

San Diego State University Alcohol Policy Training



Alcohol Training Policy Design

High-Fidelity Prototype Development

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For
San Diego State University Health Services
Office of Alcohol and Other Drugs Initiatives
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**SAN DIEGO STATE
UNIVERSITY**

FOR SUBMISSION TO

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SAN DIEGO STATE UNIVERSITY

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Introduction

San Diego State University (SDSU), according to its President, Stephen L. Weber, is experiencing rapid change, and increasing levels of student achievement. SDSU is the largest university in San Diego and the third largest in California. The student body is composed of nearly 33,000 students and there are approximately 6,400 faculty and staff.

Within this very large environment is an astonishing mix of cultures and ideologies; in fact, its diversity is one of the strongest assets of San Diego State. Many international students have come to study at this institution, attracted to all the university and the beautiful location have to offer. Located just minutes from the Pacific Ocean and the Mexican border, this colorful community is host to a bright mix of people and places that all add to the university experience.

While the university boasts many advantages, it also is host to the typical challenges faced when such large numbers of young adults gather in one place. Alcohol and drug use is one of those challenges. The Office of Alcohol and Other Drugs Initiatives (AOD) resides within the Health Promotion Department of the Department of Student Health Services, in the Division of Student Affairs. The organization's mission is to reduce and prevent problems associated with alcohol and drug abuse by students, a concern shared by most other colleges and universities. This report describes a project recently undertaken by AOD in conjunction with the Department of Educational Technology, also at SDSU.

In September of 2005, AOD embarked on a mission to create a vehicle to educate SDSU students about the alcohol and drug policies adopted by this institution. This tool will eventually be online and available to all students. It will consist of a series of modules on university alcohol and drug policies, both general and specific to organizations such as fraternities and athletics. Currently, SDSU has no formal program to help students become familiar with the school's policies on alcohol.

While the mission is to reduce alcohol use by way of education and motivation toward good decision-making concerning these substances, making students aware of the specific policies and consequences associated with failure to abide by those policies is an important adjunct to the mission as a whole. Although most students are aware of certain state and federal laws, such as the legal drinking age, most are not familiar with the alcohol policies on campus. Specific rules about drinking on campus, blood alcohol levels while driving, and drinking in dorms or at Greek organization functions are unclear or unknown to most students.

Creation of this product required a mix of several tasks. While AOD had determined the needs driving the project, it was necessary to conduct a thorough review of the literature to illuminate and find support for this unique approach to alcohol and drug abuse prevention. An analysis of the audience also revealed information about what the target users would respond well to and what they felt would not help. Student interviews highlighted current trends and challenges on campus, as well as gave a clear picture of where the problems and causes lie. AOD provided a clear list of prioritized policies that were to be the content of the training.

Purpose / Intent

The product, hereafter known as the SDSU Alcohol Policy Training, was collaboration between AOD, two graduate students in the Educational Technology Program, and the professor of the capstone course in Educational Technology. The project was of mutual interest to both the client and the students and provided the students with valuable field experience.

The major stakeholders in this project were the Director and Coordinator for AOD, the graduate students, the professor, and ultimately, the students and other constituent groups of SDSU. Everyone potentially impacted by problems associated with the misuse of alcohol and drugs, some of which can be life threatening for users and associates alike, is part and party to this project. The potential benefits to having a student body that is

knowledgeable in the policies and regulations concerning the use of alcohol and other drugs more than justify this important step to prevention.

Impact of the Literature Review

A review of the pertinent literature documented a vivid story about college students' misuse of drugs, especially alcohol, which ended up being the major focus of the policies the highlighted in the training modules. Researchers document widespread study-related information about binge drinking, vehicle crash fatalities, alcohol poisoning, alcohol-related rituals and games, public intoxication, increased violence, sexual predation, and other results of alcohol abuse. The challenge in the literature review was not locating research that documents the harm done by alcohol and other drugs; the challenge was to find literature that supported the notion that increased knowledge of the policies concerning alcohol and other drugs will decrease the instances of abuse of these substances by college students.

This product will be the first of its kind at SDSU. While colleges and universities typically have alcohol and drug policies in effect, the emphasis related to training and education has traditionally been behavior modification for better decision-making. While policies reside on the SDSU website for students to view, there is no incentive to view them, and even if there was, simply viewing the policies outside of an instructional module or training will not guarantee that the student is actually retaining the information in any retrievable form.

The literature review highlighted the problem, which has not changed much over a significant period. While the problems have not changed, the instances of the problems have definitely increased. Extreme forms of excessive drinking are on the rise on college campuses across the United States. One interesting note is that while binge drinking is increasing, so are the numbers of students who are deciding to abstain completely from alcohol. This positive news is deceptive. While more and more students are deciding not to drink, by far the majority are drinking, and the middle group who drink, but drink with

reasonable restraint, is shrinking. Alcohol and other drug use seem to be moving toward an eventual all-or-none approach, with many students favoring the all-approach.

The literature revealed some factors that contribute to increased abuse of alcohol on and near college campuses by college students. They are:

- Contact with other students over 21 who buy alcohol for minors in exchange for free alcohol or other favors
- Living in states where alcohol abuse and alcoholism are more prevalent than average (Nelson, et al, 2005)
- Proximity of the campus and housing facilities to liquor stores and convenience stores
- Fewer Friday classes, which seems to encourage students to create three-day weekends for the purpose of drinking more
- Presence of Greek fraternity and sorority houses formed mainly for social purposes
- Presence of high-profile athletic teams, such as NCAA football
- Higher percentage of students living in on-campus or near-campus housing, with a lower percentage of students living at home with parents
- Location in or closer proximity to borders of other countries or states where drinking laws are more relaxed
- Increasing popularity of drinking games which include traditional favorites and engaging newcomers

Campuses take a wide variety of approaches in connection with policy related to alcohol and other drugs. Most center on the idea of limiting alcohol to reasonable levels for students over twenty-one years of age, as well as preventing younger students from drinking alcohol. There is documentation that students at schools with a complete ban on alcohol use are “thirty percent less likely to engage in heavy episodic drinking, more likely to abstain from using alcohol, and less likely to experience the secondhand effects of drinking (Rhodes, et al, 2005).”

The literature suggests that while the efforts against alcohol abuse by college students must continue, creation of new solutions has to happen in order to combat a problem that is growing, despite all efforts at prevention and intervention. Reis and Wiley (2000) call for more research into the drinking patterns and practices of today's youth. Additionally, reviews of policies using demographic and environmental approaches can be a vital first step toward solutions. This increases the chance that a policy is appropriate for its constituents.

Involving students and other stakeholders in this effort will help in this regard. Rhodes (2005) states that once updated policies are in place, a vital step is to ensure that all students are as familiar with these policies as they are for with the requirements for graduation. This directly supports the SDSU Alcohol Training Project.

Methodology

Pre-design Analysis

To ensure the design of the training will meet the needs of the students who will be using it, the team performed several analyses before the design phase commenced. The design team conducted a causal analysis using extant data from the SDSU Office of Alcohol and Other Drugs. The data included survey results and anecdotal information pertaining to the level of alcohol policy awareness of the SDSU student body. The data also included survey results that describe student attitudes toward alcohol and SDSU alcohol policies. Statistics on student arrests involving alcohol also served for the causal analysis. Discussion of the results of the analysis appears in the findings section of this report. The designers used the data to determine what led to the AOD's decision to create a training program about SDSU alcohol policy. An examination of current and past issues pertaining to student drinking determined the goals for improvement that the training program would strive to meet.

The design team also conducted an audience analysis to help the designers understand the demographics, behaviors, current knowledge, and preferences of the target audience, 18- to 24-year-old students at SDSU. The primary tool used in the audience

analysis was student interviews (See Appendices C and D). Analysis of data garnered from interviews of a purposeful sample of student volunteers provided diverse perspectives on the behaviors and attitudes of the student body. One of the designers interviewed twelve students using a carefully designed interview protocol. The students interviewed were all between the ages of 18 and 22 and represented several racial/ethnic backgrounds. Students living both in campus housing and off campus participated, as well as some student athletes and members of SDSU Greek Organizations. To provide a standardized set of questions for the interviews, the instructional design team created the interview protocol and submitted it for approval by the AOD team. In the interviews, students responded to questions about their knowledge of SDSU alcohol policies and their impressions of the role of alcohol and drinking at SDSU.

Creating the Prototype

The information collected in the interviews was extremely useful in designing the training modules. The interviews revealed common misunderstandings of the policies and rules that students did not know about. The designers used this information to determine which policies required special attention or emphasis in the training modules. The interview questions about general behaviors of students provided insightful about the most effective way to design the examples in the training to make sure the information is relevant and interesting to students. The student interviewees also provided many useful opinions about what they would like to see as part of the training design and presentation.

Based on the information collected in the causal analysis, audience analysis, and literature review, the design team created a computer based prototype using Macromedia's *Captivate* software and Reallusion's *It's Me* software. Both software packages are somewhat easy to learn and use, and were accessible to the design team. The designers used *Captivate* to create the modules and quizzes for the high fidelity prototype. They used *It's Me* to create characters for the training that add an element of humor to an otherwise dry topic. Future designers and program managers can easily add and make changes to the prototype.

Tests of the Prototype

After the prototype was complete, students from the target audience tested the prototype, focusing on aesthetics, content, and navigation (See Appendices E and F). Seven students tested the prototype in accordance with the protocol created by the design team. A think-aloud technique was used during the testing sessions to record the students' comments, suggestions, and reactions to the prototype. The students provided useful feedback that confirmed that the format and presentation decisions made by the design team were appropriate. Their feedback also helped form some of the recommendations for next steps for the project.

Limitations and Constraints

As with any significant undertaking, there were constraints and limitations. The timeline for the project had to be finite because it had to be complete in the confines of one semester during the course of the seminar. Implementation of important steps related to review of the literature related to alcohol and other drug policies on college campuses, analyses of target audience and causal factors, access to permission to contact students for various purposes and orientation to the technologies ultimately used to produce the product all had to be completed in the limited time available. All steps of the process received an extra layer of scrutiny because this was a student project under the auspices of a class, done by students rather than a professional instructional designer. These tasks took time and effort that could have spread over a period longer than a single semester.

The major limitations of this project were time and resources. The software used to develop the prototype was selected because of its ability to meet the requirements of the project and because it was accessible to the designers. Although the software used is very user-friendly, learning the software was very time consuming and improvements to the modules involve a process that could theoretically never be complete. Future designers could spend more time developing the graphics and technical mechanics of the modules.

Analysis / Findings

The congruent findings of the causal analysis and audience analysis resulted in the following major determinations that guided the specific design of the alcohol policy training modules.

- Students may not be familiar with the SDSU alcohol policies, having never had formal exposure to them.
- It is likely that students believe that alcohol use is a problem for students.
- Regular violation and lack of enforcement appear to be problems with many of the current policies.
- Students seem to perceive that SDSU has a warranted reputation as a “party school”.
- Students seem to believe the school should be proactive with its alcohol awareness programs. They also seem to think training on the policies would be an appropriate and useful pursuit for the school.
- Students seem to want training programs that are interactive, efficient, and contain some elements of humor or whimsy.

The prototype testing provided useful feedback on the design concept of the training modules. Overall, the prototype met the goals of the project. Students found the training to be engaging, they learned about SDSU’s alcohol policies and were successfully able to demonstrate their acquired knowledge in the quiz portions of the prototype. The student response to the animation was positive, and they thought the presentation, amount of content, and delivery were appropriate. Specific feedback of the prototype testing is in Appendix F.

Conclusions / Recommendations

At the conclusion of this phase of the Alcohol Policy Training Project, slated for continuation next semester, the following recommendations can serve as “next steps” to pursue:

- As envisioned by AOD, the existing modules will be web-enabled and revised to include a method of giving feedback on responses and success rates. This should occur both on an individual basis to the student completing the modules and as a collection of user data for AOD to identify which students have completed the module and their performance on the quizzes, both individually and collectively.
- In addition to the web implementation of the module, the design team also recommends that subsequent work on this project utilize the newer version of the *It's Me* program, which was the animation program used for the characters used in the training, to enhance the movements and synchronization of the characters with the narration. This newer version, now called *iClone*, is available from Reallusions.com, both on a trial and purchase basis. This upgrade to the program was not yet available at the time of the original production of the module. It was clear from the prototype usability testing that these characters were a significant factor causing the students' high level of satisfaction and motivation connected with the training.
- The review of the literature was very telling regarding current best practices in programs regarding alcohol abuse prevention. Colleges and universities need access to more research into the drinking patterns and practices of today's youth as a whole and even more importantly, at their specific institution. Such a study of the students at SDSU would go far to inform local policy and practice in this regard (Reis & Wiley, 2000).

- While informing students of the exact policies regarding alcohol and drugs is an innovative and research-based first step to prevention, AOD should continue and expand its efforts to offer educational and intervention programs aimed at prevention. Some ways to continue this effort are:
 - Seeking support of community agencies with reducing permits for alcohol selling establishments in close proximity to the university
 - Pursuing an active outreach program to the local high schools and other students who apply to SDSU, contacting them and educating them about alcohol policies and abuse prevention during their senior year, perhaps even requiring them to access and complete the Alcohol Policy Training as a requirement for entrance
 - Promoting a continual data-gathering process and using that information to inform governing bodies about student drinking patterns, encouraging them to take a periodical fresh look at policies and procedures, making sure that these regulations are appropriate and relevant to the constantly changing student landscape
 - Encouraging policymakers to involve students in the process of creating policy to create buy-in and self-management by student groups, involving community resources and all stakeholders in this effort
- Updating the website and the training modules periodically to keep a fresh, modern feel that will appeal to the current SDSU student body. This process should happen every time a policy changes or every three years, whichever is more frequent.

AOD's efforts have been exemplary in the execution of programs and services for students related to the area of use of alcohol and other drugs. This new, innovative training is another example of its student-centered approach. Continuing down the path of

innovation, creativity, and constant course correction will be the best weapon in the ongoing fight to protect our youth from the dangers of these substances.

List of Appendices

Appendix A	Client/Designer Project Contract A copy of the contract for the project
Appendix B	Literature Review Overview of related literature
Appendix C	Log of Hours Spent on Project Person-hours spent on the project
Appendix D	Student Interview Protocol Audience analysis interview questions
Appendix E	Student Interview Highlights Summary of the student responses
Appendix F	Prototype Testing Protocol Prototype testing evaluation questions
Appendix G	Prototype Testing Student Feedback Student feedback on the prototype
Appendix H	Permission for Use of Images Email chain with owners
Appendix I	Summary of Software A list of the software used to create the design prototype

Appendix A: Client / Designer Project Contract

SDSU Office of Alcohol & Other Drugs Initiatives

Consulting Contract

October 1, 2005

The following document establishes a contract between the SDSU Office of Alcohol & Other Drugs Initiatives (client) and the consulting team of Stefanie Lincoln, and Peggy Ward. This contract defines responsibilities, deliverables and compensation for the Alcohol and Drug Policy Online Training Course Front End Development Project. The project is to be completed as partial fulfillment of the requirements for the graduate class "Seminar in Instructional Design" at San Diego State University.

Parties

Stefanie Lincoln and Peggy Ward, the consultants, will provide services outlined below for the client, SDSU Office of Alcohol & Other Drugs Initiatives. Since this project is part of their course of study at SDSU, they are working under guidelines provided by the university, the College of Education, the EdTec Dept., and their course professor (Dr. Marcie J. Bober). Stefanie Lincoln will represent the consulting team and serve as contact person for the project. Susan Henry will represent SDSU Office of Alcohol & Other Drugs Initiatives and serve as contact person for the project.

Timeframe

The services outlined within this contract will commence September 21, 2005 and will conclude with the final product and documentation presented to the client by December 15, 2005.

The Project

SDSU Office of Alcohol & Other Drugs Initiatives has been awarded a grant from the Office of Traffic Safety to develop an online training program for SDSU students that instructs students about campus alcohol policies. The client would like to create an interactive training tool that will provide instruction, assessment and feedback to the student in a 30 minute timeframe.

The consultants are being retained to design and develop an online training program about campus alcohol policies for the SDSU Office of Alcohol &

Other Drugs Initiatives. The specific product developed will be determined through information gained during the analysis and approved by the client.

Services

The consultants will conduct an analysis of the target audience, a content analysis of the SDSU alcohol policies, and a causal analysis of the current and past issues that pertain to student drinking at SDSU.

Data acquired from the analysis will provide the foundation for the recommended design and delivery of the product to be proposed by the consulting team and approved by the client. The consultants will then design and develop a prototype of the online training product.

Roles and Deliverables

The consulting team will provide to the client:

- Proposal detailing the analysis findings and the recommended product format
- Product prototype based upon the analysis findings, designed to meet the needs of the users, and developed according to the instructional delivery method
- Report documenting the product development

The client will provide to the consulting team:

- Access to information, publications, and materials needed to perform the analysis
- Timely approval of documents for project development
- Reimbursement for project related expenses that will be approved in advance by the client
- Note: The client will obtain approval from SDSU's Office of Academic Affairs—allowing consultants to speak directly with a *purposive* sample of students about campus alcohol policies. Without such approval, consultants will glean audience information from extant data only (statistical reports, etc.).
- The client will provide to the consultants' professor, Dr. Marcie Bober, an ID consultant and evaluation form. The URL for this form will be provided to the client via email, and must be submitted no

later than December 15, 2005. Receipt of this form is essential for the consultants to receive a grade in this course.

Payment

In return for services, each consultant will receive payment of \$750.00. Payment will be due when the deliverables outlined above have been completed and turned over to the client. Both parties enter into this contract on October _____, 2005.

For SDSU Office of Alcohol
And Other Drugs initiatives:

Susan Henry

SDSU Consulting Team:

Stefanie Lincoln

Peggy Ward

Appendix B: Log of Hours Spent on Project

Activity	Hours Spent
Designing the training modules Includes creating the design, drafting the storyboard and script, consulting resources for best practices	30 hours
Building the prototype Includes creating animated characters in <i>It's Me</i> , images, and high-fidelity prototype in <i>Captivate</i>	80 hours
Written reports and analysis Includes the research and planning that went into the reports	35 hours
Brainstorming All time used to think about and plan the project	30 hours
Conducting interviews Time spent with the students	8 hours
Conducting Prototype Tests Time spent with the students	4 hours
Client /Designer Interactions Includes meetings, emails, and phone calls	8 hours
Project Management Includes time spent consulting Dr. Bober on various aspects of the project in meetings and emails	16 hours
Total Hours Spent On Project	209 hours

Appendix C: Literature Review

College Students, Alcohol, and University Policy:

A Call to Action

Binge drinking, alcohol poisoning, date rape, and automobile crash fatalities while under the influence of drugs or alcohol are some of the results of alcohol use by college students across this country. There are few things more tragic than a young life cut short. Worse yet is when the cause of that tragedy was preventable. Trends in alcohol abuse among college students and the challenges faced by campuses, communities, families, and taxpayers in finding solutions is the subject of many studies. Policies to govern alcohol use vary among institutions; however, a common theme reigns throughout; less is more – drink excessively at the risk of peril or punishment.

The Problem

Despite carefully constructed and heavily debated policies¹, the problems connected with student use and abuse of alcohol persist. There is evidence that more extreme forms of drinking by students are on the rise². Statistics on excessive drinking rates vary widely from college to college, specifically from one to 70 percent. More than 40 percent of students practice binge drinking, commonly defined as consuming five or more drinks in a row for men and four or more drinks in a row for women, according to one study. (Wechsler et al., 2000).

¹ See the National Institute on Alcohol Abuse and Alcoholism at <http://www.collegedrinkingprevention.gov/policies/>

The National Institute on Alcohol Abuse and Alcoholism's (NIAAA) 2002 panel on Contexts and Consequences found that while binge drinking is increasing, the percentage of abstainers is also increasing. Students seem to be making a decision to either drink with relative abandon or not drink at all. This is one reason why many universities have adopted a zero tolerance, no-warning policy, effectively outlawing alcohol in campus housing, for example, regardless of the ages of the residents. Chico State University in Chico, CA has adopted this type of policy and claimed to have improved the safety and integrity of the campus community as a result³.

Some Common Causes of Student Alcohol Abuse

Trends in student drinking have not significantly changed since the end of World War II. Heavy, episodic drinking by this population continues to be such a problem that the Surgeon General has identified as a major public health concern. "Over 80 percent of American youth consume alcohol before their 21st birthday" (USDHHS, 2000). Often, as with adults, alcohol consumption increases to dangerous levels during periods of special celebration.

The 21st birthday is a rite of passage that inevitably includes alcohol, occasionally in quantities great enough to kill, and most frequently in quantities more than adequate to reduce inhibitions and cloud judgment, thereby resulting in sometimes life-altering, negative consequences. Seventy-two percent of students in one study drank to the point of high risk on their 21st birthdays. One integral part of many celebrations is the "Power Hour". During this period from the stroke of midnight to 1:00 a.m. young birthday celebrants often are engaged in little else besides consuming very dangerous quantities of alcohol. Another birthday game, "21 for 21", involves the drinking of one shot for every

³ See <http://www.csuchico.edu/hfs/>

year of life. A Michigan State student died on his 21st birthday after having consumed twenty-four shots of alcohol. (Neighbors et al, 2005).

Birthdays and other recognized holidays aside, for many college students, the weekly occurrence of Friday and Saturday nights is enough reason to celebrate. Researchers and experts on this topic have identified a number of factors that contribute to and even encourage, albeit unintentionally in many cases, underage drinking and binge drinking by students enrolled at any given college campus (NIAAA, 2002; Reis & Riley, 2000; Kuo, 2003):

- Contact with other students over 21 who buy alcohol for minors in exchange for free alcohol or other favors
- Living in states where alcohol abuse and alcoholism are more prevalent than average (Nelson, et al, 2005)
- Proximity of the campus and housing facilities to liquor stores and convenience stores
- Fewer Friday classes, which seems to encourage students to create three-day weekends for the purpose of drinking more
- Presence of Greek fraternity and sorority houses formed mainly for social purposes
- Presence of high-profile athletic teams, such as NCAA football
- Higher percentage of students living in on-campus or near-campus housing, with a lower percentage of students living at home with parents
- Location in or closer proximity to borders of other countries or states where drinking laws are more relaxed

- Increasing popularity of drinking games which include traditional favorites and engaging newcomers⁴

Reis and Riley (2000) found that demographics played the greatest part as predictors of student alcohol consumption. They concluded that the failure to address these predictors of alcohol abuse and to use them to define best practices for formation of policy will most likely have no effect or may even encourage an escalation of determined drinkers to drink even more.

Consequences of the Status Quo

Students who drink heavily are more likely to experience instances of academic impairment, memory loss, injuries, and even fatalities (NACAA, 2002). Damage to property, littering and vomit are regularly evident in areas where students gather for these heavy drinking episodes. Communities, campuses, and families reel from the effects of deaths of students whose friends placed them in a room to “sleep it off”, only to find the person dead in the morning from alcohol poisoning, choking, or suffocation. Lives cut short by alcohol abuse and drug abuse are lives wasted, yet an attitude of “it won’t happen to me” still seems to prevail (NACAA, 2002).

Direct and indirect fatal consequences of alcohol abuse include murder, deadly assault, firearm and other accidents, suicide, and traffic fatalities. Vehicle crashes are the leading cause of death among 16- to 24-year-olds, and 56 percent of all crash fatalities involve drunk drivers in the general population. One study found that the characteristics of the drinking environment, such as location and the source of alcohol, were reliable predictors of heavy drinking and the possibility of alcohol-related crashes. Results of this

⁴ See <http://www.realbeer.com/fun/games/>

study suggest that prevention programs aimed at reducing driving while intoxicated should focus on locations as well as drinking patterns (Usdan, et al, 2005).

The influence of alcohol also exacerbates the likelihood of sexual predation and date rape. Females under the influence are less likely to fend off unwanted sexual advances effectively. Binge drinking by females continues to be less than that of males; however, the gap is decreasing steadily (NACAA, 2002). Today's liberated young woman seems to be willing to participate in the drinking games that have become so popular with this age group right along with her male counterparts. Unwanted pregnancies, emotional damage, and sexually transmitted diseases for the female are common results. Males are subject to these same outcomes with the addition of the potential of criminal prosecution.

Steps to mitigate the aforementioned consequences that take a demographic approach may include policy change, increased enforcement and intervention, as well as education and promotion of moderation. The reduction of the availability of low-cost and no-cost alcohol, limiting the density of alcohol outlets, and enforcing responsible server policies in bars and restaurants are all examples of environmental strategies for change that will necessitate a collaborative effort of all stakeholders in the university and the community at large (Usdan, et al, 2005).

Effective Policy is Still Elusive

A wide variety of alcohol and drug policies exist at colleges and universities, but most focus on the goal of limiting alcohol consumption to reasonable levels for students over 21 and to prevent students under 21 from drinking alcohol, thereby preventing alcohol-related problems for the campus and its students. Fear of the negative results of banning alcohol completely has resulted in many institutions adopting very complicated policies in an attempt to appease drinkers and non-drinkers alike. In an important 2003

Harvard School of Medicine study lead by Henry Wechsler, PhD.⁵, long considered a leading authority and researcher on college students' use of alcohol and other drugs, researchers concluded that these institutions' fears, which include increased high-risk drinking outside of college and campus unrest due to the heavier restrictions, actually are unfounded. While banning alcohol does not eliminate high-risk drinking or the students' experiences of alcohol-related problems, it was found that students from "dry" colleges drink no more heavily nor experience no more frequent episodes of binge drinking than their counterparts from colleges with policies that permit alcohol use with limitations. Students who attend schools with a complete ban on alcohol use are "30 percent less likely to engage in heavy episodic drinking, more likely to abstain from using alcohol, and less likely to experience the secondhand effects of drinking (Rhodes, et al, 2005)".

While virtually every campus has an alcohol and drug use policy in effect, institutions know little about how the students perceive the policies, whether or not they know the policies or where to find them, and whether or not knowledge of the policies has an influence on binge drinking. Rhodes, Singleton, McMillan, and Perrino, after a study of six colleges and universities in 2005, reported an astonishing lack of knowledge of the campus alcohol policy. While most of the students (69%) agreed that a policy existed for drug use, which of course was a total ban, none of the students agreed on the policy for alcohol. Many students (54%) indicated that either there was no alcohol policy or they did not know a policy existed, even though the administrator of the school reported that nearly 80% of the students were aware of the existence of the alcohol policy and the material contained therein. This discrepancy highlights an area of focus that college administrators can pursue to upgrade their campus efforts to curb excessive drinking by college students.

⁵ See <http://www.hsph.harvard.edu/facres/wchslr.html>

Call to Action

Researchers suggest that universities and communities must find new solutions in order to combat this continuing problem with college youth and alcohol. Steps that have the greatest likelihood of implementation and efficacy include those that are directly within the influence of the college administration. Researchers also suggest that more research into the drinking patterns and practices of today's youth is necessary (Reis & Wiley, 2000).

A first step that universities can take is to review the current policies using demographic and environmental approaches. This will increase the chance that a policy, once enacted, is appropriate for the population it means to serve. Key to this will be involving students in the process to create buy-in and self-management by student groups. Community resources and stakeholders can also help in this effort.

The second step, once updated policies are in place, is to ensure that all students are as familiar with these policies as they are the requirements for a degree in their chosen major (Rhodes, et al, 2005).

The third step is to enhance the educational programs that focus on alcohol abuse awareness and prevention. Colleges must reach out into the community for support. They must have a presence in the high schools that feed into them and start awareness of policies early. Investments in these areas today should surely pay off greatly in the future. Dedication, perseverance, fresh ideas that stay abreast of the times, and a willingness to take a team approach are the only the weapons that will prevail against such a cunning and attractive opponent.

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Appendix D: Student Interview Protocol

Introduction:

My name is Stefanie Lincoln; I am an Ed Tech graduate student here at SDSU. I am working with Student Health Services on a project for one of my classes to design a program to educate students about SDSU alcohol policies.

Everything we discuss today is completely confidential and no repercussions can come from any of your answers.

This interview is not intended to judge you or your actions in any way; we just want to get the most accurate picture of what is currently happening at SDSU.

We are looking for information to help us make an online tool that will help students understand the school's alcohol policies. We want the program to be interesting and user-friendly for the students and be applicable to current issues students are facing – that is why we are interviewing students today.

If you don't understand a question, just let me know. If you don't feel comfortable answering a question, that is fine. I just ask that you try to answer the questions truthfully and accurately. Please take your time answering the questions, the more specific information you can give me, the more it will help the study.

Demographics:

1. **Age?** _____
2. **Gender?** _____
3. **Year/Status**_____ Have you been at SDSU since you were a freshman? _____
4. **Where do you live?** Greek house Parent's home
Dorms Off Campus Other_____
5. **How many roommates do you have?** _____
6. **Do you belong to a fraternity/sorority?** _____
7. **Are you a member of any SDSU sports teams?** _____
8. **Are you involved in any clubs?** _____

General:

When you went through student orientation, did you receive any written or verbal information pertaining the SDSU's alcohol and drugs policies?

Where do you think you could find out what the policies are?

Do you think it makes sense for the school to have its own policies on alcohol and drugs? Why should they care about these issues?

Can you tell me what some of the services are that the SDSU Office of Alcohol & Other Drugs provides for students?

Do you think the services provided by the AOD are confidential?

Would you feel comfortable using the AOD if needed? Why or why not?

Drinking Habit Questions:

What kind of a reputation would you say SDSU has?

Where do you think that perception comes from?

Do the people you hang out with fit that description?

In your opinion, do you think students at SDSU drink more or less than students at other schools?

How common is drinking among underage students?

What are the most popular kinds of alcoholic beverages consumed by students at SDSU?

Do you see a difference in the amounts and frequency of alcohol consumed by males and females?

Do you think peer pressure is an issue students commonly have to deal with?

What are the most common situations in which students drink?

On what occasions do students typically drink excessively?

What is a common way to celebrate a 21st birthday?

Do you believe drunk driving is a frequent behavior among students?
There are a lot of studies concerning drunk driving, binge drinking, risky sexual behavior while drinking, drinking games, and peer pressure. What do you think the riskiest behavior is that people participate in at SDSU?

Dorms: (If they live in dorms or ever visit there)

What are the restrictions on drinking in campus housing; are you familiar with them?

Do students regularly consume alcohol in the dorms?

Are the policies enforced?

Greeks: (If they are in a fraternity or sorority or attend parties there)

Are you aware that there are specific rules the fraternities and sororities are required to follow in respect to serving alcohol at parties or other events?

Have you ever observed someone underage or intoxicated being served alcohol at one of the events?

Do you believe an effort is made to enforce the rules at chapter events?

Athletics: (For those on an athletic team)

As an athlete, did you have to sign a letter of consent acknowledging the SDSU ICA Substance Abuse Education and Testing Program policies and procedures?

Do you know what the repercussions for athletes for their first violation?
Second violation?

Have you seen any examples of athletes being held accountable?

Would you say the policies are strictly upheld?

Do you think the policies are fair?
Are the repercussions appropriate?

Wrap Up:

In your opinion, is binge drinking or excessive drinking a problem or a common practice at SDSU?

Do you think SDSU does an adequate job ensuring that students minimize their risks related to alcohol?
Can the school do a better job?

My partner on this project and I are designing web-based training for students. If you could help us design it, what features would you put in it? How else would you recommend getting the information out to students your age?

The information I am collecting today will be used to create interactive training for SDSU students to learn about the school's alcohol policies. We want the training to be interesting for the students and to address the most important issues that concern them. Is there anything I missed or that we should have discussed?

Do you have any questions for me or is there anything else you would like to discuss?

Thank you for your participation in this study.

Appendix E: Student Interview Highlights

Interview Findings

Only one of the 12 students interviewed remembers receiving any information or training from the school on SDSU alcohol and drug policies.

Most students knew they could look up the policies online.

Most students did not know what the Office of Alcohol and Other Drugs did or offered. They did think the services would be confidential and they would feel comfortable coming to the AOD for assistance.

All students interviewed believed SDSU had a reputation as a party school...most cited the #3 ranking in *Playboy* magazine. Several believed the reputation comes mainly from the fraternities and athletes and that those groups live up to the reputation but not necessarily the rest of the study body.

Everyone thought students at SDSU drink about the same or more than students at other schools do.

Students perceive underage drinking to be very common.

Beer and vodka seem to be the most popular types of alcohol among students. Mixing hard liquor with energy drinks is very popular.

Most of the students thought peer pressure was mainly an issue for new students. Some of the interviewees cited freshmen girls in particular and members of fraternities and sororities.

Students commonly drink on Thursdays, Fridays, and Saturdays. Excessive drinking usually occurs on all three of these days, and especially if there is a large party, a frat party, a sporting event, a holiday, and after exams.

Most of the students believed drunk driving was a common practice among students. Students thought approximately 25% to 75% of students drive while intoxicated or with someone who has been drinking.

Students cited binge drinking and risky sexual behavior as the biggest threats to students at SDSU concerning alcohol. There was a lot of student concern about date rape, sexual assault, and unprotected sex. It was clear that this was a big issue for both the men and women.

While almost all students brought it up, their opinions about students going to Mexico to drink varied. Some thought the close proximity of Tijuana, Mexico played a role in the school's reputation as a party school; others said it was something only new students do a few times; others thought it was a big problem because it promoted excessive drinking and in some cases drunk driving.

Students said there was no mandatory training on the alcohol and drug policies in the dorms.

Most said drinking was very common in the dorms, particularly before going out for the night.

Dorm rules are enforced but are easy to get around.

Greek members were very well versed in the rules that apply to them and believed they were enforcing them to the best of their ability.

It was everyone's perception that students under the age of 21, as well as people who are already intoxicated, easily access alcohol at Greek parties.

Most thought the fraternities tried to enforce the policies, but they are difficult to enforce.

Everyone thought binge drinking was a serious problem at SDSU and very common among certain groups or individuals. Interview participants cited fraternities and athletes multiple times.

Although everyone thought SDSU makes an acceptable effort in respect to alcohol awareness and programs, all thought there was room for improvement. Some said the university should increase awareness through additional exposure and promotion.

Students suggested using freshman classes or seminars to reach students with training. Many teachers offer extra credit for voting or donating blood, so students thought that would be a great motivator to get students to do this training.

Some suggestions for the training included many visual components, some kind of game to help learn the material, actual stories with shock value, dramatic statistics, humor, storylines, and the use of incentives or rewards.

While excessive drinking is in violation of the rules, authorities often do not intervene where there is drinking alone. Fighting among students who are drinking is most often the element that attracts official intervention. Fighting seems to be a prevalent side effect of excessive drinking among college students.

The new trolley station here at SDSU was mentioned multiple times. Students thought it helped with drunk driving, especially when going to sports events, but they believe crime has really increased because of it and many outsiders now have easier access to campus parties. Students identified gangs and military personnel as major contributors to many of the alcohol-related incidents and problems.

Most thought the school is very reactive rather than proactive when it comes to alcohol policies and programs.

Several students believed the school does not follow through with punishing policy violators.

The common definition of binge drinking is five drinks for men, four drinks for women. The interviewees generally agreed that students exceed that amount every time they drink.

Many students cited freshmen girls as being very prone to risky behavior including excessive drinking, appearing excessively foolish, putting themselves in a vulnerable position for sexual assault, and feeling overwhelmed by peer pressure.

Students perceived a direct link between alcohol use and campus safety.

Most students thought the school was improving in terms of risky alcohol behavior particularly because of the increased academic competition to get into SDSU.

Several students thought the school sent mixed signals to students about alcohol by having a bar on campus and alcohol advertisements on campus.

The athletes interviewed thought the athletic department did a very good job of ensuring the athletes understood the drug and alcohol policies that apply to them. They believed the rules could be stricter. Overall, they thought the athletic department did a good job enforcing the policies, although there was mention that sometimes the repercussions do not occur for athletes that are key members on the team.

The athletes thought using tools to put alcohol consumption into context would be a good way to get students interested. They mentioned calculators to show how many cheeseburgers are equivalent to a certain number of beers in calories or how the after affects of a certain numbers of drinks will influence performance, i.e. add five seconds to your time.

Most interviewees mentioned that the alcohol and drug policy training should be mandatory for all new students.

Appendix F: Prototype Test Protocol

Alcohol Policy Training Prototype Testing Protocol

Introduction:

- Introduction of myself and Peggy or the person assisting me.
- Brief explanation of the project.
- Expectations of the tester: *“I want to make it clear that we are testing the site, not you. We want to hear exactly what you think so don’t worry about hurting our feelings. We want to make any improvements to the material that is necessary and your honest feedback will help us do that.”*
- Instructions for the tester: *“As we go along, just think out loud and ask any questions that you have. I will guide you through the modules, and Peggy will be writing down what we talk about. We would like you to focus on the aesthetics/navigation/content of the site (see each topic below, one topic per tester). Do you have any questions before we begin?”*

Discussion during the think-aloud will cover the following items either during the actual module or at the end if it is not addressed during the testing.

Navigation:

1. Do you know how to move to the next slide?
2. Do the slides function properly?
3. Can you navigate back to the beginning of the module?
4. Can you change your answer to a quiz question while on that screen?
5. Do all of the links work?

Aesthetics:

1. How do you feel about the overall appearance of the modules?
2. What do you think of the characters? Are they appropriate? Do they add to the training? How?
3. What do you think about the narration? Do you think it helps to have narration included?
4. How do you feel about the graphics? Did they help clarify the information?
5. What do you think about the colors and layout of the slides?

Content:

1. Is the amount of content appropriate?
2. Are terms and phrases adequately explained?
3. Are there any sections that are unclear or confusing?
4. Does the material in the module prepare you sufficiently to do well on the quizzes?
5. How do you feel about the way in which the material was presented (narrator explaining rules, characters asking questions, summaries, etc.)?

Appendix G: Prototype Testing Results

SDSU Alcohol Policy Training Usability Testing

Test Date:	Tuesday, 12/13/05
Name:	Connie
Gender:	Female
Age:	Age 18
Year:	Freshman
Area of Concentration:	Content
Test Duration:	33 mins.
Other Info.	

Observations:

- Likes Table of Contents
 - Good to have an overview of what you are going to do
- Nice instructions
- Liked picture of SDSU
- Good to have both the written part and the narration
- Laughed at characters
- Narration and script conflict
 - Should read exactly what is on the page, then elaborate afterward
- Summary for Module 1
 - Up until then, you have what you can't do; it would be good to know what you can do
 - Tester mentioned Module 3 in response
- Reacted to car crash photos
 - Good beginning pictures
- Likes extra navigational controls
- Should have a feature that takes user back to slide if wrong answer
- The recaps before the quizzes are definitely good
 - “friends” vs. “guests” is confusing
- Clicked on all three resources
 - Trouble navigating back
 - [Captive continues to run while new window is on top – maybe an instruction to pause before clicking]
 - Had never seen or heard of the AOD site before
 - Only read about the dorms before coming to SDSU
- Very minor improvements will make it great

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	4	4
Module 3	9	9
Module 4	8	8
Total All Modules	27	27

Overall Percentage: 100%

***SDSU Alcohol Policy Training
Usability Testing***

Test Date:	Tuesday, 12/13/05
Name:	Kyle
Gender:	Male
Age:	Age 18
Year:	Freshman
Area of Concentration:	Aesthetics
Test Duration:	26 mins.
Other Info.	Lives in Dorms

Observations:

- Question at quiz
 - Unsure how to navigate
- Submit vs. Next
- Funny watching something informative and you know it's not true.
- "I don't know if it's the best way to present an argument"
 - It's common sense
 - Look at the history of SDSU
 - Drinking happens
 - Don't usually get caught
 - It does inform us of the rules, if that's the point
 - Most people don't know the exact rules
- BAC calculator is new information
- Did not know about BAC
- Should insert more auto crash pictures or spread them out
- Module 3 is very specific
 - Didn't know any of that
- Laughed at characters
- Module 4 is very complicated
- The most important rules are CA rules
 - Especially about being 21
- Not overly corny
 - There's a fine line with animation that's not professional. It can be corny. Should be fun, but not corny. This isn't too corny.

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	3	4
Module 3	9	9
Module 4	8	8
Total All Modules	26	27

Overall Percentage: 96%

***SDSU Alcohol Policy Training
Usability Testing***

Test Date:	Monday, 12/12/05
Name:	Nicole
Gender:	Female
Age:	Age 18
Year:	Freshman
Area of Concentration:	Content
Test Duration:	25 mins.
Other Info.	SDSU Athlete

Observations:

- Unclear about submit or next at the end
- Intuitively knew to use the next buttons at the beginning
- Waited for end of introduction before continuing.
- Reacted to car crash photos
 - Mildly shocked
- Nodded when definition of gross vehicular manslaughter came on
- Characters make it fun
- Characters ask what we would ask
- Content sufficient to perform well on quizzes
- Easily understood
- Liked characters
- Liked summary narration at end of each module
- Had some prior knowledge of most of the general info.
- Wouldn't change it at all

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	3	4
Module 3	9	9
Module 4	8	8
Total All Modules	26	27

Overall Percentage: 96%

***SDSU Alcohol Policy Training
Usability Testing***

Test Date:	Tuesday, 12/13/05
Name:	Kevin
Gender:	Male
Age:	Age 19
Year:	Sophomore
Area of Concentration:	Aesthetics
Test Duration:	30 mins.
Other Info.	Lives in apartment just off-campus

Observations:

- Was surprised there is no hard liquor allowed on campus
- Surprised by amounts of fines
- Asked a few clarifying questions about the content
- Felt he already knew most of the information in Module 1
- Chose not to use the BAC calculator in Module 2 – didn't even ask about it
- Gave some suggestions for improvement
 - Make cartoon characters larger
 - Synchronize voices with movements of characters
- Said that content definitely prepared him adequately for the quizzes
- While he knew most of Module 1, much of the information in the three more specific areas was new to him.

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	3	4
Module 3	9	9
Module 4	6	8
Total All Modules	23	27

Overall Percentage: 85%

***SDSU Alcohol Policy Training
Usability Testing***

Test Date:	Monday, 12/12/05
Name:	Melissa
Gender:	Female
Age:	Age 17
Year:	Freshman
Area of Concentration:	Navigation
Test Duration:	29 mins.
Other Info.	<ul style="list-style-type: none"> • Works in Educational Technology Department Office • Lives in the Dorm

Observations:

- Skipped slide after BAC calculator
- Characters are cute
 - Makes it fun
- No reaction to car crash pictures
- No problem navigating back to review slides
- Was able to easily change quiz answer
- Submit button confusing
 - Leave it until last or eliminate
- Did not hear about any of this information at the dorms or the job or classes
- Found it very informative
 - “I will definitely remember these rules”
- Liked that it was “not preaching”
- Fun way of learning all the rules
- Easy to learn

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	4	4
Module 3	9	9
Module 4	8	8
Total All Modules	27	27

Overall Percentage: 100%

***SDSU Alcohol Policy Training
Usability Testing***

Test Date:	Monday, 12/12/05
Name:	John Doe
Gender:	Male
Age:	Age 20
Year:	Junior
Area of Concentration:	Aesthetics
Test Duration:	28 mins.
Other Info.	Works in Instructional Media Lab

Observations:

- 2nd-to-last slide continues in background
- Other links cannot be checked
- 3rd alcohol question is good
- “points you toward it”
- Laughed at character
- “Characters keep you interested”
- Definitely likes that the pics are of SDSU
- First pic of SDSU there too long
- Wondered if the buttons could be eliminated and advancing could be automated
- Good, general theme
- Characters are “pretty good”
- Animations should be on same page as words.
- Perhaps a split screen
- 1st section – 3-4 slides in a row are really plain
- Possibly add a video clip
- Flows well
- Liked crash pictures
- Likes Module 3 the best
- Flows steadily
- More animation
- Got beer cooler question wrong
- Keep narration
- Program didn’t pause for BAC calculator
- Audio slid in Module 4
- Clip art is good, especially with words or labels
- Likes the summaries right before the quiz

Quiz Scores:

Module Number	Correct	Possible
Module 1	4	4
Module 2	3	4
Module 3	9	9
Module 4	6	8
Total All Modules	23	27

Overall Percentage: 85%

Appendix H: Permissions for Use of Proprietary Images

The following is a copy of the email chain between Peggy Ward and Greg Lopez of the “Crash59” web site.

Hello -

I am a student and I am doing a project on drinking and driving. It will eventually be part of an online training that will teach students at San Diego State University about the university's policies on the use of alcohol as well as the dangers of driving while under the influence. I would like to know if I may have your permission to use the photos from <http://www.crashm59.com/vhsphotos.htm> in my project:

Thank you so much,

Peggy Ward

In a message dated 11/28/2005 8:38:00 A.M. Pacific Standard Time, glopez@honolulu.gov writes:

Aloha Peggy

You can use any of the photos on the web cite, I know first hand how dangerous it is to drive drunk. I have many other photos much worse than these from other drunk driving cases. Contact agin if need more. The one in the middle, An older lady on her way to doctor, went through ticket booth to get into parking lot. She dropped her ticket on the ground and opened the car door to retrieve it and accidently stepped on the gas and killed herself.

Have a great day and keep up studies.

The following is a copy of the email chain between Peggy Ward and Mr. Parks of SDSU:

795A__Ward__Need for Permission to Use Your Pictures of SDSU

Thursday, December 15, 2005 22:32:53

To:kparks@mail.sdsu.edu

Cc:Susan Henry <shenry@mail.sdsu.edu>; salincoln@gmail.com; Marcie Bober <bobermj@yahoo.com>

Mr. Parks,

My name is Peggy Ward and I am a graduate student in Educational Technology here at SDSU. Stefanie Lincoln, another student in the Education 795A class, and I worked on a project creating a prototype of an Alcohol Policy Training for SDSU students. Within the modules, we would like to use three photographs, which I am told are your property or under your jurisdiction. We are working with Susan Henry and James Lange at Health Services on the project. I am told that you are aware which three pictures I am referring to. May I please have permission to use these pictures in the training modules? They are great pictures highlighting SDSU and fraternity life. They really add a lot to the presentation.

Thank you so much. Just a short email reply giving us permission will be fine.

Looking forward to hearing from you,

Peggy Ward

(Reply Pending)

(All other graphics used in the training product and the corresponding documentation are public domain, royalty-free, and/or part of a purchased program of clip art with expressed permission to use without citation.)

Appendix I: Summary of Software

The Alcohol Policy Training prototype modules were created using the **Macromedia program, Captivate version 1.0.1.**

- The audio was recorded directly into Captivate using live narration.
- Images were inserted as JPGs.

The animated characters in the prototype were created using the **Reallusion program, *It's Me*, version 2.0.** The characters were rendered as AVI files inserted into Captivate as animation slides.

Appendix J: References

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Rhodes, W., Singleton, E., McMillan, T. & Perrino, C. (2005) Does knowledge of college drinking policy influence student binge drinking? *Journal of American College Health*, 54(1), 45-49.

Usdan, S., Moore, C., Schumacher, J. & Talbott, L. Drinking locations prior to impaired driving among college students: Implications for prevention. *Journal of American College Health*, 54(2), 69-75.

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**SAN DIEGO STATE
UNIVERSITY**

FOR SUBMISSION TO

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SDSU DEPARTMENT OF EDUCATIONAL TECHNOLOGY

DR. JIM LANGE, PH.D., COORDINATOR, SDSU HEALTH SERVICES
AOD PRIORITY TEAM CHAIR

MS. SUSAN HENRY, M.P.H., HEALTH EDUCATOR, SDSU HEALTH
SERVICES AOD PRIORITY TEAM MEMBER, PROJECT LAISON

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
ED TECH 795A

DECEMBER 2005
SAN DIEGO STATE UNIVERSITY