Making the Case for Alcohol Abuse Prevention & Health Promotion to Senior Leadership

Illinois Higher Education Center
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Introduction

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Learning Outcomes

1. Understand how to leverage standards of practice in the fields of alcohol abuse prevention and health promotion to advance communication with senior leadership.

2. Identify tools available to advance communication with senior leadership.

3. Explore strategies for strategic communication with senior leadership that reorient the work of health promotion to prevention.
Evolution of Wellness and Health Promotion

1958: WHO Constitution defines “health”

1975: Wellness Resource Center, Mill Valley, CA

1976: First campus Wellness Program at University of Wisconsin – Stevens Point

1986: Ottawa Charter for Health Promotion

1990: First CHES Certification

2000: DHHS Healthy People 2010/ ACHA’s Healthy Campus 2010

2001: Standards of Practice for Health Promotion in Higher Ed

2000: CAS Standards for Health Promotion, AOD Prevention

2012: ACHA Healthy Campus 2020


Sources: Foundation Concepts of Global Community Health Promotion and Education (Hernandez, 2011); Wellness: The History and Development of a Concept (Miller 2005); Everfi Annual Research Summit (2015)
Evolution of Alcohol and Other Drug Abuse Prevention

1945: Dr. Clements Collard Fry published the first article exclusively focusing on college student drinking.

1948: Hecht et al. extended Fry's (1945) research to the study of college women's drinking.

1950: Berezin and Roth include sorority membership status in research.

1953: Straus and Bacon conduct the first wide-scale study of drinking at 27 colleges.

1960's: Research broadened to include more diversity in age and race.

1961: Gusfield documented fraternity, paternal, and peer influences on heavy drinking.

1965: Heilbrun Need Scales evaluate differences between problem and non-problem drinkers.

1985: 64% of schools reported having a task force or committee focused on alcohol prevention.

1988: Minimum legal drinking age moved to 21 in the United States.


2015: Research-based tool college AIM released for comparing college alcohol interventions.

Kilmer, J., Cronce, J., & Larimer, M. (2014). College student drinking research from the 1940s to the future: Where we have been and where we are going. Journal of Studies on Alcohol and Drugs, 17, 25-35.
Theoretical Foundations; Blooms Taxonomy & Socioecological Model

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

Public Policy
Community
Organizational
Interpersonal
Individual

(cultural values, norms)
(environment, ethos)
(social network)
(knowledge, attitude, skills)

Theoretical Foundations; Dr. Corey Keyes & Dr. Laurie Schreiner

Public Policy Community Organizational (Social Ecological Model)

Creating Evaluating Applying (Bloom’s Taxonomy)

Mental Health Continuum
Let’s Chat!

What types of administrators have you “gotten in front of” and how have you maximized those opportunities?
Stories from the field

- Facilitate listening sessions with new administrative leadership – be prepared with talking points.

- Frame health promotion and data analysis around budget, retention data, and connect institution data directly to survey data (e.g., NCHA).
  - One campus has created a research methodology (stratified random sample) that will link NCHA data and institutional data on an individual level, with an 80% response rate. So, retention and GPA can be linked to specific responses/behaviors on NCHA.
  - Schedule meetings with academic deans and department heads to communicate how students in their program areas are doing with regard to health behaviors and academic success.

- One-page infographic with NCHA data for all health topics, and one specifically for academic impacts.

- Create space to talk about the good news by offering to talk about the crisis at another time.

- Remember:
  - You never know when opportunities will present themselves and where they may take you.
  - These topics can be very personal, and sometimes uncomfortable – share the good news story.
**VIA:** Diffusion of innovation template for strategic communication

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## Sample Diffusion of Innovation Plan

### Table 1. Strategies to Engage P4 Campaign Stakeholders by Adopter Category

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Performance Objectives</th>
<th>Adopter Category</th>
<th>Possibilities (P) and Barriers (B) to Adoption</th>
<th>Engagement Strategy</th>
</tr>
</thead>
</table>
| Board of School Directors | • Provide visible leadership  
• Provide financial support  
• Attend campaign events  
• Allow LYFT time to update at monthly board meetings | Early adopter | P: Existing commitment to positive youth development, desire to be leaders in Bucks, existing relationship/trust with LYFT; shared vision for healthy teens  
B: Competing priorities, limited funds, lack of awareness re: these campaigns | Present campaign overview at Board meeting; create a sense of urgency; highlight common vision; appeal to their existing commitment to developmental assets and character education; convey how this effort will position Pennsylvania as a leader in Bucks County; provide regular updates at monthly Board meetings |
| Superintendent and administrative leadership staff | • Provide visible leadership  
• Attend campaign events  
• Provide administrative assistance on key activities (e.g., mass mailings) | Early adopter | P: Existing commitment to positive youth development, desire to be leaders in Bucks, existing relationship/trust with LYFT; shared vision for healthy teens  
B: Competing priorities, overburdened staff | Present campaign overview at administrative staff meeting; create a sense of urgency; highlight common vision; appeal to their existing commitment to developmental assets and character education; convey how this effort will position Pennsylvania as a leader in Bucks County; provide regular updates via monthly reports |
| Parent-Teacher Organization | • Assign a liaison to join the LYFT subcommittee and report back at monthly PTO meetings  
• Provide visible leadership  
• Attend campaign events  
• Recruit volunteers  
• Sponsor an expert lecture event | Early majority | P: Existing commitment to positive youth development, desire to be leaders in the community  
B: Lack of familiarity with these types of campaigns, denial (possibly): re: scope of problem, limited time | Present campaign overview at PTO meeting; create a sense of urgency; appeal to their desire to be good parents and leaders in the community; describe success of similar national efforts; ensure that liaison has a favorable experience on LYFT subcommittee |
| LYFT subcommittee of parents and teens | • Attend meetings  
• Provide feedback on campaign  
• Attend campaign events  
• Recruit volunteers  
• Provide visible leadership | Early adopter | P: Existing commitment to LYFT, desire to be good parents, desire to meaningfully contribute, desire to build resume experience (teens)  
B: Limited time, preference for other tasks | Present campaign overview at LYFT meeting; appeal to their desire to do new and creative work; lead subcommittee with inspiration and trust; foster sense of ownership and commitment |
<table>
<thead>
<tr>
<th>CAS: Principles</th>
<th>Diversity &amp; Multiculturalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underlying all Standards</td>
<td>Institutions embracing diversity and eliminating barriers with justice and respect for differences, binding individuals to community</td>
</tr>
<tr>
<td>CAS: Standards</td>
<td>CAS: Standards</td>
</tr>
<tr>
<td>Students &amp; Their Environments</td>
<td>Health Engendering Environments</td>
</tr>
<tr>
<td>The whole student is shaped by environments that provide learning opportunities reflective of society and diversity, with students having ultimate responsibility for learning</td>
<td>Education prospers in benevolent environments that provide students with appropriate challenge and necessary support</td>
</tr>
<tr>
<td>Organization, Leadership, &amp; Human Resources</td>
<td></td>
</tr>
<tr>
<td>Quality of leaders possessing sound preparation is essential, with success directly correlated to clarity of mission</td>
<td></td>
</tr>
<tr>
<td>Ethical Considerations</td>
<td></td>
</tr>
<tr>
<td>Educators exhibit impeccable ethical behavior in professional and personal life</td>
<td></td>
</tr>
</tbody>
</table>
Initiate and/or continue self-study
Contribute to and prepare for accreditation
Identify better use of funds
Consider essential, non-negotiable functions
Determine necessary training and/or degree preparation for recruitment and hiring staff

Self-Assessments Guides (SAGs)
- Provides an effective workbook/format for evaluation, self-assessment, and institutional reviews
- Translates standards into multiple criterion statements which can be measured
- Clusters of criterion measures focus on subsections of the standards, allowing raters to express detailed and targeted judgments
- Informs on program strengths and areas for improvement
- Leads to an action plan to enhance programs and services that benefit student learning and development
Let’s Chat!

How are you currently “making the case” for alcohol abuse prevention and health promotion on your campus?
• Share data from programs, NCHA, and other large surveys done on campus with division of student affairs leadership group.

• Connect NCHA data with:
  • division priorities/strategic plans
  • institutional research data on campus

• Reframe language around initiatives to connect with indicators of academic success.

• Define what prevention is for people – help them understand what we do and what we do not do.

• Promote department’s strategic plan by posting it online.

• Create a dashboard or Prezi to share with student affairs leadership and other stakeholders.

• Analyze and share data to plant the seed [tell the need] with people making policy decisions.
  • Engage with senate on academic policies – connecting back to the academic mission of the university.
Simon Fraser University
Healthy Campus Community Initiative

https://www.youtube.com/watch?v=1200TPhLJTC
Health promoting universities transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of *people, places and the planet*. 
Let’s Chat!

How are you linking student success measures to your work?
Stories from the field

- Strike a balance between internal and external focus. Have good local data to demonstrate the need – do not rely on national data alone.
- Navigate and negotiate various relationships. Have examples to share about important issues in a positive way. Tell the good news story.
  - Support student leaders – who are oftentimes more influential – help them tell their stories
- Have the confidence to speak up and own our expertise when talking with partners, stakeholders, and campus administrations.
- Protect Health Promotion staff from starring in supporting roles to clinicians and counseling.
- Keep in mind what employers are saying is important.
  - Critical thinking, communication and problem-solving skills are much more important than a student’s major
  - Active and engaged work experience is much more important than learning without application
Theoretical Foundations; Gallup-Purdue

Key Findings from the Gallup-Purdue Index

- Study examining workplace engagement, wellbeing and alumni engagement among 30,000+ U.S. graduates
- Experiences in college have far more impact on graduate wellbeing than what kind of school attended (public/private, small/large, selective/not)

Graduates who had a professor who:
- cared about them as a person
- made them excited about learning
- encouraged them to pursue their dreams

odds of thriving in wellbeing and workplace engagement \( \times 2+ \)

Graduates who feel their college prepared them well for life outside of it

odds of thriving in all areas of wellbeing \( \times 2+ \)

“When it comes to finding the secret to success, it’s not ‘where you go,’ it’s ‘how you do it’ that makes all the difference in higher education.”
Let’s Chat!

What particular tools have been helpful to you when you have had these opportunities?
Stories from the field

- When one area is doing well, utilize these opportunities to help in other areas:
  - Expansion of sexual violence efforts on campus has helped make connections to other programs
  - Recovery communities – students in recovery need a healthy environment, as do all students
- Linking key initiatives which have brought the same people to the table, who then become champions for multiple efforts.
- Investing in an assessment and evaluation person for student affairs – with the ability to connect to division priorities.
- Connecting with deans in schools of public health and/or related fields.
- Connecting with the Healthy Campus 2020 movement or larger campus initiatives.
- Employing an all levels-approach – grass roots and buy-in from upper administration.
Wrap Up

Have questions?
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kellyhogan@nd.edu
delynne@ua.edu

Want to continue the conversation?
Wellness & Health Promotion Knowledge Community - NASPA
Health Promotion Section - American College Health Association


• Council for the Advancement of Standards in Higher Education (CAS) standards available through American College Health Association membership:
  • Alcohol & Other Drug Programs
  • Health Promotion Services
  • Clinical Health Services


• Kilmer, J., Cronce, J., & Larimer, M. (2014). College student drinking research from the 1940s to the future: Where we have been and where we are going. Journal of Studies on Alcohol and Drugs, 17, 26-35.


Vision Into Action (VIA): A brief overview (via.acha.org)

- What used to be a workbook available for purchase through the American College Health Association (ACHA) is now a FREE interactive Web site

- End-users of VIA:
  - Entry-level and seasoned health promotion professionals can use VIA to assess and stimulate development of their own health promotion competencies.
  - Supervisors of health promotion departments can use VIA to assess and advance the rigor of health promotion initiatives and services and encourage professional development among their staff.
  - Senior administrators can use VIA to communicate the purpose and function of health promotion to students, faculty, staff and other campus and community constituencies.
2.2 Examine and address campus and community health issues at all levels of the socioecological model — intrapersonal, interpersonal, institutional, community, and public policy.

LEARN
○ The Community Tool Box: Analyzing Problems and Goals
○ Healthy People 2020: Assess
○ Healthy Campus 2020: Implementing Healthy Campus

OBSERVE

PERFORM
○ Healthy Campus 2020 Tool: Brainstorm Community Assets [Word Document]
○ Healthy Campus 2020 Tool: Prioritizing Issues [Word Document]
Guidelines for Hiring Health Promotion Professionals in Higher Education (ACHA, 2014)
Standards of Practice for Health Promotion in Higher Education (ACHA, 2012)
The professional and program development components of the Web site guide individuals and programs through a process of assessment and development of action plan(s) based on the Standards of Practice for Health Promotion in Higher Education (SPHPHE).

Through completion of an individual or program assessment, scores are generated by standard and a blank action plan is provided to guide strategic individual and program development.
Individual Assessment

Select one option for each question that comes closest to your answer. When you have completed the questions, click the 'Submit' button below to view your results. To print your results, please select "Print" in your browser menu bar or hit "CTRL+P".

Please use the following scale for all questions:

4 = Very experienced
3 = Experienced
2 = Developing Experience
1 = Minimal Experience
0 = No experience

Standard 1: Alignment with the Missions of Higher Education

Effective practice of health promotion in higher education requires professionals to align health promotion initiatives with the missions of institutions of higher education. Please rate your level of experience with the objectives of Standard 1.

1.1. Develop a strategic plan for health promotion that supports the unique missions and values of the institution of higher education.

1.2. Design health promotion initiatives that support student success as defined by the institution of higher education.

1.3. Disseminate research that demonstrates the impact of individual health behaviors and environmental health behaviors on student success.

1.4. Advocate for health as a core value of the institution of higher education.

Standard 2: Sociocultural-Based Practice

Effective practice of health promotion in higher education requires professionals to understand and apply a sociocultural approach. Please rate your level of experience with the objectives of Standard 2.

2.1. Review professional literature on sociocultural planning models.

2.2. Examine and address campus and community health issues at all levels of the sociocultural model—interpersonal, interpersonal, institutional, community, and public policy.

2.3. Focus primarily on transforming the campus and community environments through population-level initiatives.

2.4. Build upon the interrelationships and interdependencies among the members and systems of the campus and community.

2.5. Advocate for campus, local, state, and national policies that address campus and community health.
Your Results

Thank you for completing the Individual Assessment. The range of possible scores is from 0 to 4, with 4 being the highest level reflection of the standards.

After your score is calculated for each standard, your next step is to complete your Individual Action Plan to increase your capability to effectively practice health promotion in higher education.

Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles, documents, strategies, and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Individual Action Plan and guide your professional development.

**Standard 1. Alignment with the Missions of Higher Education**
Your Average Score: 1.5

**Standard 2. Socioecological-Based Practice**
Your Average Score: 1.00

**Standard 3. Collaborative Practice**
Your Average Score: NaN

**Standard 4. Cultural Competency**
Your Average Score: 1.25

**Standard 5. Theory Based Practice**
Your Average Score: 1.00

**Standard 6. Evidence-Informed Practice**
Your Average Score: 0.86

**Standard 7. Continuing Professional Development and Service**
Your Average Score: 1.50
Professional Development

Individual Action Plan

Your Individual Action Plan(s) provides you with a systematic approach for developing and strengthening your current level of knowledge, skill, and experience specific to the standards. The following guidelines are meant to assist you in getting the maximum benefit out of your Individual Action Plan(s).

Guidelines for use:

- Review your Individual Assessment.

- Identify your current and desired level of experience in each standard. If you are brand new to the field, it may be unrealistic to reach “Very Experienced” - Level 4, during one review period.

- Select the standard(s) that you would like to work on. Where you identify room for growth based on your scores, we encourage you to visit the related standards page(s) and go to the Learn, Observe, and Perform links where you will find key articles and documents, strategies and models used at other institutions, templates that you can use in your daily work, and more. We encourage you to explore these resources that have been handpicked by leaders in the field to assist you in crafting your Individual Action Plan and guide your professional development.

- Keep an electronic or paper copy of your Individual Action Plan(s) as well as any supporting evidence or artifacts that demonstrate completion of your goal.
VIA: Professional and Program Development
C. Resources and Support
Identify the resources and support you need to accomplish your professional development.

D. Evidence of Completion
Identify tangible artifacts that document your completion of this professional development process. Keep electronic or paper copies of this evidence with this Individual Action Plan.

E. Evaluation
How was your current practice enhanced by this professional development process? What did you learn? What will you integrate into your work?
VIA: Using the Professional Development Action Plan

- Both supervisor and staff member complete the assessment, discuss and identify discrepancies.
- Integrate the staff member self-assessment into the performance appraisal process and include progress points into subsequent appraisal processes.
- Develop a professional development plan for the staff member that also includes trainings, conferences, leadership opportunities and departmental responsibilities that will allow the staff member to develop skills in the identified area(s).
- Create staff dyads to provide ongoing check-ins and relationship-building among staff members.
• Complete the assessment from your own perspective as the department manager.
• Facilitate a discussion with your staff and develop a consensus score for each objective.
• Instruct each staff member to individually assess how the program reflects each objective and average the scores, share and discuss.
• Establish a departmental action plan that engages all staff members in the process.
  • Utilize routine staff meeting time to include discussion about progress points toward the action plan.
  • Integrate progress points into departmental annual report process.
  • Utilize end-of-year planning time to training, outcome presentation(s), and closing the loop on the past year’s progress points.