

SCAPE Meeting Minutes  
March 03, 2010

Present: Morgan Levy, Linda Dudman, Melissa Kelley, Vincent Derienzo, Lucas Piazza, Monica Smalls, Jason Alben, Ryan Mills, Andrea Golden

**Monica:** After spring break we will have a Panhellenic Representative

**Melissa:** We have a social host trainer (a student) that will join us after spring break as well

**Andrea:** We are still trying to get an athlete

**Morgan:** Agenda sent around. Today we'll spend time on the drug free schools act report with Linda and Melissa and how it relates to our environmental approach to handling issues of alcohol use. After the drug free schools act we'll have quick updates on sub-committee groups and for the new members if there are committees you want to join in on you can

**Linda:** Talked about our environmental approach to looking at alcohol and other drug use. It's not just one area, it's not just an educational approach. We're looking at a bunch of different areas. Strategies/ information that were contributed by different areas are in the report. What are the strategies we are using in our departments or across departments; what are the things that are working, what's good about it, what needs to be looked at and what the recommendations are. A lot of time was spent on these areas and then to try and have to try and put order to it and put it in the environmental approach and look at it.

### *Education*

The education piece has many components and it's not just the health promotion office educating it includes all the different offices starting at orientation. HPO does a program during orientation called "we got game" and there are other things going on during orientation, particularly freshman orientation. Melissa teaches the peer health advocacy class one of the major component in the fall semester. Melissa is doing programs for student groups, RA training, social host training, outside speakers in FSA addressing these topics, brochures and websites, educational sanctions (internet based), staff training, monthly installments. One big piece that we are always looking at and how we're doing in those areas and do we need to address something that we are not addressing (e.g. UHS website) and is it updated and are the links on it current and active.

### *Enforcement*

**Morgan:** Our enforcement first level is our resident assistants and security services that respond to incidents. When an incident is reported it comes to either the Assistant Dean of Students or the Area Coordinators office. We have an educational approach to enforcing policy. We have the 2<sup>nd</sup> chance program where we try to get the students to own up to their mistakes if they did violate the alcohol and other drugs policy by get connected with some type of educational intervention so that they can learn from their experience and make safer choices in the future.

We are closely tied to UHS and UCC. Our first priority is the health and well-being of the student. We try to evaluate the risk they are causing to themselves as well as the community and try to connect them to whatever opportunities we can so they'll stop engaging in those previous behaviors.

**Linda:** Before going around the circle we're going to go back to normative environment because that's going on as well. We are doing surveying to help us know and understand what is going on around our campus and what students are reporting through the survey. Social norms campaigns and one of the strategies we have used in the past and much of the work of HPO is based on that idea. What students say they are doing versus what they perceive other students doing often produces quite a discrepancy. For example, with alcohol, 65% of students say they drank within the last 30 days and if you ask students about the typical student, they'll say they think 95% drank within the last 30 days. There is a radical difference but not as much as those who reported smoking cigarettes or using tobacco products (9% say they smoke and students think the typical student is around 70% for tobacco use). We're trying to bring the perception down closer to what students are reporting to help students to understand. If you come into an environment where you think everyone is drinking and drinking to excess, you may find that's how you're going to fit in is by doing that.

#### *Academic Standards*

**Linda:** Some schools have a plan that exams are on Fridays and classes are on Fridays. Some schools have no classes on Friday and that makes Thursday night become part of the weekend.

#### *Codes of Conduct*

**Linda:** The codes of conduct we have through the Dean of Students Office and through the College as well as the athletics codes of conduct for all of the teams.

**Andrea:** Each team decides on their and it's signed off on.

**Linda:** It's happening in multiple areas and on multiple areas.

#### *Expectations for Excellence*

**Linda:** For Fraternities and Sororities. There is a piece that relates to following all the University's rules and regulations.

#### *Collaboration between Departments*

**Linda:** We couldn't do this without the collaboration of all the different areas working together. We couldn't do this if we were all working in our own areas. We need to move across and work with each other.

### *Collaboration and Screening*

**Melissa:** SCAPE committee is a good example of this. We're all working together to enhance this environmental approach. The environmental approach is founded in the harm reduction philosophy. The harm reduction philosophy is essentially the idea that we want to help students reduce the harms of alcohol and drug use. We're trying to reduce the harm related to it. This committee does that by looking at the harms of alcohol and drug use. There is also continued collaboration outside of SCAPE as well. The Health Promotions Office (HPO) works with many different areas of campus (i.e. Greek organizations, Deans Office, Athletics). There is also collaboration outside the committees. I sit on a taskforce where I meet with other schools and talk about what trends everyone is seeing so that as a collective group, we can try to have an effective intervention. We want to be aware in case it does come to our campus.

### *Screening and Intervention*

**Melissa:** This is more reactive and takes place when a harm has happened. It's our way of getting involved so the harm doesn't happen again. There are a variety of tools available. If a student violates an alcohol policy there is a sanction of some capacity and often they are given an opportunity to do an educational intervention or some other educational opportunity. The student comes to the HPO to do that intervention. An example is the BASICS program. It's a program that is evidence based and research based and is student specific. We meet that person where they are and we don't try to change them because trying to stop that behavior all together would be pointless. We help them grow and look at their behavior on their own terms. There are also mandated assessments are for the higher level infractions and that is done through the University Counseling Center (UCC). It's associated where there is a great deal of harm involved. Counseling services are always available. A less reactive and more proactive way is that anyone can recommend a student see a counselor. Any staff or faculty can recommend or encourage a student to seek out a counselor but cannot mandate they see one.

### *Social Interventions*

**Melissa:** Making sure there are classes on Friday's, making sure that things are strategically placed and making sure there are social opportunities at times when drinking is likely to happen. Making sure to propose to students that there are other things, other than drinking, to do on a Friday night and that you can still have fun and not use alcohol. Student activities are very active in this area as is athletics. They both offer students opportunities to do other things. Also addresses the normative idea in that not everyone drinks and there are other things to do on campus. There are many ways to be involved as well either in athletics or groups/ clubs or the SA.

### *Access to Alcohol*

**Melissa:** At the University we'll do our best to limit access alcohol (e.g. alcohol isn't available at the corner store). The University will offer alcohol in a safe environment (club Rochester). We're offering students a safe way to drink and not allowing it to everyone. There are certain event registration guidelines in terms of advertising events (this doesn't include word of mouth)

but would include a facebook page (you couldn't create a facebook page encouraging everyone to get drunk). There are bar bus policies where we offer opportunities for students to get home safely. That's what harm reduction does, it acknowledges that a certain portion of the population is going to consume alcohol whether we think they should or not. So let's offer opportunities to those students to still remain safe. Someone from the outside looking in would say that if you're under 21 you shouldn't be drinking and legally that's true but we know that's still going to happen and the college recognizes that and offers ways to help keep students safe.

### *Assessment*

**Linda:** Been on-going for 10-12 years where every 2 years we are surveying students on campus. Most recently we conducted the American College Health Association's National College Health Assessment (NCHA). We did that in October of 2009 and sampled 2400 students randomly selected. That provided us with information about what students on our campus say they do. With self report surveys there are always questions such as are they being honest or not honest and we've found that some are and some aren't. It's a good way to get information. The survey addresses confidentiality so it's never known who is connected with an answer. Data from fall survey is done. We're hoping to get the national data in March 2010 so we can see how we compare to other schools. The national data should be around 10,000 students. We'll be able to compare ourselves with other schools. Two years ago we did the Core Alcohol and other Drugs Survey and we were part of an initiative in NYS to have as many schools in NYS complete that survey. That gave us more targeted information about alcohol and other drugs. The NCHA tells about nutrition, sleep, physical fitness, and other areas in addition to the alcohol and other drugs and sexual health questions.

**Morgan:** For the NCHA survey, do we have the chance to see how we compare to schools that are similar to us?

**Linda:** Not sure, will have to check on that. If we ask for specifics it may cost money. It will be harder to pull out specifics (COFHE). If we found that specific information might be helpful we could pool together to get it.

**Morgan:** It would be good to compare ourselves to similar schools rather than schools like UB.

**Andrea:** If a particular department wanted to do this, it could supplement some of the things we were trying to educate ourselves about. We'd also have to make sure that the information would be relevant to us. We did a survey where we learned more about ourselves through this so that the negative perception wasn't out there. Tried a lot to get the athletes to take the survey.

**Linda:** The response rate for the 2400 person survey was 22.6% (541 people).

**Andrea:** We can come back to discuss why or why not students completed the survey. We spent a fair amount of time trying to think of how best to get them to do this. There is no pressure, nobody is going to come after you. We structured our survey in a particular way (similar to how the NCAA does their survey).

**Linda:** Will add the survey that Andrea did in Athletics into the chart.

#### *Surveying Staff, Faculty and Parents*

**Linda:** Sub-committee is doing this so we can get their perceptions and what they understand and how parents can be helpful. We can find out where parents, staff and faculty are.

#### *Focus Groups*

**Linda:** We've done some and used them for different purposes. We had a smaller group of students with a set of questions that we used to focus the discussion on a particular topic. That has been used very successfully in the past.

#### *Reviews of Events*

**Linda:** Some are in anticipation of events; some are looking at Dandelion Day and how to make it a safer day. Looking at the biennial report is also important. We'll be looking at these different areas and how we can improve them. For example, in the disciplinary system we looked at the BASICS program and made some changes. Now that it's been going for a bit of time we're going to look at it again to see how it's doing and see if we need to make any changes. This document is what we've been doing and looking at it also might prompt us to say that we need to add something.

#### **Biennial Review**

**Linda:** We're putting it out like this so there is some order. We can see the recommendations and in time, go back and look at the recommendations and see where we are now and make the necessary changes. We may decide that something is not as feasible as we once thought and we'll change it accordingly.

**Morgan:** Glad we have biennial review because we can see what we already do around alcohol. Next year we'll send this list out to the different offices and ask people to comment on their area and have them respond update the different sections as needed. It will be done as soon as the introduction is written. Anything more we want to do with the biennial review documents?

**Andrea:** Where does the review reside?

**Morgan:** Rick Crummins will keep a copy in his office. It was supposed to be done every 2 years but that was shifted away. We did it on an off year. Other areas can be reminded about ideas they have or if something has changed. We'll be able to revise it moving forward. Other areas such as HPO could keep a copy but officially it will live with Rick Crummins.

**Monica:** Can it be shared with student leaders?

**Morgan:** Yes, anyone that requests it can have it and it should be shared with student leaders. Anyone could request it from the University and get it at any time. Nobody has ever requested it.

**Andrea:** Does it have to be requested or can it be linked to? Is there any reason it can't be on the website?

**Morgan:** It can be put on the website; it could be posted on the ODOS website. Before being posted it will be sent out to the departments and let them know we'll post it and change it if they have objections.

**Linda:** Will make some changes and include the environmental approach.

## **Projects Update**

### *Communicating Alcohol Policy*

**Melissa:** Ryan, Melissa, Linda, Vinny are participating in this sub-committee. Discussed the idea to put it in the Weekly Buzz. Best way to have students read it would be to have a catchy phrase. *Suggestions are passed around.* March 14<sup>th</sup> date is pretty set. The rest of the dates aren't officially set yet. They'll go out weekly for the rest of the semester.

**Linda:** Ryan mentioned that we don't currently have them going to alcohol policy. They are focused on protective behaviors like pacing yourself. Websites are listed but none linking to the alcohol policy. We didn't want the main link being to the alcohol policy because there is a lot to read.

**Melissa:** We agreed that it was okay to have the next issue be more educational in nature because it is related to what we do. Education is a part of the strategy.

**Morgan:** Would it be possible to say "for more information about the U of R policies go here." Harm reduction is our policy but we also follow the law.

**Jason:** Using the alcohol policy as advertising a little bit, it may come off as us trying to be preachy instead suggesting things students can do to reduce their harm. It would seem like we're telling them to do these things and then saying if you do these things you're going to get in trouble. Adding the link could change the message.

**Andrea:** Good at the beginning of the year as freshman come here. One of the first things they're hit with is the weekly buzz. We want them to read it and get to it at some point but they are getting the policy from a number of areas such as the RA's. We don't want to them to be turned off to this.

**Jason:** More people read the weekend highlights

**Lucas:** Highlights come out earlier

**Monica:** Have it in the highlights one week and the weekly buzz another so if they don't catch it in one way they'll get it in another.

**Ryan:** The committee wanted to break up the alcohol policy but it is a problem because it is so direct and tough to break up. Wants to have a section where it is okay to drink on campus.

**Lucas:** Recommend breaking it up. Send it out something like a word of the day. Break it down into smaller things and get it out there.

**Melissa:** We tried that and found that if it was simply policy it wasn't the best message coming out of HPO since it was just a policy.

**Morgan:** Our original idea was that we were going to demonstrate how our policy was a harm reduction policy. That's where this whole idea came from. The reason we prohibit rapid consumption games is because they are dangerous and it could cause harm.

**Jason:** What if a sub-committee reworded the alcohol policy in a way that is simple and enjoyable to read and easy to understand then break that down into parts and make it catchy.

**Morgan:** Talk with student activities and see if they are okay with putting this stuff in the weekend highlights (Laura oversees it) because this isn't something they normally put in it. The weekend highlights are events.

**Andrea:** Thursday is a good day because they are checking these contact points.

**Linda:** To start w/ something shorter, we could have a short tagline and have it link somewhere. It wouldn't be longer than it is now.

**Morgan:** Will walk with Anne-Marie or Laura to see if this would work

**Melissa:** Proceed w/ March 14<sup>th</sup> weekly buzz message. It will become the UHS message.

**Ryan:** Would it be helpful to have the message saying it was from SCAPE?

**Melissa:** Yes but we decided to leave it out. We decided that it would better coming from the HPO

**Ryan:** Since more students now know about SCAPE it would help advertise the alcohol policy document.

**Monica:** Are we still looking for other places to put the message? One place could be Rocky's report.

**Andrea:** Tendency is to open the weekly buzz so it's a good place to put it especially since it comes out on Thursday.

**Linda:** Putting it in the campus times could be costly for an ad space. We could ask them if they would run it as a public service message. Maybe we could be it in the electronic copy.

**Morgan:** The alcohol policy does apply to Eastman Students (ESM). They have essentially the same policy as us but with Eastman written across the top. If they ESM students come to this campus we would hold them accountable as well. Ask Jason Smith (Asst. Dean) to see if he wants to join this committee as the ESM representative.

**Melissa:** Will check with Jason Smith to see what his newsletter is and how she can submit the same message into it. This way we can capture those students that may not read the weekly buzz.

**Linda:** Check w/ campus times to see if they would be willing to run it in the paper (cost may be an issue)

**Melissa:** Regardless, the message will go in the weekly buzz if nothing else. If the messages are coming every week we're planting the seed in someone's head about this.

### **Updates**

- Surveying faculty, staff and parents: Survey is complete. Permission was granted to send it out before break with the help of Communications.
- Faculty staff survey: Still working on this, more approvals are needed
- Gathering data: Still working on it

Next meeting on March 17, 2010