

## Harvard Proof:

Creating a Campus-Specific Online Alcohol Education Program

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## 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



## Harvard Proof



- Harvard used AlcoholEDU from 2006-2011
- In 2012, AODS and DAPA decided to create a Harvard-specific, home-grown, online alcohol education course

## Agenda

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

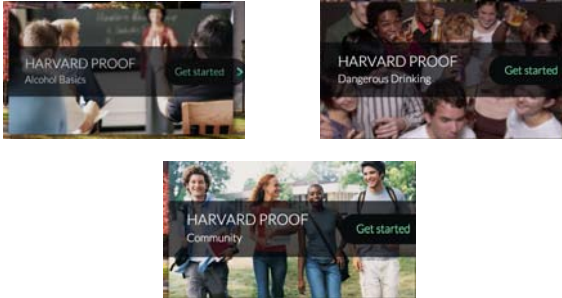
## Vision

- Goals/Learning outcomes
- Tone
- Information delivery



## Course Syllabus

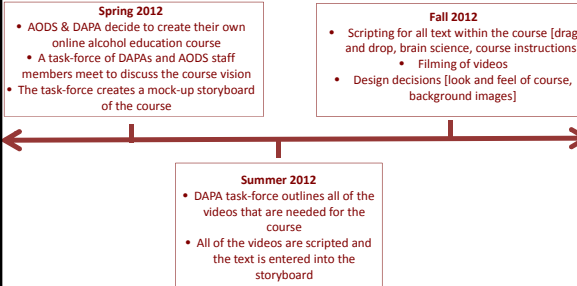
- Critical information for freshmen



## Course Development

- Production timeline
- Challenges
- Lessons learned

## 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

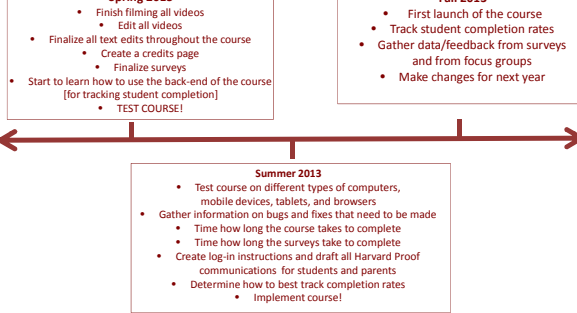
**Fall 2012**

- 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]

**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

## Production Timeline



**Spring 2013**

- Finish filming all videos
  - Edit all videos
- Finalize all text edits throughout the course
  - Create a credits page
  - Finalize surveys
- Start to learn how to use the back-end of the course [for tracking student completion]
  - TEST 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

**Summer 2013**

- Test course on different types of computers, mobile devices, tablets, and browsers
- Gather information on bugs and fixes that need to be made
  - Time how long the course takes to complete
  - Time how long the surveys take to complete
- Create log-in instructions and draft all Harvard Proof communications for students and parents
- Determine how to best track completion rates
  - Implement course!

## 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

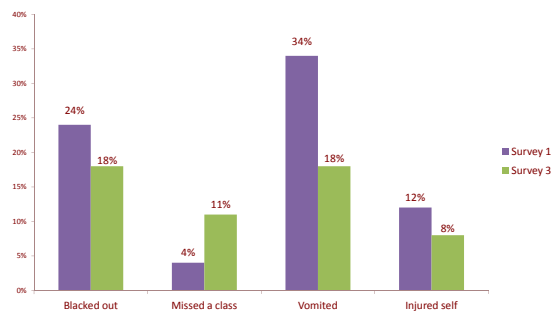
### Survey 2

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

### Survey 3

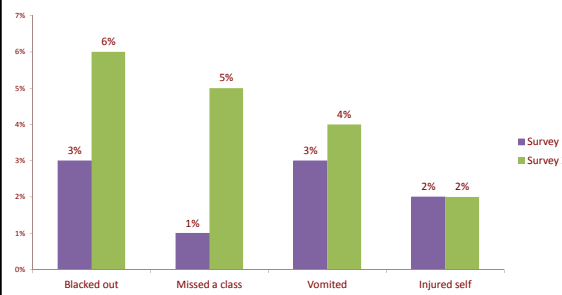
- Alcohol use/frequency
- Marijuana use/frequency
- Prescription drug misuse/frequency
- Drinking related behaviors (How often do you... chug, alternate, eat, do shots, etc.)
- Drinking related consequences (How often do you... blackout, miss a class, vomit, etc.)
- Reasons for drinking
- Location of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

### Negative Consequences

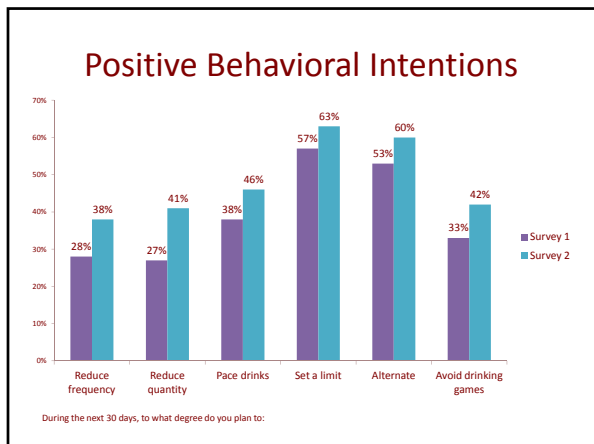


Within the last 12 months, how often have you experienced any of the following as a consequence of your drinking?  
 Since arriving at Harvard, how often have you experienced any of the following as a consequence of your drinking?

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### Bystander Behavior

| Student's ability to:   | Survey 1 | Survey 3 |
|---|----------|----------|
| Judge whether someone has consumed too much alcohol and needs medical attention | 73%      | 90%      |
| Care for someone who consumed too much alcohol                                  | 62%      | 84%      |

How confident do you feel in your ability to judge whether someone has consumed too much alcohol and requires medical attention?  
How confident do you feel in your ability to care for someone who has consumed too much alcohol?

### Students' Perceptions- Drinkers

| Harvard Proof gave me the knowledge to :                       | Survey 2 |
|--|----------|
| Make informed choices around drinking                          | 93%      |
| Make low risk choices around drinking                          | 92%      |
| Identify when someone has consumed too much alcohol            | 87%      |
| Identify protective strategies that can be used while drinking | 92%      |
| Identify a standard serving of alcohol                         | 92%      |
| Keep my BAC below a .06  | 81%      |

How much do you agree with the following statements:

### Students' Perceptions- Non-Drinkers

| Harvard Proof:   | Survey 2 |
|--|----------|
| Supported my decision to not drink alcohol                                 | 83%      |
| Affirmed that choosing not to drink is always the safest option            | 94%      |
| Provided me with information that will be helpful when I arrive at Harvard | 97%      |
| Identify someone who has consumed too much alcohol                         | 92%      |
| Provided me with knowledge to help someone who consumed too much alcohol   | 96%      |

How much do you agree with the following statements:

### Comfort with Campus Resources

| Campus Resources:                    | Survey 2 |
|--------------------------------------|----------|
| Harvard University Police Department | 63%      |
| Freshmen Dean's Office               | 47%      |
| Harvard University Health Services   | 92%      |
| AOD Office                           | 76%      |
| Drug and Alcohol Peer Advisors       | 86%      |

How comfortable do you feel utilizing the following Harvard resources?

- ### 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")"
  - "A 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."