Harvard Proof: Creating a Campus-Specific Online Alcohol Education Program

Ryan Travia, Director, Department of Health Promotion & Education
Director, Office of Alcohol & Other Drug Services
Michelle Mandino, Prevention Specialist, Office of Alcohol & Other Drug Services

Office of Alcohol & Other Drug Services

- A multidimensional resource for students, and for faculty, staff, and members of the larger Harvard University community who may have concerns about students
- Prevention, education, intervention, policy development, case management/coordination with treatment providers
- Drug & Alcohol Peer Advisors (DAPA)

Drug & Alcohol Peer Advisors

- A select group of student-leaders that have been trained to educate peers on alcohol and other drug issues at Harvard University
- Role models, educators, resources to peers, social and educational events
- Grants, Public Relations, Promotion & Design, Community Education & Outreach, Events

Agenda

- Vision for Harvard Proof
- Creation of course syllabus
  - Demo course
- Course production
- Research design

Vision

- Goals/Learning outcomes
- Tone
- Information delivery
Course Syllabus
• Critical information for freshmen

Production Timeline

Spring 2012
• AODS & DAPA decide to create their own online alcohol education course
• A task-force of DAPAs and AODS staff members meet to discuss the course vision
• The task-force creates a mock-up storyboard of the course

Summer 2012
• DAPA task-force outlines all of the videos that are needed for the course
• All of the videos are scripted and the text is entered into the storyboard

Fall 2012
• Scripting for all text within the course [drag and drop, brain science, course instructions]
• Filming of videos
• Design decisions [look and feel of course, background images]

Spring 2013
• AODS & DAPA decide to create their own online alcohol education course
• A task-force of DAPAs and AODS staff members meet to discuss the course vision
• The task-force creates a mock-up storyboard of the course

Fall 2013
• First launch of the course
• Track student completion rates
• Gather data/feedback from surveys and from focus groups
• Make changes for next year

Course Development
• Production timeline
• Challenges
• Lessons learned

Challenges
• Working with students
  – summer interest level vs school year interest level
  – athletes, seniors, students involved in other groups
• Working with an outside vendor for tech support
  – inability to make edits on our own

Lessons Learned
• Project took more time than anticipated
  – 1.5 years from start to launch
• Designate a project manager
• In-house tech support was more difficult to find than expected
• Create something that will be relevant for 3-5 years
  – music, clothing, phrases, terminology
Research Design

- 3 Surveys
- Survey 1: Students take prior to completing course (8/1/14-8/31/14)
- Survey 2: Students take right after completing course
- Survey 3: Students take 60 days after completing Survey 2 (10/1/14-11/11/14)

Survey 1

- Alcohol use/frequency/quantity
- Marijuana use/frequency
- Prescription drug misuse/frequency
- Drinking related behaviors (How often do you... chug, alternate, eat, do shots, etc.)
- Drinking related consequences (How often do you... blackout, miss a class, vomit, etc.)
- Reasons for drinking
- Ability to be an active bystander
- Plans for future

Survey 2

- Impressions of the course
- Was it useful for non-drinkers?
- Reasons for drinking
- Plans for future
- Comfort with resources presented
- Qualitative questions

Survey 3

- Alcohol use/frequency
- Marijuana use/frequency
- Prescription drug misuse/frequency
- Drinking related behaviors (How often do you... chug, alternate, eat, do shots, etc.)
- Drinking related consequences (How often do you... blackout, miss a class, vomit, etc.)
- Reasons for drinking
- Location of drinking
- Availability of alcohol
- Ability to be an active bystander

Negative Consequences

- During the past 12 months, how often have you experienced any of the following as a consequence of your drinking?
- Since arriving at Harvard, how often have you experienced any of the following as a consequence of your drinking?

<table>
<thead>
<tr>
<th></th>
<th>Survey 1</th>
<th>Survey 2</th>
<th>Survey 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blacked out</td>
<td>24%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Missed a class</td>
<td>6%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Vomited</td>
<td>11%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Injured self</td>
<td>1%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Within the last 12 months, how often have you experienced any of the following as a consequence of your drinking?
- Since arriving at Harvard, how often have you experienced any of the following as a consequence of your drinking?
How many students are affected by alcohol-related problems:

- freshmen: 46%
- sophomores: 42%
- juniors: 38%
- seniors: 34%

A significant percentage of students do not feel confident in their ability to judge whether someone has consumed too much alcohol and needs medical attention. Here are the percentages:

- survey 1: 73%
- survey 2: 90%

Students' Perceptions - Drinkers:

<table>
<thead>
<tr>
<th>Harvard Proof gave me the knowledge to:</th>
<th>Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make informed choices around drinking</td>
<td>93%</td>
</tr>
<tr>
<td>Make low risk choices around drinking</td>
<td>94%</td>
</tr>
<tr>
<td>Identify when someone has consumed too much alcohol</td>
<td>87%</td>
</tr>
<tr>
<td>Identify protective strategies that can be used while drinking</td>
<td>92%</td>
</tr>
<tr>
<td>Identify a standard serving of alcohol</td>
<td>92%</td>
</tr>
<tr>
<td>Keep my BAC below a .06</td>
<td>83%</td>
</tr>
</tbody>
</table>

Students' Perceptions - Non-Drinkers:

<table>
<thead>
<tr>
<th>Harvard Proof:</th>
<th>Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supported my decision to not drink alcohol</td>
<td>83%</td>
</tr>
<tr>
<td>Affirmed that choosing not to drink is always the safest option</td>
<td>94%</td>
</tr>
<tr>
<td>Provided me with information that will be helpful when I arrive at Harvard</td>
<td>91%</td>
</tr>
<tr>
<td>Identify someone who has consumed too much alcohol</td>
<td>92%</td>
</tr>
<tr>
<td>Provided me with knowledge to help someone who consumed too much alcohol</td>
<td>96%</td>
</tr>
</tbody>
</table>

What the Students are Saying:

- "Very useful as well as realistic (i.e. giving advice on how to drink appropriately instead of only saying ‘don’t drink’)
- "Great introduction to alcohol for someone like me who has not used alcohol but likely will in college.
- "Acceptable length and well paced – an all around good course with solid information.
- "Good overall. I really like the videos that taught us when to intervene and help a friend who has consumed too much alcohol.
- "I absolutely loved this course. It was very informative and I truly learned a lot about BAC and helping others when they are impaired. I also enjoyed the videos from fellow classmates.
- "It was very informative and the campus specific information was extremely useful to know. It was also entertaining enough to feel less like a chore than the high school assemblies on the same subjects.
- "I liked it more than I expected because of its interactive nature. It felt like everyone was actually talking to me.”