|  |
| --- |
| Health Promotion in Tertiary Settings: reducing alcohol-related harm √ We’re doing this Could do more \*Follow this up ? Who? When? How?  |
| Thinking about next steps: Reflect on your vision. Consider your current strengths - what is working really well? Who do you need to talk to? Who do you most need to influence? What are the barriers and opportunities that you are aware of? Where do you need to focus your energy? What is your very next step? What else do you need to know? |
| Key Principles | Use a whole of setting approach | Ensure comprehensive campus-wide approaches  | Use participatory approaches – engage the voice of students and others | Develop trans-disciplinary collaborations | Develop cross-sector partnerships and collaborations | Build on your strengths | Incorporate the needs and priorities of Māori | Prioritise equity and social justice concerns | Use a quality improvement approach |
| Include multiple interventions implemented in a systematic way; focus on environmental-level strategies, but also think about how best to support individual students |
| Environmental-level Focus: Campus, all studentsEnvironmental-level Focus: Wider community  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Highly effective (as stand-alone components) | Individual-level Focus:Individual students |

|  |
| --- |
| Highly effective (as stand-alone components) |
| Normative re-education – personalised normative feedback provides students with personalised information about their alcohol use compared with that of other studentsSkills training, goal setting – students identified with an alcohol use problem set goals to limit their alcohol consumption (may include other life skills) Brief motivational interventions, individual – emphasises self-efficacy and personal responsibilityPersonalised feedback intervention – often web-based, these assessments generate personalised feedback  |
| Moderately effective (as stand-alone components) |
| Brief motivational interventions, group – emphasises self-efficacy and personal responsibilitySkills training, parent-based interventions which encourage parents to talk with their children about alcohol use Skills training, expectancy challenge interventions – a process whereby positive expectancies about alcohol use are challenged |
| Lower effectiveness (as stand-alone components) |
| Normative re-education, electronic or mailed – specific warnings about excessive celebratory drinking (e.g. 21st birthdays) |
| Effectiveness not yet rated, or mixed findings (as stand-alone components) |
| Skills training, alcohol focus – students are provided feedback on their actual Blood Alcohol Concentration  |
| Not effective (as stand-alone components) |
| Information/educationValues clarification – students are asked to consider their personal values and goals and are encouraged to incorporate responsible decision-making about alcohol use into their values/goals |

 |
| Enforce drinking ageRestrict happy hours/price promotions - campus or locally agreed policy prevents any types of drink specials that might encourage students to drink more than they would normallyIncrease alcohol tax - government increases tax on the sale of alcohol – raises cost of consumption and makes excessive drinking less affordable (advocacy required at a national level) |
| Moderately effective (as stand-alone components) |
| Limit number/density of alcohol establishments - licensing/zoning laws etc. are used to reduce the number of licensed premises that may be in the community or area around a campusEnact social host provision laws – ensure hosts are aware of responsibilities in line with legislationUse responsible beverage service training laws - enacted at a local/national level this ensures that servers receive formal training on recognising intoxication, checking ID, intervention techniques etc.Retain or enact restrictions on hours of alcohol sales - campus and/or local authorities retain or enact policies that limit the hours during which alcohol may be sold legallyProhibit alcohol use/sales at campus sporting events - campus bans the sale and consumption of alcohol at sporting events |
| Lower effectiveness (as stand-alone components) |
| Establish an alcohol-free campusConduct campus-wide social norms campaignRestrict alcohol sponsorship and advertisingImplement beverage service training programmes |
| Effectiveness not yet rated, or findings are mixed (as stand-alone components) |
| Alcohol-free programming – a campus hosts alcohol-free eventsProhibit alcohol use/service at campus social eventsImplement bystander interventionsRequire student attendance at Friday morning classesEstablish standards for alcohol service at campus social events – e.g. limiting the number of alcoholic beverages per person, require beverage service trainingRequire residential halls to be substance-freeImplement party patrols – teams visit locations where reports of noisy parties or other complaints have been madeSummarised from CollegeAIM http://www.collegedrinkingprevention.gov/CollegeAIM/ |

 |