PARTNERS IN PREVENTION – PREVENTION & FRATERNITY AND SORORITY LIFE
Question: How many of you have seen the MACHB data (especially around FSL)?
Question: What have you learned from your prevention staff?
Question: What differences do you see in your work vs the work of prevention staff?
HIGH-RISK DRINKING IMPACTS

- Academic Reputation
- Student Engagement
- Enrollment
- Retention
- Brand Value
- Cost Management

High Risk Drinking
WHAT IS “PREVENTION”?
SPECTRUM OF PREVENTION & RESPONSE

Prevention
Stop problems from occurring by reducing risk factors and promoting protective factors

Early Intervention
Intervene early in problem behavior

Response & Treatment
Assist victim Sanction/treat offender

Goal
These have a role in supporting prevention. Also know as secondary and tertiary prevention

Key: Change the underlying conditions (in a population) that lead to AOD & V

Linda Langford, Higher Education Center
What characteristics of Greek Life culture may contribute to the problematic behavior you’re interested in addressing? (Risk factors)

What strengths in the Greek Life community may be harnessed for prevention? (Protective factors)

Turn to the person next to you, introduce self, and share.
COMMON BARRIERS TO EFFECTIVE PREVENTION

- Driven by individual/group, with no institutional mandate
- Limited in scope
- No needs assessment/problem identification process or evaluation
- Based on “what others have done” rather than prior research on effectiveness
- Activity based rather than strategy based
- Not tailored to group
Assess the problem on your campus and set priorities,
Select strategies by exploring evidence-based interventions,
Plan how you’ll carry our the chosen strategies and how you'll measure results, and
Take action--implement the chosen strategies, evaluate them, and refine your program
TWO TYPES OF STRATEGIES

• Individual
• Environmental
Inexpensive alcohol is easily available and accessible

Unclear community beliefs, values, and standards

Inconsistently enforced or communicated laws and policies

High-risk traditions and celebrations

Inconsistent messages about alcohol

Lack of negative consequences for high-risk behavior

Heavy promotion of alcohol products and activities
Designed to change your students’ knowledge, attitudes, and beliefs related to alcohol so that students drink less, take fewer risks, and experience fewer harmful consequences.

Includes:
- Education and Awareness Programs
- Cognitive-behavioral skills-based approaches
- Motivation and feedback related approaches
- Behavioral intervention by health professionals
Designed to change the campus and community environments in which student drinking occurs.

Includes:
- Limiting the availability of alcohol
- Alcohol-free Options
- Normative Environment
- Restricting Alcohol Marketing and Promotion
- Policy Development and Enforcement
“Prevention research suggests that multiple efforts that are coordinated and synergistic is the single most important way in which practitioners can improve the effectiveness of their initiatives”

~Linda Langford