

# Infusing Alcohol Education into the Curriculum of the First Year Student

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# Presentation Learning Objectives

- Identify the importance of curriculum infusion as an asset of a comprehensive alcohol prevention program.
- Understand the components of a first-year college course in wellness and the process of implementing change to address student-need.

# **Current Prevention Programming at Millersville**

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# Social Norms Campaigns

- American College Health Association National Collegiate Health Assessment
- Campus element
- Community element
- Evaluation



**98%** of MU students who drink alcohol use protective strategies when drinking.

LEARN MORE AT [millersville.edu/chep/socialnorms](http://millersville.edu/chep/socialnorms)

Health Education & Promotion  
MAKE SMART CHOICES  
Millersville University  
SEIZE THE OPPORTUNITY

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# Peer Education

- 6 students trained as AOD peer educators
- Lifestyle workshops
- Awareness Events
  - National Collegiate Alcohol Awareness Week
- Outreach/Wellness Wednesdays
- Participation in campus wide planning committees



# Marauder Choices

- MU was awarded a NCAA alcohol grant for 2013-2016
- Student-athlete peer educators
  - Peer education programming
- Late night programming
- Integration with high-risk groups
  - Self assessment and discussion
- Athlete specific social norms campaign



# Alternative Activities

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- Ville After Dark
- Late night breakfast
- SM Ctivities
- Extended hours for campus facilities

# New Student Programming

- Alcohol Zombies and You
- Interactive circuits during Orientation
- Step Up!
- Social norms campaign





# Alcohol, Zombies and MU

## Pre/Post Test Scores

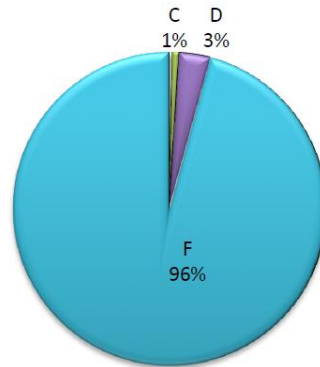
### Average

The average grade rose from an F (36) to a B (84).

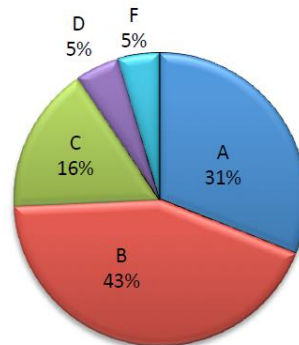
### Statistical Movement

While 99% of students earned a D or F on the pre-test, 90% earned a C or better on the post-test. 85 percent earned the required school grade of 75%.

## Pre-Test Scores

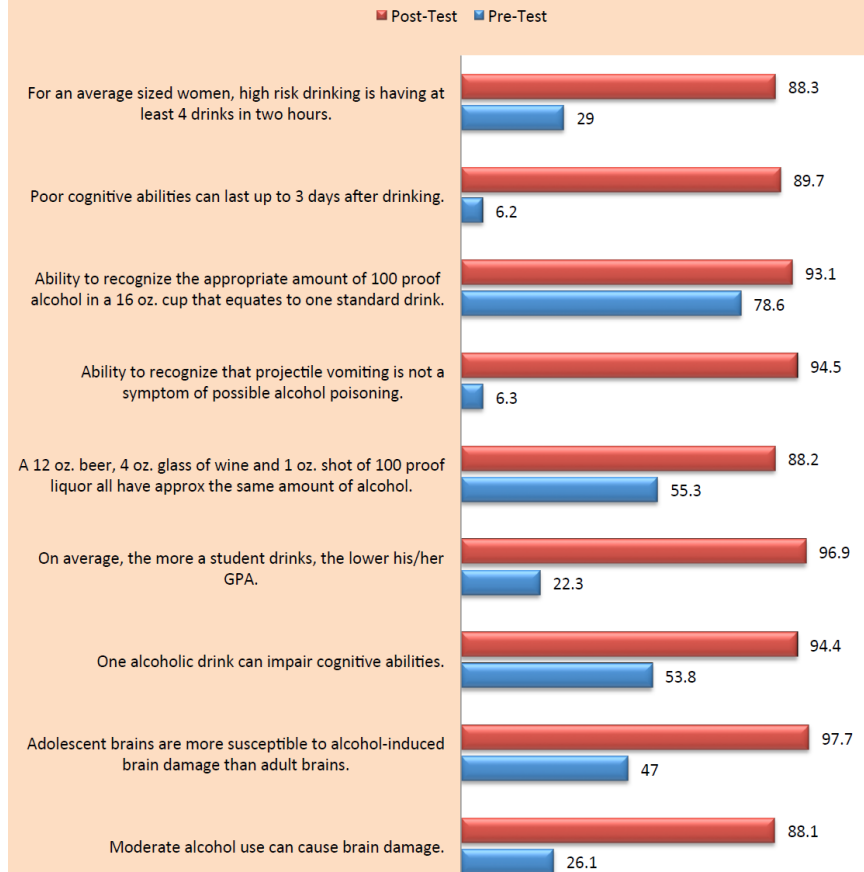


## Post-Test Scores



## Definitively Correct Responses

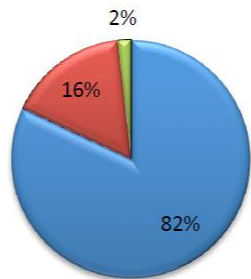
Correct Answer: True



# Alcohol, Zombies and MU

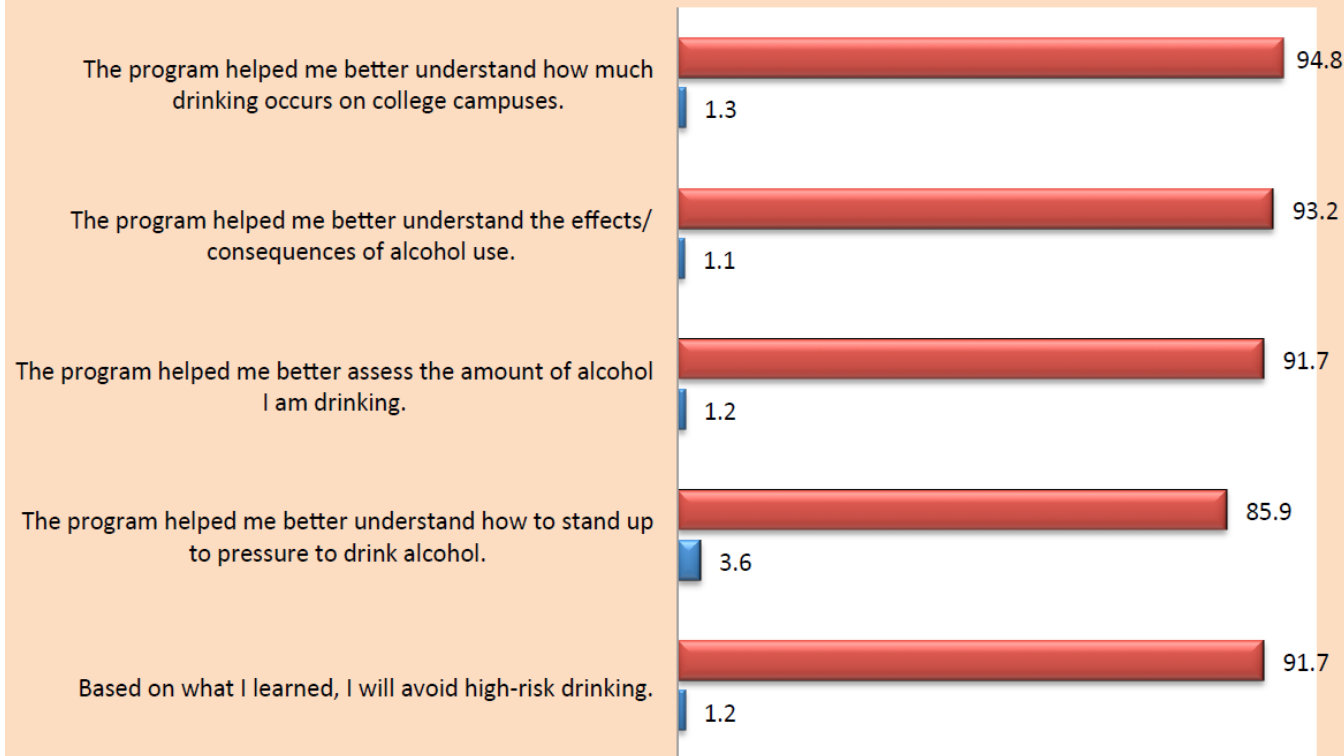
## Overall I Would Rate This Program As...

■ Excellent or Good ■ Fair ■ Bad or Very Bad



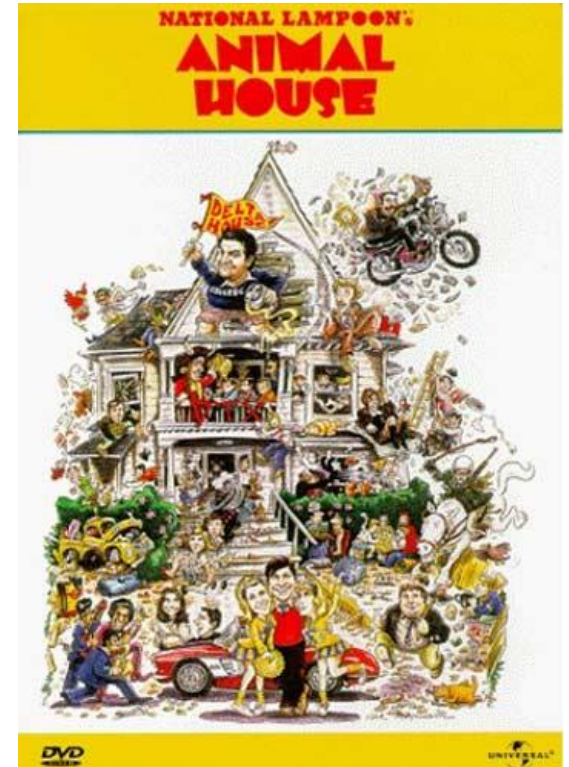
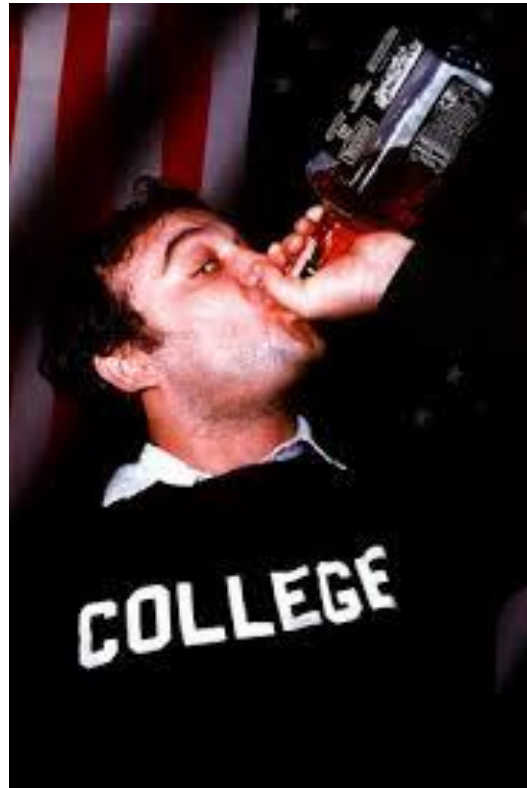
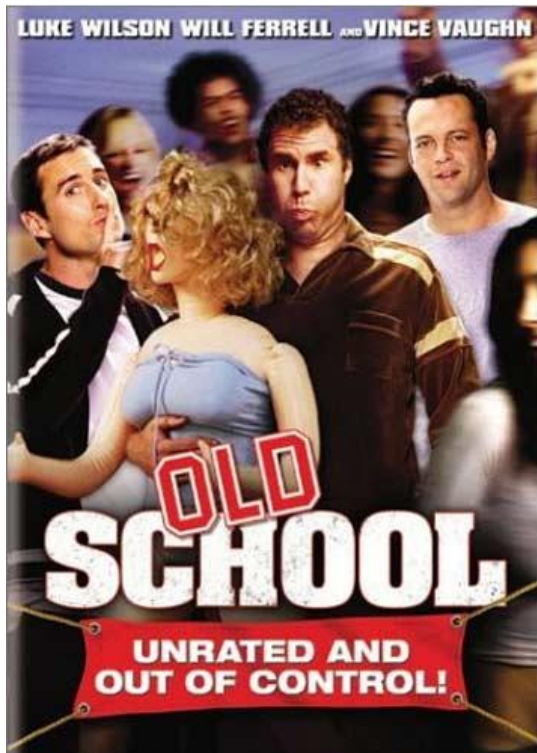
## Additional Evaluation Measures

■ Agree/Strongly Agree ■ Disagree/Strongly Disagree



# First 6 Weeks

Transition to college.....



# Academic Engagement

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- 100-level Wellness course
- Freshmen Seminar Courses

# Curriculum Infusion

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# CI Research/Best Practices

- "Development and Implementation of a Curriculum Infusion Plan for Alcohol Abuse Education in a College Population"

# Well 175 Course Description

- A comprehensive discussion of the dimensions of wellness including such topics as physical fitness, nutrition, psychological well-being, time- and stress-management, STI prevention, sexual violence risk reduction, active bystander interventions, addictive behaviors related to alcohol and other drugs, as well as chronic diseases.
- **Includes useful and practical advice for adopting a wellness lifestyle that takes into account individual interests, goals, and life situations.**

# WELL175 Course Objectives

After completing the WELL 175 course, students will be able to:

1. Describe the benefits and impact of a comprehensive wellness lifestyle including the various dimensions of wellness on both a personal and global scale.
2. Summarize the process of addiction and examine how excessive alcohol consumption and other drug use interfere with successful adaptation to college within the first six weeks of the semester.
3. Define the components of physical fitness and illustrate the importance of each to the student's overall fitness and health.
4. Discuss techniques for preventing injury, as well as some of the most common fitness related injuries and methods for treating those injuries.
5. Analyze the importance of good nutrition and utilize this information to make dietary choices that contribute to wellness.
6. Recognize how to establish a healthful and realistic expectation for personal level of body fitness as well as the appropriate means for reducing body fat when such is called for.
7. Explain the key aspects of emotional wellness and the factors that influence psychological health.
8. Examine how stress, sleep, anxiety and time management affects academic performance and well-being, including the appropriate methods for reducing negative influences.
9. Identify the symptoms, diagnosis, and treatment for common sexually transmitted infections, differentiate between sexual assault and consent, as well as discuss how active bystanders can have a powerful impact on sexual violence prevention.
10. Describe the major chronic diseases affecting people today such as cardiovascular diseases, cancer, diabetes, and osteoporosis.
11. Examine how guiding beliefs, principles, and values provide meaning and give purpose to one's life.
12. Recognize how people with higher financial stress are more prone to serious health issues, and that being financially stable is an integral part of wellness.



# Building the Case for CI

- Work group
- Creating allies/sharing data

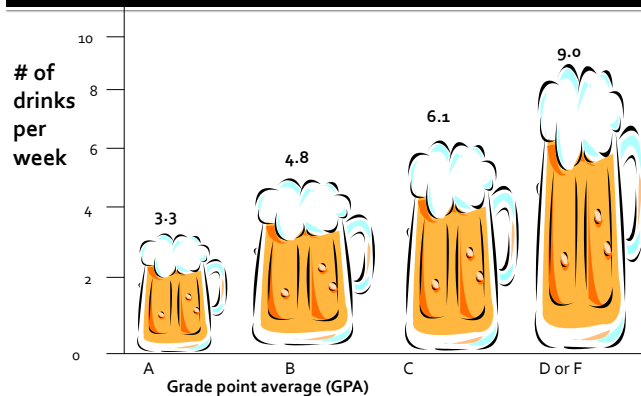
American College Health Association survey data indicates that many MU students abstain from alcohol (26% of respondents never drank alcohol), and most drink moderately (61% of MU students who drank alcohol drank 4 or fewer drinks the last time they partied/socialized), there is still a worrisome percentage that drinks in dangerous and risky ways:

- 33% of male students responded consuming 7 or more drinks the last time they partied/socialized.
- 21% of students responded binge drinking 1-2 times in the past two weeks.
- 33% of students responded doing something they later regretted as a result of drinking alcohol.
- 21% of students responded having unprotected sex as a result of drinking alcohol.
- Many students over perceive the levels of drinking happening on campus:
  - When asked how many students they thought drank alcohol in the past 30 days, students responded that 95% of MU students drank in the past 30 days (reality was 60%).
  - When asked how many students they thought never drank alcohol, students responded that only 4% of MU students never drank alcohol (reality was 26%).

# Process of Gaining Faculty Support

- Resistance
- Surveying faculty to assess current practices
- Conversations at Department Meetings

## Alcohol's Impact on GPA

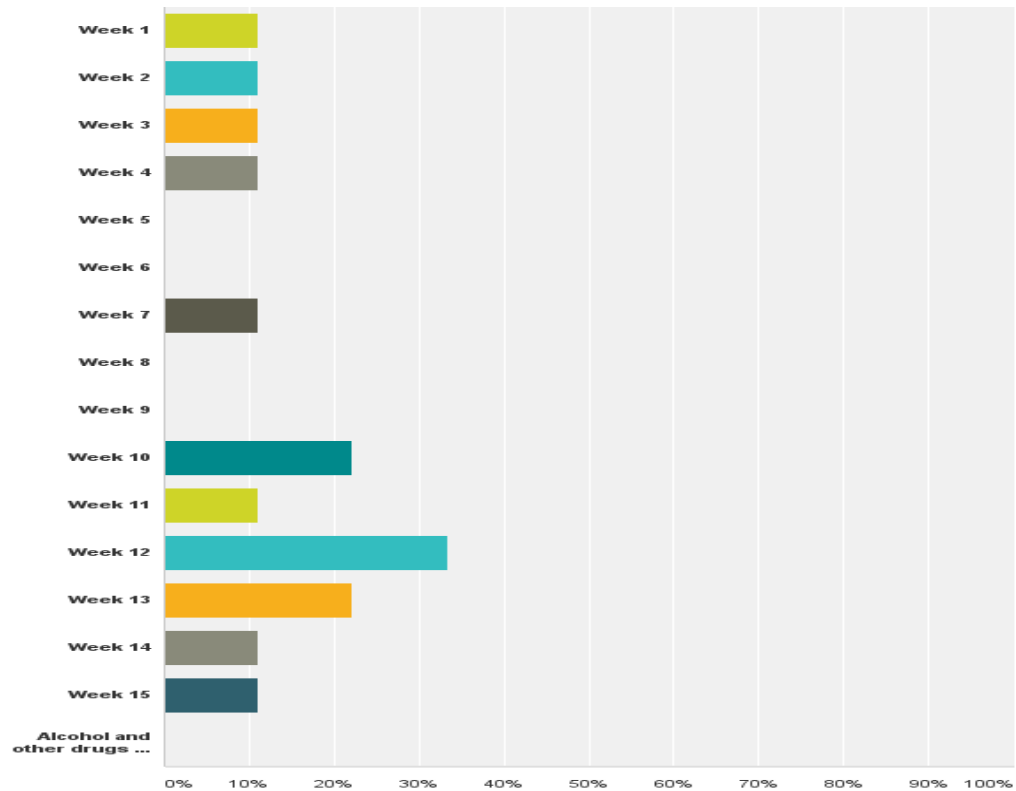


**Academic Problems:** About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall.

# Seeking Faculty Feedback

**Q2 During which week(s) within the semester do you cover alcohol and other drugs (select all that apply)?**

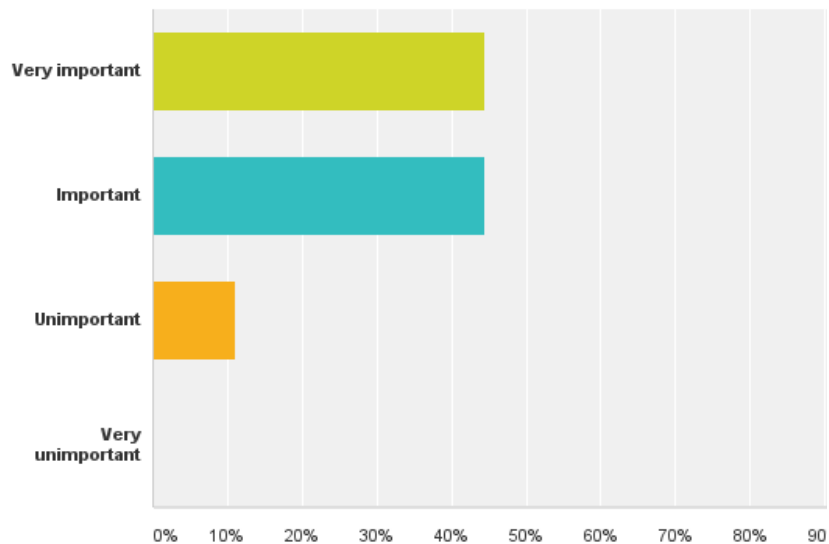
Answered: 9 Skipped: 0



# Seeking Faculty Feedback

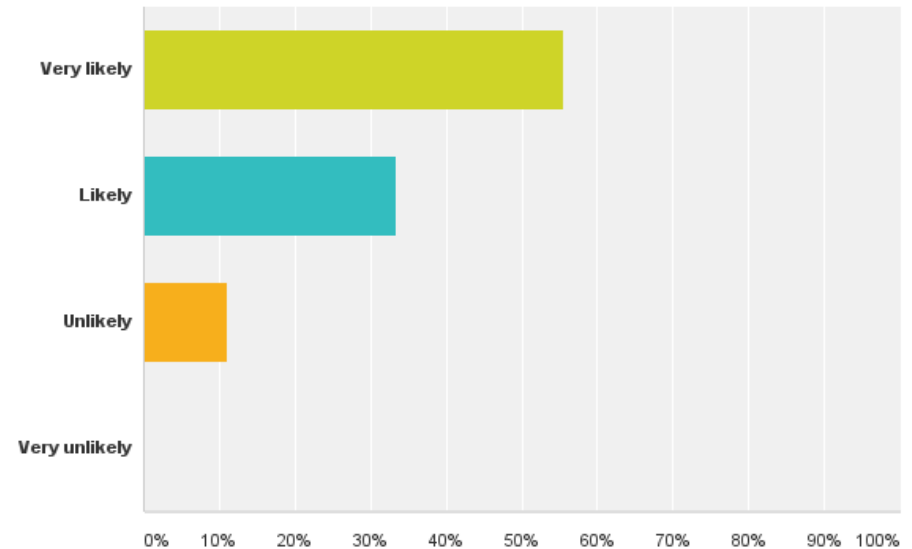
**Q5 How important do you think it is to include alcohol and other drug information in the curriculum within the first 6 weeks of the semester?**

Answered: 9 Skipped: 0



**Q6 How likely are you to update your curriculum to include alcohol and other drugs in the first 6 weeks of the semester?**

Answered: 9 Skipped: 0



# Pilot Period

- Goals of the first 6 weeks program
- Changes to existing curriculum
  - Content
  - Delivery methods (lecture, experiential learning...)
- Integration of unlearned material at the post-test of Alcohol Zombies and You

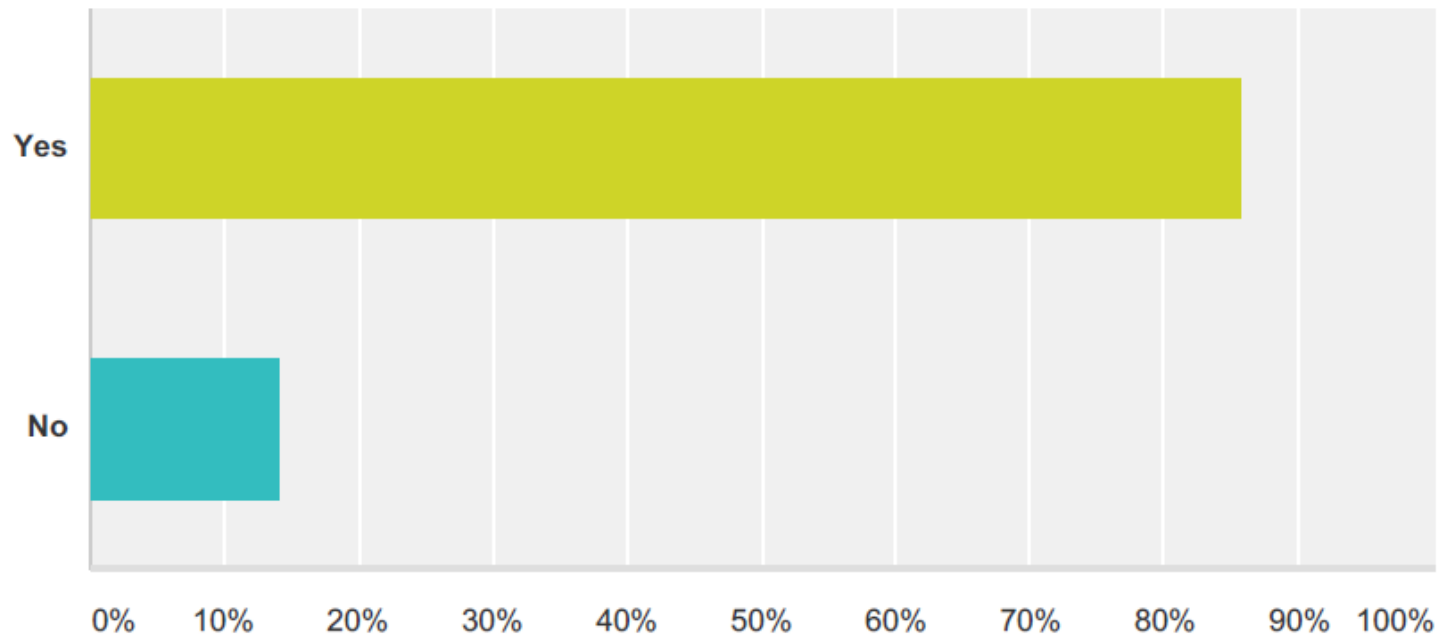
# Key Messages Based on Portal Data

1. Increase the percentage of students who understand that most college students do not engage in high risk drinking.
2. Decrease the percentage of students who indicate that they plan to intentionally become drunk when they drink.
3. Increase the percentage of students who report they will set limits on their drinking before going out.
4. Increase the percentage of students will assign a designated driver or arrange for transportation before drinking.
5. Increase the percentage of students who will intervene to convince a friend to stop drinking if they saw him or her drinking too much.

# Faculty Feedback from Pilot Phase

**Q1 Did you move your AOD content to the first 6 weeks of the semester during the 2014-2015 academic year?**

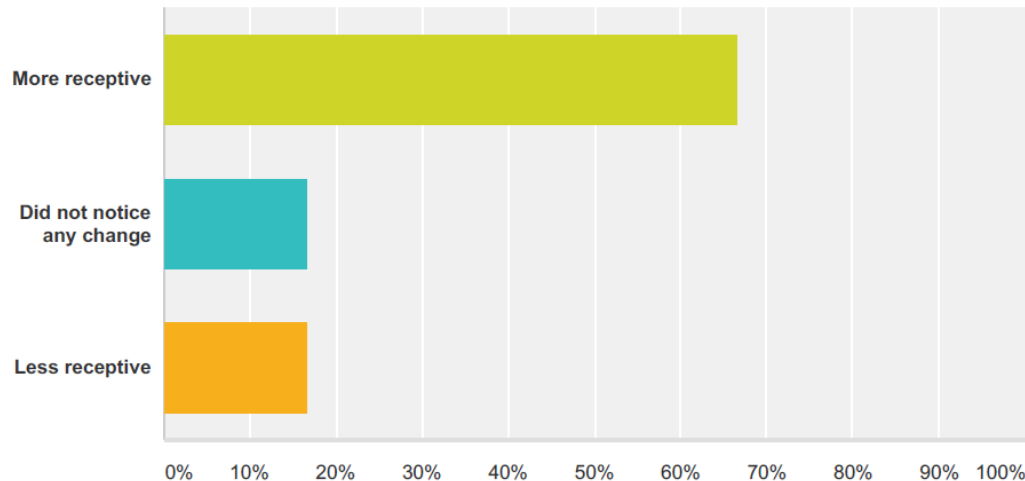
Answered: 7 Skipped: 0



# Faculty Feedback from Pilot Phase

**Q4 After implementing AOD education within the first 6 weeks of the semester, did you find that the students were more or less receptive to the information?**

Answered: 6 Skipped: 1



**5 What worked well by moving the AOD content to the first 6 weeks of the semester?**

Answered: 6 Skipped: 1

## Responses

No evidence at this time

Too early to assess.

Discussion by students of addiction issues among their family and peers.

I think the AOD topics got the students more interested in Wellness. It helped them understand better Wellness is different from high school health.

It broke up all of the Fitness information, which is a good thing. With a difference in topic, it really grabbed the students attention.

Students who party seemed more inclined to chat with classmates openly.



# Faculty Feedback from Pilot Phase

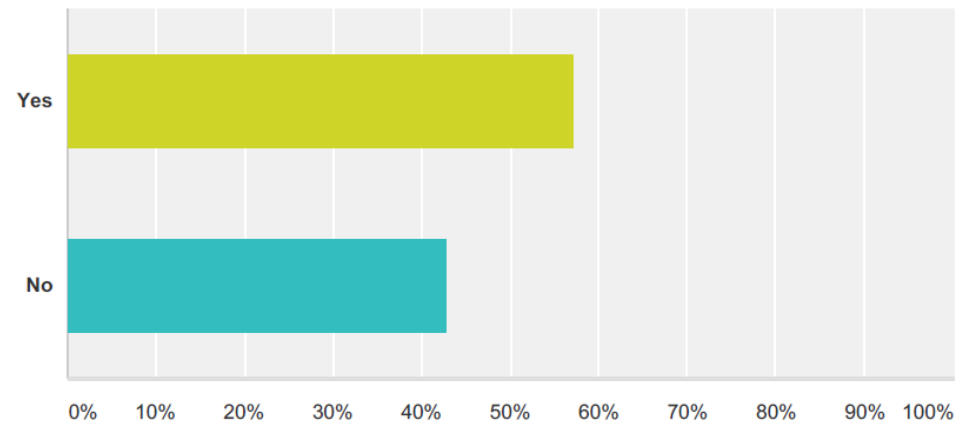
## Q6 What challenges did you face by moving the AOD content to the first 6 weeks of the semester?

Answered: 6 Skipped: 1

Responses
Students not acclimated yet to class requirements
Revamping schedule
Time ... so much do, so little time.
Getting everything organized. I use some university groups to help address these issues. Getting them scheduled was a challenge \.
Just doesn't seem as a "fluid" movement from one topic to the next... but that is just my own OCD.
Had to convert previously instructed curricula to D2L.

## Q8 Do you plan to implement any changes to your AOD curriculum moving forward?

Answered: 7 Skipped: 0



# Next Steps

- Updating course objectives
- Ongoing training
- Faculty accountability
- Ongoing evaluation of practice from students
- Pioneering beyond Wellness and Sports Sciences?

# Action Steps

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- Why is that we do what we do?
- The power of prevention

# Discussion and Questions

- Anyone infusing AOD into their curriculum?
- What courses is it infused into?
- How does it work on your campus?

**Thank you!**

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