

Checklists for comprehensive alcohol and other drug prevention

The Coalition of Higher Education Associations for Substance Abuse Prevention (see *Appendix C*) has endorsed a comprehensive approach to alcohol and other drug prevention. For athletics, this approach comprises the following strategies:

1. Student-athlete needs assessment and data analysis.
2. Campus resource inventory.
3. Departmental policy review and dissemination.
4. Collaboration and compliance.
5. Evidence-based educational programming.
6. Student-athlete engagement.
7. Coach engagement.
8. Faculty engagement.
9. Screening, early intervention and referral protocols.
10. Treatment services and recovery support.

The following checklists provide athletics administrators with tools to guide their efforts in addressing substance abuse prevention, intervention and treatment. It is recommended that these checklists be shared with senior student-affairs officers, and those who work closely with prevention staff, to support athletics department efforts and those of the campus.



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1

Student-Athlete Needs Assessment and Data Analysis

Assessment helps define the needs of the target audience and determines what strategies and approaches are indicated to decrease alcohol and other drug abuse on and around campus. Athletics departments can conduct their own surveys, look to broader campus survey information or rely on national data to better understand student substance use.

- Survey student-athletes on alcohol, tobacco and other drug use.
- Share the summary of substance use with senior staff and campus prevention services to direct next steps in prevention programming.

Sources of assessment and evaluation data include:

- The NCAA Survey of Substance Use of College Student-Athletes provides nationally representative data by division, sport and gender on substance use and motivation. Institutions that do not conduct institutional surveys can look to this data to understand trends in student-athlete substance use.
- The Core Survey to identify student perceptions, attitudes and behaviors relative to alcohol, tobacco, marijuana and a variety of other substances.
- The American College Health Association's National College Health Assessment examines student attitudes, perceptions and behavior relative to alcohol and other drugs, stress, anxiety, depression, sexual behavior, suicidal ideation, violence and safety.
- Campus police and judicial reports, hospital transports, etc.

See Appendix A for more information about the tools listed above.

2

Campus Resource Inventory

Institutions of higher education are required by the Drug-Free Schools and Communities Act to closely examine their prevention efforts on a biennial basis, called the Biennial Review. This review helps campuses to identify strengths, challenges and gaps in their prevention programming. Athletics departments can partner with campus prevention departments both to provide information for the Biennial Review and to benefit from efforts to assess what types of services are available to athletics and student-athletes.

- Cooperate with campus efforts to conduct environmental audits to help identify campus-wide efforts that support substance use education, assessment, early intervention and gaps in policy, comprehensive programming and resources.

RESOURCE AVAILABLE FOR DIVISION III AND SMALL COLLEGES



NCAA Division III and NASPA Small Colleges and Universities Division institutions have access to a free, high-risk alcohol use prevention platform, 360 Proof, which can assist schools in implementing the Substance Abuse Prevention Tool Kit.

360 Proof focuses on the connection between student behavior and the campus environment and includes tools to operationalize the tool kit recommendations, tailored to the specific needs and resource constraints of smaller colleges. *(For more information about 360 Proof, see Appendix A.)*

3

Departmental Policy Review and Dissemination

Policy review ensures clear and appropriate guidelines for alcohol and other drug use that are widely disseminated and consistently enforced. Senior staff should be provided a copy of the social drug use policy and the prevention plan to gain their support and endorsement. A full review should be conducted through a legal, budgetary and societal lens to allow for full vetting, buy-in and implementation.

- Conduct an annual athletics department policy review to ensure that policies:
 - Are in line with the institution's vision, mission and values.
 - Address the needs and responsibilities of all staff, coaches and student-athletes.
 - Include guidance from primary athletics health care providers (team physicians and athletic trainers) for best practices in therapeutic pain management.
- Include senior staff, legal counsel, primary athletics health care providers, student-athlete representatives and faculty athletics representatives in policy review.
- Disseminate and clearly communicate institution, department and team policy for transparency and compliance.

4

Collaboration and Compliance

Campus partnerships increase buy-in, provide expertise and coordinate prevention messages, programming and services.

- Connect with campus prevention services to ensure that institutional policy information is shared with athletics.
- Support campus and community alliances that bring together diverse individuals, agencies and associations to collaborate and share responsibilities for developing communities and environments that encourage responsible low-risk alcohol and other drug use.
- Assign athletics representatives to campus coalitions/task forces.
- Communicate athletics policies, programs and needs to the Faculty Senate through the faculty athletics representative liaison.
- Work closely with primary athletics health care providers to ensure appropriate pain management.

5

Evidence-Based Educational Programming

Educational programs should have evidence of intended impact that meets the objectives identified through the needs assessment, and should address those factors that increase risk for student-athletes, including drinking games, pre-gaming (drinking before social events), celebrations, injury and other stressors.

- Implement educational programs that have been evaluated for effectiveness. *(See Appendix A.)*

Effective educational programming includes the following elements:

- Increases students' knowledge regarding the effects and the potential safety, health, social, academic and legal consequences of alcohol and other drug misuse.
- Increases awareness regarding the signs and symptoms of alcohol and other drug abuse and dependency.
- Assists students in evaluating their expectations regarding, and motivations for, high-risk drinking and other drug use.
- Provides training in stress management, resistance skills and media literacy.
- Defines and encourages low-risk responsible drinking.
- Assists students in exploring alternatives to drinking and other drug use for socializing, destressing and celebrating.
- Assists students in knowing how to help a friend in trouble.
- Corrects misperception regarding norms for alcohol and other drug use at their institution.
- Provides students with information about campus and community alcohol and other drug prevention, student assistance, and wellness and health promotion resources.

6

Student-Athlete Engagement

Students should be included in the process of planning, implementing and evaluating alcohol and recreational drug use prevention strategies. Faculty, staff and others should empower and encourage students to become advocates for responsible alcohol use and should support student-led prevention initiatives.

- Support the establishment/advancement of peer education/mentoring programs to engage students in supporting healthy behaviors.
- Implement bystander intervention training so students can intervene safely and effectively in cases of pending danger or distress. *(For more information, see the Step UP! resource listed in Appendix A.)*
- Engage student organizations as partners in prevention.
- Consider taking a team to the APPLE Training Institute, which conducts substance abuse prevention and health promotion programming for student-athletes and athletics department administrators.

7

Coach Engagement

Coaches matter, and coaches need information and guidance to effectively support team and departmental policies that promote and reinforce healthy student-athlete behaviors.

- Include coaches in substance abuse educational programs for student-athletes.
- Hold an all-coaches meeting to discuss institutional policies and best practices.
- Include coaches as part of an APPLE prevention team.
- Offer resources through 360proof.org/coaches.
- Provide coaches with basic training in how to identify a substance abuse concern and make a referral for intervention.

Resources are available at samhsa.gov and at coachesassist.org.

8

Faculty Engagement

Faculty serve as an important link to resources and services for students they believe are having difficulty with alcohol and other drugs.

- Include a faculty athletics representative in policy review, integration of substance abuse education and the broader discussion within the faculty.
- Provide faculty an opportunity to experience basic training in how to identify a substance abuse concern and make a referral for intervention.

Resources are available at samhsa.gov.

Faculty can:

- Incorporate alcohol and drug prevention education into the classroom.
 - » Include a prevention statement on class syllabi.
 - » Infuse alcohol and other recreational drug messaging in course content.
- Provide expertise needed to develop effective alcohol and drug prevention programs, including evaluation of such.

9

Screening, Early Intervention and Referral Protocols

Screening facilitates early identification of behavioral concerns and more successful intervention and positive outcomes for health and performance. Broader campus screening programs can be used to educate groups and provide indications for further screening. Individual screening sessions are confidential, face-to-face sessions with professionals to provide further exploration of indicated concerns. Clinical providers will determine an appropriate level of care based on the student's individual needs.

- Consider substance abuse screening for incoming and upperclassmen student-athletes. *(See Appendix B for Interassociation Mental Health Best Practices Checklist.)*
- Partner with campus screening events.
- Collaborate with primary athletics health care providers and campus experts to consider the use of established screening tools/programs and effective referrals. *(See Appendix B: Interassociation Mental Health Best Practices Checklist for establishing routine and emergency referral protocols.)*
- Rehearse an emergency action plan for acute intoxication or drug overdose.

10

Treatment Services and Recovery Support

Student-athlete health is best served by engaging the full complement of available resources, which can include resources within campus health and counseling services and within the surrounding community. Identifying the resources that are available and establishing and sustaining strong professional working relationships are critical elements for ensuring an appropriate response to student-athletes' needs.

- Incorporate campus and community-based treatment information in student-athlete resource information.
- Explore and support campus-based programs for student-athletes in recovery.