substance abuse is widespread and that heavy or risk use are the norm for college students; the more punitive will be the recommended actions. Well meaning and sometimes influential individuals will suggest ideas they believe in, will lobby you to target certain “problem groups”, or argue for taking or dropping certain actions when incidents of student abuse becomes public. How you respond to this advocacy will greatly affect your program's reputation and in the end influence your success.



Though under-funding may be the most common cause of failed prevention, application of unproven methods and loss of focus in the application of proven methods are close rivals.

The authors recommend you prepare yourself as an advocate for achieving outcomes by reviewing the SAMHSA and CSAP National Registry website.

<http://www.modelprograms.samhsa.gov/>

The importance of **science-based programs** is now widely acknowledged in the prevention field. Few on your campus may know about this research, still believing that warnings and tough enforcement are the recommended courses of action. Therefore, choosing – and sticking with – a science-based program like CCAA has its advantages. By becoming informed about science-based prevention and CCAA you become a stronger supporter of prevention that works, while preparing for the times which it will be necessary for you to explain *why* you are proposing one set of interventions and your reasons for *not* including others. On the other hand, some will want to take a “get tough” stance and will consider your proposal too soft and too little. Others will be skeptical than anything *can* be done about students. Others will tell you that the activities you are proposing with CCAA were done and didn’t work or are already being done and do not require a new program. Obviously, you have a tough sales job. Skeptics and disinterested persons will gradually come around when they see the response coming from enthusiastic stakeholders who you have continuously recognized and nurtured throughout the life of the project.

### Why Science-Based Programs Work

The Model Programs initiative emerged not so much because of substance abuse prevention’s successes as its failures. When accumulating studies made it more and more evident that many substance abuse prevention programs found few or no benefits, scientists and prevention advocates realized that advances in technology were needed. Subsequent analyses of hundreds of evaluations, experiences, and accumulated wisdom did show approaches or program components that *might* work. Paralleling these reflections were important advances in social-cognitive and other health promotion theories.



Government funding was shrinking or shifting to programs with evidence. These combined forces resulted in the Model Programs initiative whose intent is endorsing prevention of known value.

In the search for success and as acquiring funds for prevention have become competitive, new programs have been assembled that time and research show change attitudes and behavior. One discovery – and an essential element in the rationale for CCAA – is that substance abuse is influenced not just by the desire to consume and availability of substances, but also by social norms and the environmental context. Evidence indicated that if a college concentrated on students *and* their environment greater success would follow.

Another discovery has been that marketing information about the true, positive norms for alcohol and other substance use shifts students' attitudes and behavior more effectively than threats and warnings.

The Model Programs initiative has collected programs that have a theoretical base, contain components of demonstrated value, and that are replicable by new program applicants in new settings. Gone are the days of prevention programs driven by opinion and public relations.

There is a big “if” in the whole Model Programs initiative. The big “if” is whether the model guidelines are implemented exactly – as with a cooking recipe – and whether the new program sponsors stay with the guidelines over time. CCAA is constructed from concepts in cognitive, learning, and social influence theories. These concepts explain why some prevention programs reduce student abuse of substance while the majority does not. The theories and field research have suggested which activities are essential and how they should be arranged to produce an operable program. Theory has been translated into practice and field-tested for results. These are the reasons why CCAA now specifies conditions and operations necessary to success. This level of prevention technology goes far beyond the experience of most persons concerned about campus substance use. Accordingly, your responsibility for the well-being of students and quality of life at your college requires you to become informed about the Model Programs initiative, guidelines for CCAA, and consider how you will represent science-based prevention programming.



### Adhering to the CCAA Model

The *Achieving Outcomes* monograph takes a close look at **program fidelity**. You are urged to study its recommendations carefully. Don't think though that you must become a social science researcher or expert in social-psychological theory to be successful with CCAA. Having an understanding of the basic theory, core program elements, and how these relate to your substance use and risk and protective factors will enhance both your confidence in CCAA and your effectiveness in program development. This *Introduction* recommends that you enlist technical assistance at the earliest stages of your project, assistance that can help raise your knowledge and planning skills.

### In Summary

Common sense, ideology, and intuition were the sources for substance abuse prevention planning across several decades. This stage of development had two consequences – the discovery that most approaches were unsuccessful and emerging evidence that a few were promising. This stage has passed and you now have the option of choosing a program and committing to its guidelines with the promise of a measurable return on your college's investment.

Implementing the CCAA program is the subject of the next chapter.

## Chapter 5

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### *Implementing the Challenging College Alcohol Abuse Program*

- ✓ ***Environmental Management*** – *Environmental initiatives are designed to change social, physical, fiscal, or policy conditions within a definable geographic area or for a defined population.*
- ✓ ***Social Norms Theory*** – *This theory predicts that by reducing the misperceptions that exist regarding a behavior, one can impact actual behavior. In the case of alcohol and other substance abuse, by focusing on positive majority behavior and by reducing the myths that exist on campus regarding alcohol and tobacco use, prevention can have a direct impact on how much people use and the frequency of that use.*

#### **Brief Description – Key Concepts**

From the Model Programs website you should download and read the “Detailed Description” of CCAA (see the web address above). This description lays out a broad blueprint for your program. In this chapter of the *Introduction* a few selected concepts are further emphasized because (a) they distinguish CCAA from the layperson’s expectation of what may be done in a prevention program (e.g., education about the harmful effects and risks of substance use and abuse), (b) they contrast the program with common views of substance abuse prevention advocates (e.g., targeting high-risk or problem groups), and (c) because they are the keys to making CCAA effective in reducing heavy drinking and illegal drug use.

**Reducing college heavy and high risk drinking and related negative consequences** is CCAA’s ultimate operational goal. It is not intended as an “add-on” program to be developed in a college setting alongside other pro-



grams, each with its own disconnected goals and methods. The agenda is broad, with items addressed one by one until the campus environment has been optimized to favor attitudes and behavior consistent with good student health and campus quality of life.

**Environmental management** is another key concept. It means focusing on changing the environmental context that supports heavy use to one that encourages light-to-moderate use and non-use. The focus is on changing organizational policy and enforcement, while limiting access and availability of alcohol to the campus community. CCAA program activities are not directed at individuals abusing alcohol. If this concept is new to you some explanation will help you appreciate its significance – both in explaining what your program will do and how CCAA should be implemented. CCAA's target is your whole school, everyone: the student who is abusing alcohol or other drugs and his or her peers.

Through environmental management and social norms approaches, misperceptions about alcohol and drug use are corrected among students and other carriers of the misperception – faculty, staff, administrators, parents, and others. Everyone on campus is the target audience.

**Social norms marketing** is one activity in this environmental approach for affecting substance use. Using social marketing strategies messages are broadcast and distributed through posters, ads in the newspaper, feature articles, electronic mail. Audiences are provided with accurate information on the true norms of moderation that are typical among the majority of students, contradicting commonly held misperceptions that everyone drinks heavily and often and that it is common for most students to put alcohol ahead of academics. The norms messages do not draw attention to the negative consequences of using or focus on the minority who drink heavily, but to the moderate use of the majority. Social influence theory predicts that as people are better informed about the true norms of moderate use that their attitudes and behaviors are positively influenced and in turn they influence others. In addition, as the more conservative attitudes of the majority are revealed, senior administrators are empowered to develop consistent alcohol policies and enforcement strategies for illegal drug use.



**Correcting misperceptions** in order to change the public conversation about alcohol, drugs, and related health issues is at the heart of the CCAA program. To provide accurate information about alcohol and other drug use, a survey must be administered to obtain valid information on student views and behaviors. A credible data source is essential if misperception-correcting information is to be believed among student peers and others who influence student attitudes. Survey development, administration, and analysis to uncover the norms can be a formidable task, one with which most schools will need technical assistance.

A **continuously involved program team** is another key concept. CCAA's most effective activities will not at first be understood by most campus advocates of alcohol and other drug abuse prevention, therefore, the program needs a committed staff of influential individuals who are consistently involved, month in and month out. CCAA is not a program suited to volunteers (though supervised volunteers can be an asset), a single advocate, or groups of ever changing advocates. A solid team of people is required (the amount of committed time depending on campus size) who have evaluation, programming, materials design, and target market analysis expertise. Their separate knowledge and skills are integrated as needed under the guidance of a program manager. Team decisions and actions are driven not by emerging problems and conflicts on campus, but by student survey data. Plans are implemented consistently, in line with model guidelines and expert technical assistance, with activities delivered constantly across the calendar year, reinforcing messages about true social norms and working on consistent policies and enforcements.

**Training, facilitation, problem-solving, and program monitoring** are also necessary components. MSNP assumes that at least during your first year – and at other times of leadership change – your program team will need help with data collection and analysis, creating social norms marketing messages, choosing media, communicating with teachers on incorporating accurate information on social norms in their classes, seizing opportunities to use opinion leaders to accelerate changes in the public conversation about alcohol and substance use, and advising on eliminating mixed messages produced by non-science-base programs that are incompatible and inconsistent with the CCAA strategy.



**Program evaluation** is the speedometer and compass for your CCAA program. It tells you how fast you are moving toward your substance abuse reduction goals, how far you have gone, and whether a change of direction is needed. Information collection should include: (a) one-on-one interviews with key stakeholders (the president, coaches, student life staff); (b) formal and informal feedback obtained in student groups and from discussions with individual students on campus; (c) observation of events on campus and team discussion of how drug-alcohol consumption are involved; and (d) collecting information on substance use as it is addressed by the local media. Your program technical assistance consultant will want to review these with you and will help apply lessons learned to planned program activities.

**Fidelity to the model** refers to how closely your program matches the procedures necessary for achieving the same outcomes cited by the CCAA developer is a central concept for implementation. Your technical assistant consultant will help you review activities and advise on corrections that will keep your program focused on allocating resources for the best results.

### CCAA Program Fidelity Examples

- Student behaviors, attitudes, and perception are surveyed with well-designed tools and methods
- Accurate identification of misperceptions guides social norms message development
- Social norms information is broadcast in venues that reach all students including college classrooms
- Through building partnership-building across campus, achieve buy-in for CCAA activities
- Present social norms information to administration and faculty to change the campus conversation about substance use
- Eliminate mixed and competing messages on campus

### In Summary

At first, the time, energies, costs, and commitments to understand and implement CCAA's core concepts will be challenging. For many persons new to the application of social norms theory to prevention programs the step from seeing a substance abuse problem to designing campaign messages seems a quick and common sense one. Instead, this chapter argues that the way is more deliberate, perhaps involving more steps than at first anticipated, but surprisingly rewarding. CCAA activities and social norms marketing campaigns have a refreshing, positive emphasis that is appreciated by administrators and others. Others implementing CCAA report how satisfying it is for these persons with responsibilities to talk about students true values of academic achievement, personal



safety, and self-restraint. Many key stakeholders in CCAA will show genuine pleasure in learning from you that the majority of students do seek healthy behavior. As the developers have recommended: “Our changes should be quietly made and consistently enforced”. You will see that CCAA implementation involves much more than simply printing posters and making recommendations to administration on policy change. However, patience and planning will deliver outcomes important to students and that draw recognition and continuing support from stakeholders.

## Chapter 6

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### *Sustainability for Prevention Programming*

- ✓ ***Accountability** – Responsibility within the program for fidelity to the model and to staying responsive to achieving the results agreed-upon with funders and persons directly benefiting from reduction in heavy drinking and illegal drug use.*
- ✓ ***Sustainability**–Building a foundation and capacity for the continuation of the CCAA model.*

### **Resources Beyond Initial Funding**

CCAA is an environmental program with goals of changing social norms across many different campus groups and advocating for consistent, productive policies and enforcement. Its job is never done, however, as the people and circumstances influencing heavy alcohol and illegal substance use are always changing. CCAA is akin to the maintenance of personal health – not something that is achieved on any one day, week, month, or year. And just as with maintaining personal health, the status of your college’s alcohol and other substance use require regular investments of money, time, energy, and activities across many years. The experience of MSNP and others is that **sustainability** and **accountability** are closely linked. Accountable CCAA programs are more likely to be sustained prevention programs. The authors hope you will work on this link from the time of your first funding and program activities.

### **Sharing Agreed-Upon Outcomes**

MSNP has seen repeatedly how “negative” prevention programs that warn students and heighten enforcement weigh heavily on students, educators and others, and exhaust supporters. These programs become invisible over time.



All these reactions occur because most of the time students make good choices if they choose to drink. Just as negative prevention loses its audience, fiscal, administrative, and student support for CCAA will also decline with time unless its audiences hear about information on costs and effectiveness. By showing your program is accountable to those it is serving, interest and commitment are replenished. Particularly this is true when audiences each receive information in which they expressed interest back when your program started, when you sought their involvement and participation. These agreed-upon outcomes are the prevention program benefits most valued sustainability assets. Delivering information on your success and the costs to achieve it will give you the leverage you need to gain their recommitment to next year's activities.

### In Summary

Nothing beats success like success and long years of experience have shown MSNP that the more informed are CCAA audiences; the more quickly they will come to your support when funding is needed. Though fiscal stakeholders may recognize you for hard work during previous months and years, most often it is your results, not the needs of students or your passion that persuades. Thus, if you are accountable to your audiences from a CCAA guideline-matched program, you will have done all you can for campus substance abuse prevention and protecting your own personal investment in the process.

What are CCAA developer's recommendations about use of your funds and resources? This is subject of the *Introduction's* final chapter.

## Chapter 7

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### *Personnel and Budgets*

- ✓ **Financial Plan** – *A plan that guides the timing and allocation of the necessary funds for personnel, training, and activities required to achieve hoped-for outcomes..*
- ✓ **Division of Labor** – *The system of organizing completion of program activities by choosing people with the necessary knowledge and skills to complete various tasks*

The authors do not intend this chapter to serve as a manual for grant-budget writing or directions for making decisions about which people to hire for your project. It does help introduce you to budgeting and personnel topics preliminary to sitting down with a spreadsheet and word processor and a program development technical assistance consultant.

### **A CCAA Budgeting Perspective**

The authors recommend a budgeting perspective that may be new to you. One common approach in health promotion is to ask, “How much programming can I do with an amount of funds I think obtainable”? A different approach, and one recommended by the authors is choosing the outcomes you believe will be meaningful to your supporting audiences and then determining how much activities will cost to reach these goals. If funds are insufficient to achieving all desirable goals, a reduction in project scope is achieved with the funder and key campus stakeholders. There is no compromise, however on budgeting for results. This budgeting perspective asks the question “What goals do I have the funds to achieve”? We recommend this perspective to **financial planning** as an antidote to the temptation to propose an under-funded CCAA program that will deliver only token changes in student



alcohol and other substance use. Plan A asks the question, “How many CCAA recommended activities can we do with \$50,000. Plan B asks, “In order to reduce heavy drinking by 8%-10% from an initial baseline, each year for three years, what will the costs be for sufficient data collection and analysis, the social norms campaign, developing, producing and broadcasting normative messages, staffing to promote policy change and enforcement that will make alcohol and other drugs less accessible, and that foster campus and community partnerships that support safe, alcohol-free activities?”

A budget is a template for spending money, while a financial plan is a framework for using available money in the best possible way to reach specified goals. Obviously MSNP authors recommend plan B. Plan B is a budget clearly tied to the requirements of the CCAA model – its need for money and resources to survey students, bring the necessary staff talents on the team, develop and place social norms campaign materials, and support all those activities that cumulatively improve the campus’s social influences on alcohol and other substance use. If your budget flows from CCAA model your investment of funds will earn recognizable returns for students and the quality of campus life.

### Personnel

You will see a fascinating phenomenon taking place as the social conversation about campus alcohol and other substance use begins incorporating true norms as a base for discussion versus misperceived norms. Individuals in program audiences will begin acting in ways consistent with these revised views of the campus and the people on it. Attention will shift to recognizing and rewarding students who are light-to-moderate drinkers, if they drink at all. Some will respond to episodes of disapproved behavior by noting that the individuals involved represent the minority. The social pressure set off by these observations and interactions will spread out across campus. This is a gentle, but powerful force for conformity with positive behavior.

It should be clear that changing the way student peers and other key stakeholders on your campus think will require a talented project team. The original CCAA development team involved a public health specialist, social worker, substance abuse counselor, psychologist evaluator and graduate student assistants, part time graphics designer, secretary, and business manager



and one or two student workers. What a strong team! It is not surprising that with this talent they were able to show significant reductions in heavy and high risk drinking and impacted other aspects of student health at the same time. Perhaps your goals are not so ambitious, but you will still want a range of strong, dedicated, and connected people contributing to your program.

Fortunately, if you decide to go forward with establishing a CCAA program and you engage technical assistance for program development, you will have a ready source of guidance on personnel issues. The consultant will advise you on finding people who are excited about new ideas and avoiding those who would view your program superficially, concluding the school is already doing what you propose and the funding could be put to good use expanding these efforts.

### **An Economy of Effort with Campus Prevention Resources**

MSNP recommends preparing yourself with knowledge of the scientific literature on college substance abuse prevention so you can present key findings when necessary. This research was recently reviewed and reported by M. Larimer and J. Counce in “Identification, Prevention, and Treatment: A Review of Individual-Focused Strategies to Reduce Problematic Alcohol Consumption by College Students”, *J. Stud. Alcohol*, Supplement No. 14: 148-163, 2002. Reading their report is recommended to prospective CCAA program sponsors. The full article is available at:

<http://www.collegedrinkingprevention.gov/Reports/Journal/larimer.aspx>

The purpose of the review was assessing the existing body of literature on individually focused prevention and treatment approaches for college student drinking. The journal authors collected studies that evaluated the overall efficacy of an approach by measuring behavioral outcomes such as reductions in alcohol use and associated negative consequences were included. All studies discussed utilized at least one outcome measure focused on behavioral change and included a control or comparison condition. Consistent with the results of previous reviews, they found little evidence exists for the utility of educational or awareness programs. Cognitive-behavioral skills-based interventions and brief motivational feedback (including mailed graphic feedback) consistently yielded greater support for their efficacy than



did informational interventions. It was concluded that there is mixed support for values clarification and normative reeducation approaches. The authors recommended that campuses concerned with intervening with problem students would best serve the student population by implementing brief, motivational, or skills-based interventions, targeting high-risk students identified either through brief screening in health care centers or other campus settings or through membership in an identified risk group (e.g., freshmen, Greek organization members, athletes, mandated students). No scientific basis was found for interventions such as general campus education on the risks of substance abuse; warning posters; staged trauma events, e.g., crashed cars; alcohol awareness activities; or aggressive policies, e.g. “three-strikes-and-you-are-out”.

Without a science-base many currently operating programs consume resources with unknown benefits to the problems they purport to fix. These circumstances are a problem for your CCAA program because non-science-based programs absorb limited prevention resources. Equally important, the experience of MSNP and others shows prevention programs with a “deficit or problem-focus” (which include most) undermine CCAA social norms campaign effects.

Your program will benefit from a respected spokesperson, someone who speaks to the importance of valuing prevention that works.

### **Student Surveying – Knowing Your Audience**

In your CCAA program’s first year or two you will probably be able to get by using available student survey information and the technical assistance of an expert in sampling and measurement. In the second-third year, with your feet on the ground in social norms campaign development you will want to sharpen your interventions. You may want to know where the freshmen are turning for their information on drinking and using other substances. You will find yourself puzzling over why a particular racial or cultural group shows no response at all, prompting closer study of their attitudes and behavior. In short, you will want your own CCAA surveys, administered at certain times and to include certain people. This would be particularly advantageous when targeting programs for specific groups, e.g., approaching freshmen in residence halls or sorority women.



Budget and personnel resource will determine your capacity to move CCAA upward to higher levels of performance. Repeatedly, MSNP has seen fiscal stakeholders (persons who control funding and other resources) pay close attention and reengage with prevention programming on hearing how the program administrator looked closely at successes and failures, found promising solutions, applied them, and produced a better quality product with stronger results. Most of the time, the fiscal stakeholders are just the kind of people who are trying to do the same things with their own responsibilities. They value and will support continuous quality improvement and accountability.

### **Special Skills for Environmental Management**

What kind of person can present a compelling case for eliminating alcohol sales at college sporting events? Whether you take on this particular policy (one being considered by major universities across the US) you will want that person on your project team. Environmental management needs specially trained staff with important personal skills. This diplomat sees all sides and persuasively directs attention to shared values best addressed by the policy modification or other environmental change they advocate. The reality is that opportunities for speaking out will emerge. As timing is everything, having the right person available, prepared to address the emerging issue from the CCAA strategy viewpoint make it possible to move forward with the school and community are ready.

### **Technical Assistance for Program Development and Implementation**

This *Introduction* frequently mentions the function of technical assistance in your project team. This emphasis arises out of the authors' on-going observation of prevention programs that, even with adequate funding, fall far short of what had been possible. Every instance of unrealized potential reminds them of failed expectations and losses to those affected by unhealthy substance consumption. These experiences motivate the authors to assure that every new CCAA project has expert assistance at start-up and then continuing guidance during the first two years. If you are considering CCAA at your campus and have only limited budget support for start-up coaching and



an even smaller budget for on-going guidance, you risk repeating the missteps of others.

Here are some examples of skills whose learning curve is shortened with expert help:

- **Learning to see the norm** – learning how to correct your own misperceptions and being able to identify and uncover in your data healthy norms, safer behavior, values and attitudes that are protective, and learning how to talk about these with others on the project team and with key stakeholders
- **Learning social norms marketing skills** – learning how to test messages, concepts, and get feedback from the target population so you can develop an effective campaign that will correct misperceptions
- **Learning to work through others and collaborating** – learning how to involve others in changing access and availability and challenge policies and practices that support misperceptions
- **Learning about grant writing and funding development** – learning how to find money for substance abuse prevention and developing your expertise with articulating the need and raising understanding and appreciation for the social norms-environmental management approach to reducing heavy drinking and other drug use

### In Summary

The “devil is in the details”, as this chapter explains. Assembling a talented, well trained, and enthusiastic team, creating a budget and a financial plan for achieving goals and outcomes that match and deciding on your need for outside technical assistance are necessary steps in planning for your interventions.

Having reached this place in your education about CCAA, you have become familiar with SAMHSA perspectives on substance abuse prevention, have learned about the function of model programs, and studied the program detail for CCAA available on the SAMHSA Model Programs website. By now



you are acquainted with the big picture in prevention, understand where evidence-based programs fit in this picture, have an overview of CCAA, and learned from this *Introduction* a deeper appreciation for program readiness. Your next step is completion of the *CHALLENGING COLLEGE ALCOHOL ABUSE: Social Norms and Environmental Management Readiness Self-Assessment*.

The *Self-Assessment* will take you to the next readiness level by asking specific, multiple-choice questions on many of the topics you have just read about in this *Introduction*. It will help you review your skills and those of prospective project team members and estimate program capacity and institutional receptiveness to prevention programming. As an option, you can request by communicating person-to-person with MSNP a report generated from your *Self-Assessment*. The report will compare your input with that provided by other prospective CCAA program developers and by matching your answers to the model program template, give you individualized feedback on assets and areas of needed attention.

This *Introduction* evolves with the author's experience and the comments of others. Please send your thoughts and suggestions for future revisions.

MSNP wishes you the best in your substance abuse prevention program!