



Sanctions: An Opportunity for Intervention

Executive Director of
Holistic Wellness
Lynn Schoenberg, Ed.S.

Session Plan

- Introduction to issue
- Century Council Report
- Other research
- Educational Sanctions at one institution
- Extrapolation to other campuses
- Things to do differently
- Q & A



Students will break the
rules...but then what?

What happens now at your
institutions?

We acknowledge...

- Students will break the rules
- Trouble can = opportunity
- Resource constraints (time, \$, staff)
- Millennial Students:
 - History of rewards not sanctions (Lake, 2009)
 - Prefer relationships to rules (Lake, 2009)

Century Council

- What is it?

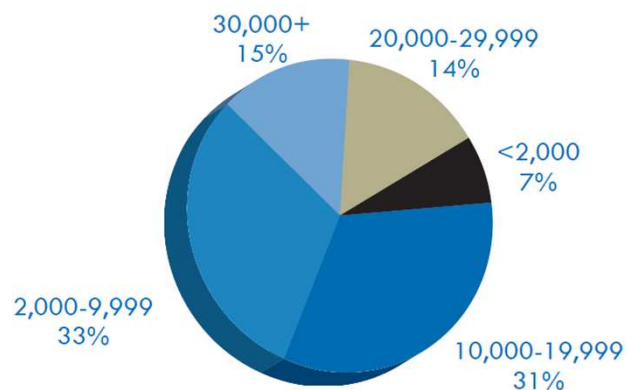
The Century Council is a leader in the fight against drunk driving and underage drinking and promotes responsible decision making regarding beverage alcohol.

- www.centurycouncil.org

Century Council, 2013: "Students' Views of Effective Alcohol Sanctions on College Campuses: A National Study."

- 777 students in violation of alcohol policies, 69 institutions
- 67% public institutions, 33% private
- 62% male, 38% female
- 86% under 21 at time of incident
- Asked about perceptions of sanctions....very different then looking at repeat offenses or other data

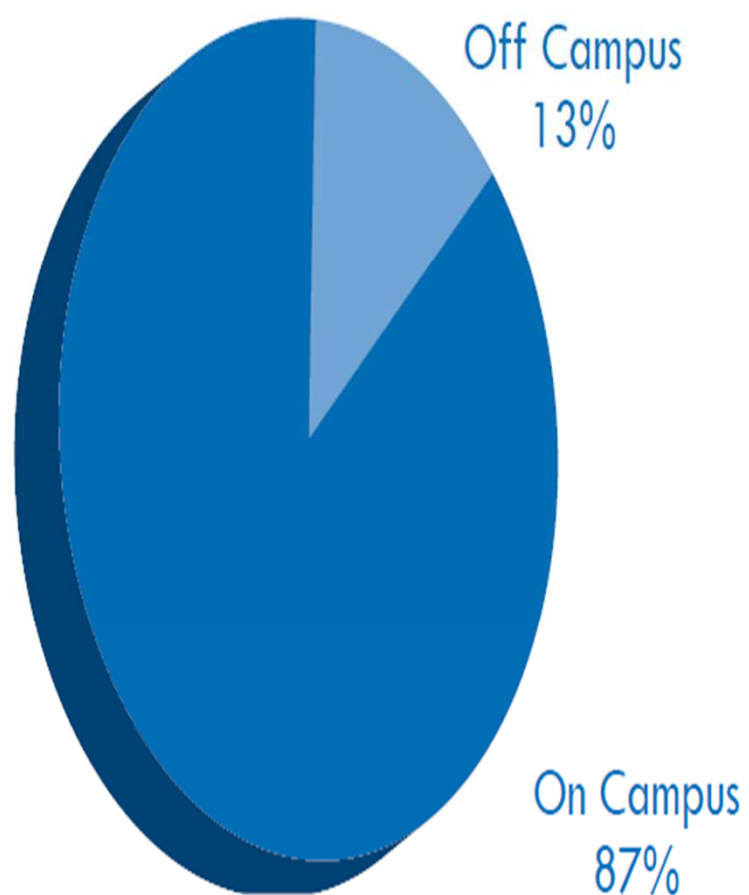
Students Enrolled



Description of Student Respondents

Description of Student Respondents

Location of Incident



Age

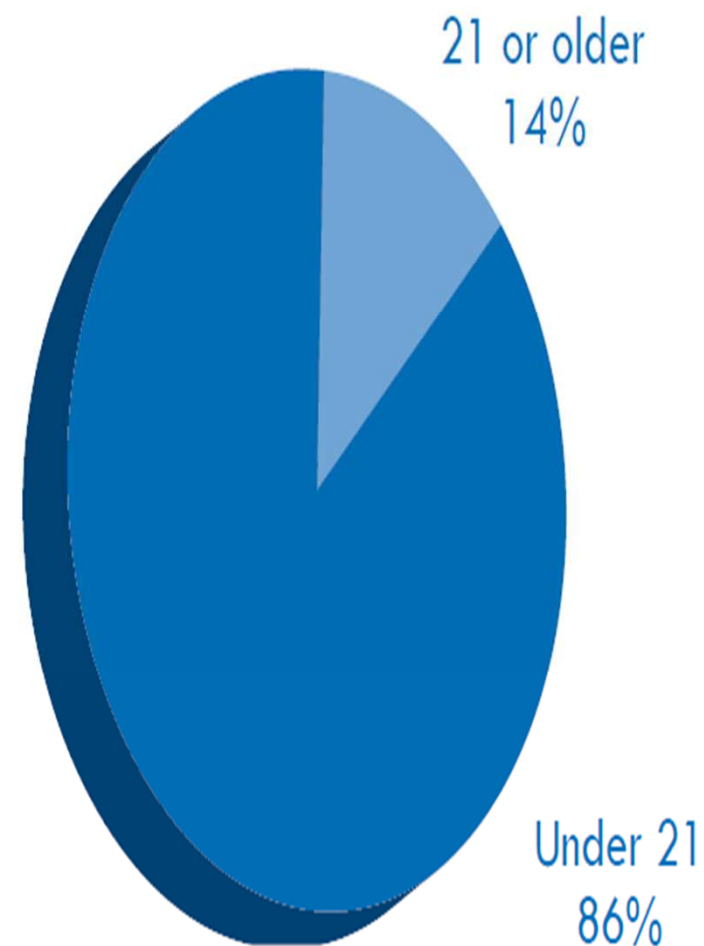


TABLE 3**Alcohol Policy Violations (N = 776)**

<i>Type of Violation</i>	<i>Frequency</i>	<i>Percentage</i>
Underage drinking (only)	213	27.4%
Underage possession of alcohol (only; that is, not in combination with other behaviors that violated institutional policies)	164	21.1%
Other (please specify)	100	12.9%
Possession of alcohol (regardless of age) on a campus or in a specific location where alcohol is prohibited (only)	83	10.7%
Drinking (regardless of age) on a campus or in a specific location where alcohol is prohibited (only)	71	9.1%
Drinking in combination with loud, rude, disorderly, or disruptive behavior that remained at the verbal level	52	6.7%
Driving while intoxicated	23	3.0%
Alcohol poisoning requiring hospitalization or medical treatment	20	2.6%
Drinking in combination with behavior that:		
damaged personal or institutional property	8	1.0%
endangered your safety	21	2.7%
endangered the safety of one or more other people	2	0.3%
endangered the safety of one or more other people and yourself	6	0.8%
actually injured you	4	0.5%
actually injured one or more other people	0	0.0%
actually injured one or more other people and yourself	3	0.4%
Providing alcohol to one or more underage individuals	6	0.8%

Figure C

Discipline Sanctions Issued

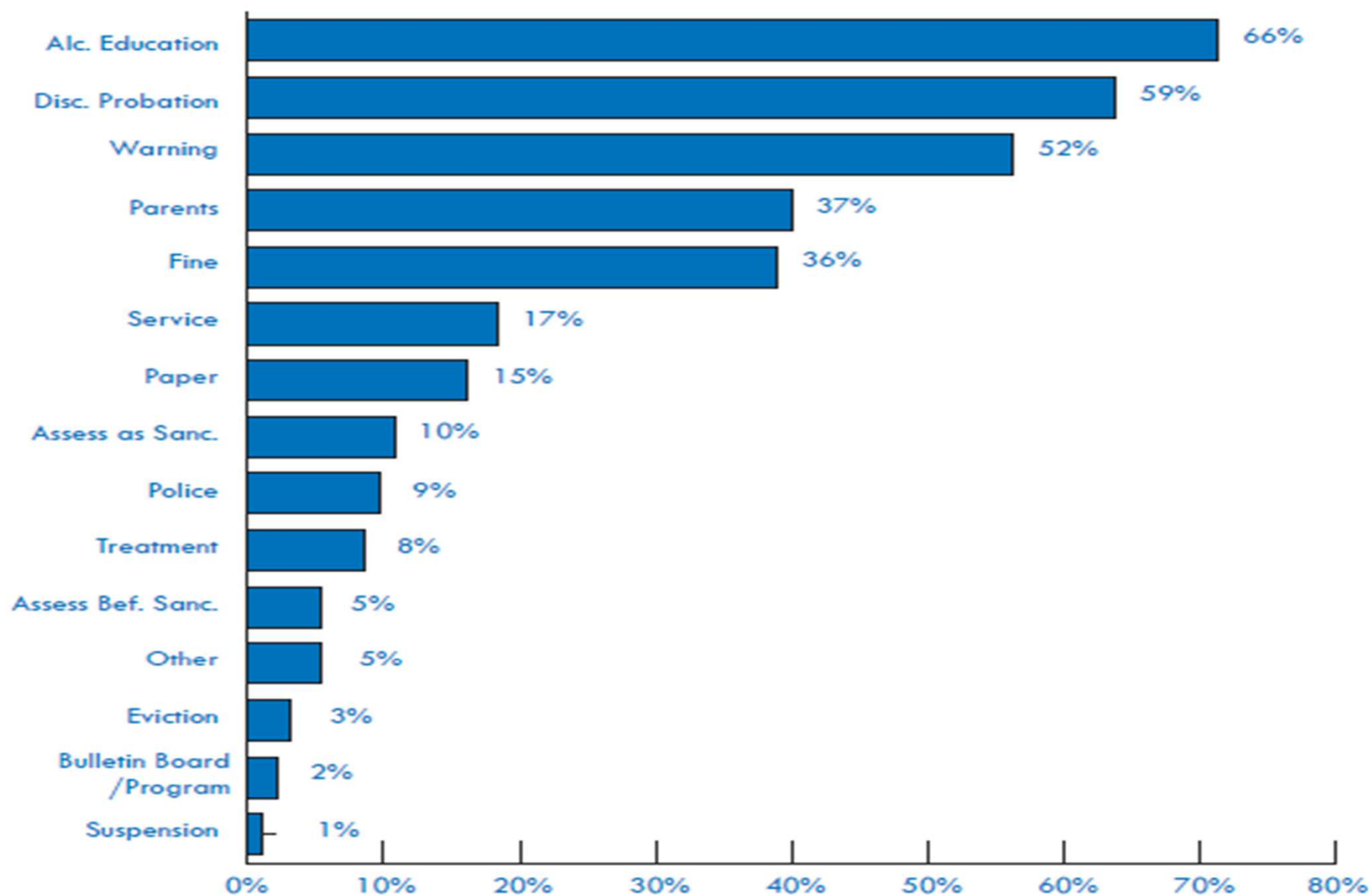
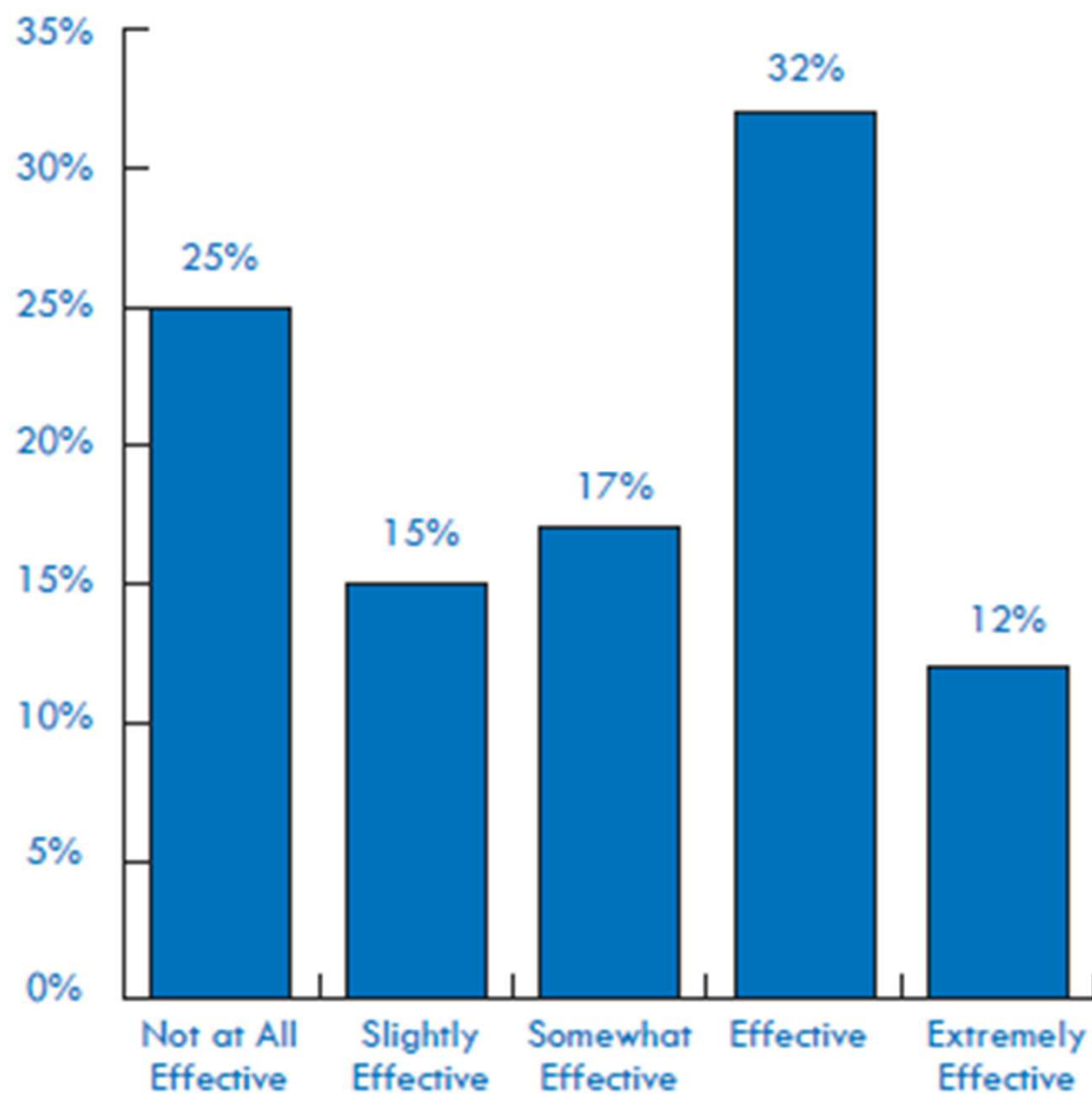


Figure D:

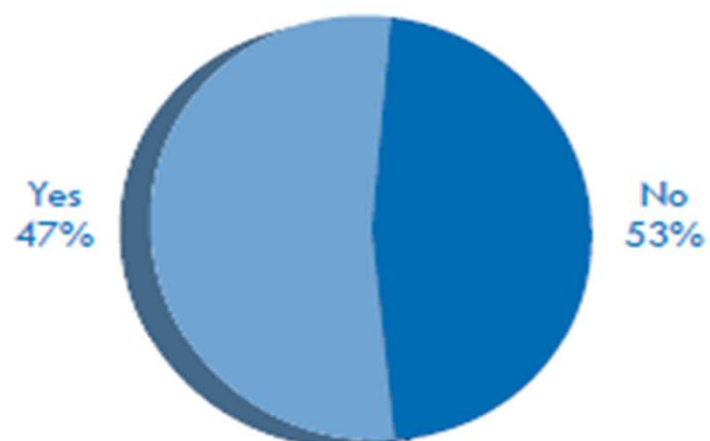
Effectiveness of Disciplinary Sanctions in Deterring Students from Repeating their Behavior



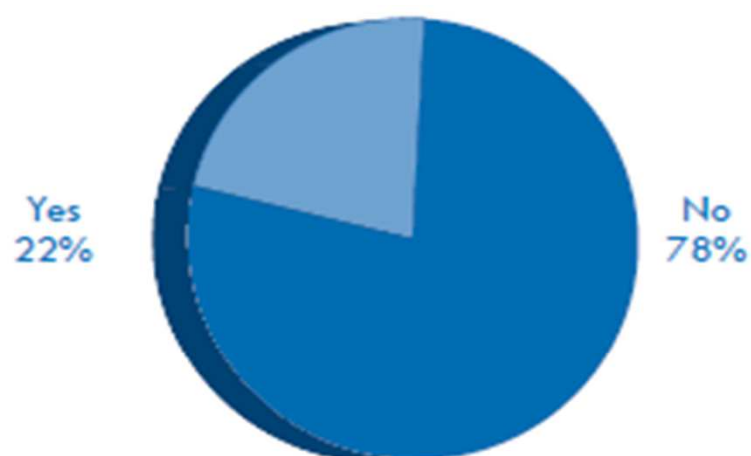
Did your parents' knowing about the incident and/or its disciplinary consequences deter you from repeating the behavior in the future?

(Asked only if student had responded affirmatively to one or both of the first two questions about parental notification.)

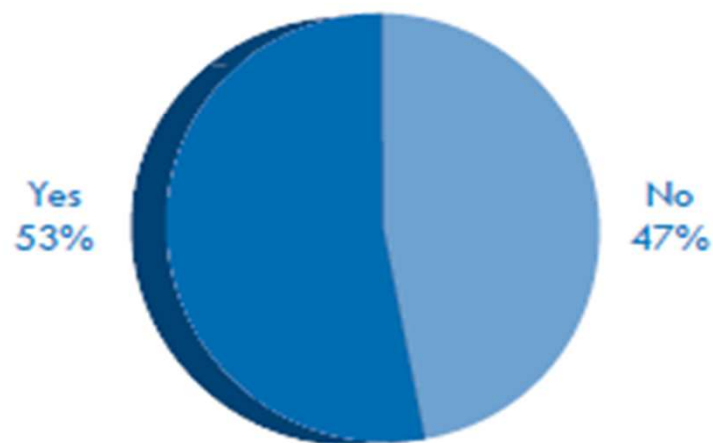
Parents Notified by Students Only



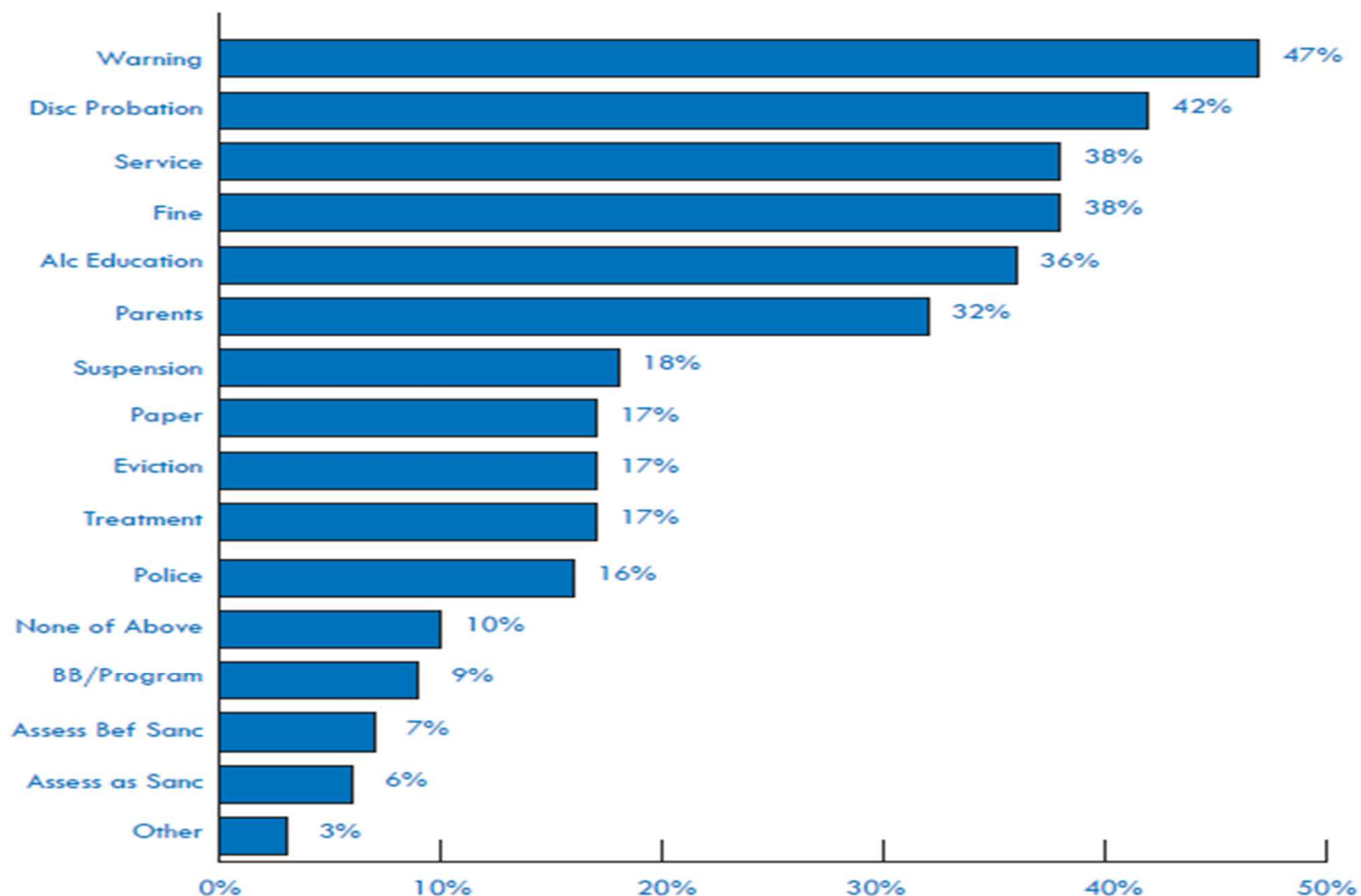
Parents Notified by Administrators Only



Parents Notified by BOTH Administrators and Students



Discipline Sanctions Students Believe Would Be Most Effective in Deterring Other Students From Violating Institutional Alcohol Policies



Sanctions that changed behavior...

changing behavior is not always the same as a deterrent

- ◉ Alcohol assessment or treatment
- ◉ Parental notification
- ◉ Involvement with criminal justice
- ◉ Being subjected to the disciplinary system itself
- ◉ “Students need to process the experience to make meaning of it,” (Century, 2013).

Century Report Suggestions:

- Survey your students
- Follow-up
- Meaningful policy education (flyers vs. handbooks)
- Consistent and fair enforcement
- Parental notification
- Educational sanction- not alone
- Criminal justice involvement = powerful
- Measure BAC when cited (19% in survey did this)
- Amnesty Program

Student Comments about sanctions:

- Taught to “make better decisions”
- “Be more careful with what I do with my body”
- “Be prepared for unforeseen circumstance”
- “Not to get caught next time”
- “Told me everything I already learned in middle school”
- “The deterrence was less from the actual program and more from not wanting to go through the hassle again”

Other research....

- Cornell University study- Knowledge around alcohol alone does not change high risk behavior (2009).
- Personalized feedback, offered face to face is helpful in mandated situations (Alfonso, 2012).
- “Processes deployed should aim to facilitate wiser and safer choices by students and/or choices that support learning and academic development.” (Lake, 2009)
- Motivational interviewing through the BASICS program is considered a best practice in alcohol work with students (Dimeff, et. Al 1999).

Stetson in Brief

- 2,500 undergraduates
- Private, liberal arts
- DeLand, Florida
- Over 80% residential
- Fraternities and Sororities housed on campus, except for one



What Stetson does for alcohol violators:

- Parental notification
- Criminal justice involvement
- Residential Probation
- Some combination of:
 - Fines
 - Community Service
 - Education/Assessment
 - Lower level: mystudentbody.com conduct
 - Higher level or repeat: BASICS

BASICS

- Brief Alcohol Screening in College Students
- Two, 50 minute sessions with a trained intervention specialist
- Uses motivational interviewing and is a screening approach
- Screening = is a higher level of intervention needed?
- Discussed goals to the student: “keep you out of trouble and talk about being more responsible with alcohol, whatever that means for you.”

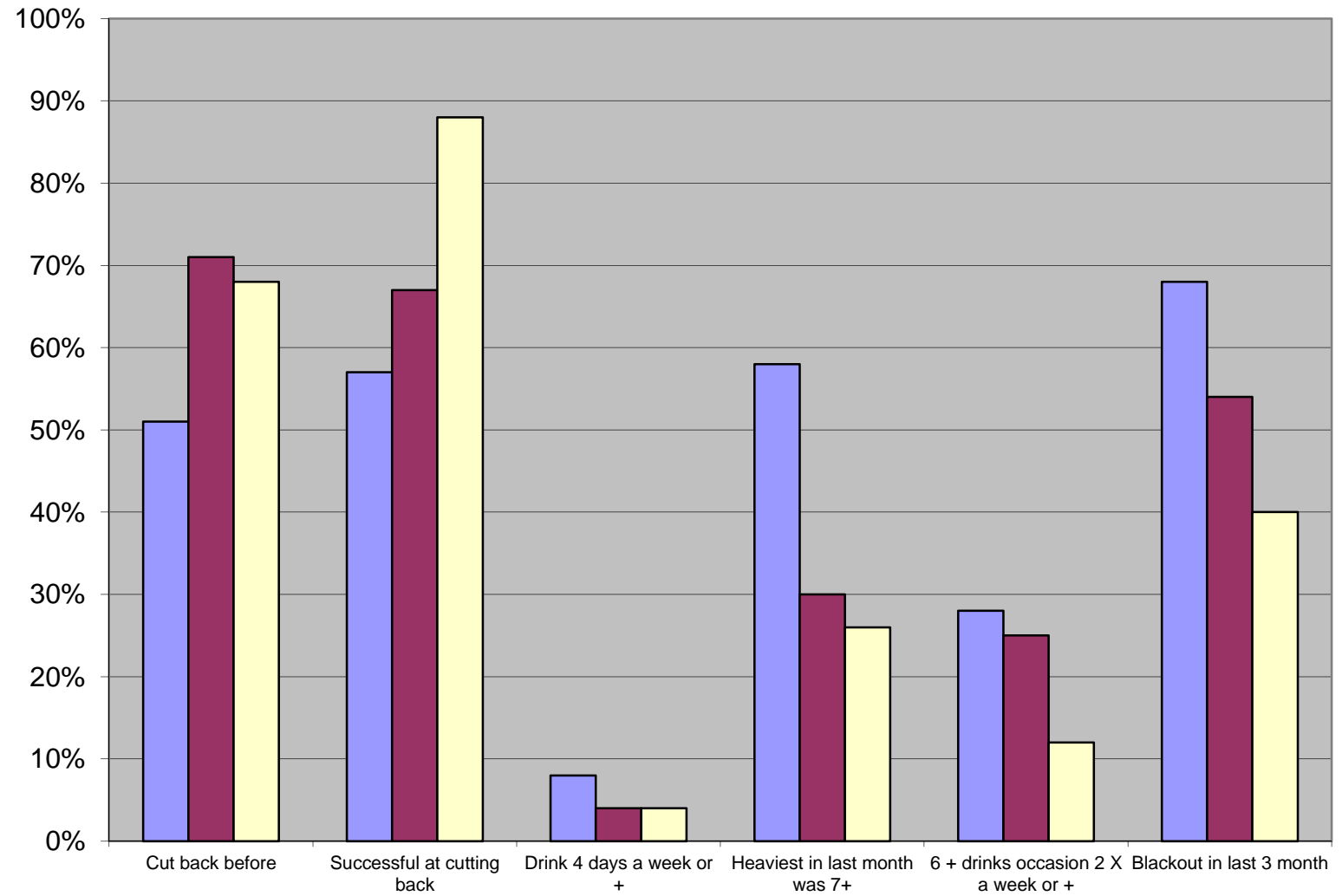
What Stetson does for AODV: All screening based

- Marijuana Sanction
 - Marijuana e-check up to go
 - One session with a professional staff
- Tobacco Sanction
 - Workshop using motivational interviewing
 - Focus is on why policy exists
- Anger Management Sanction
 - Two sessions with a Counselor

BASICS Alcohol Behavior Change

- Initial
- 1 Month
- 3 Month

% of Respondents



Outcome Data

- 91% of BASICS survey respondents think the program is a good option for Stetson students.
- Following BASICS, 83% at 3 months, and 56% at 1 month- feel they have been successful in cutting back on drinking.
- Tobacco Talk: 4.5 out of 5 on feedback score

Extrapolation to other campuses

- BAC resource constraints (campus police)
- Trained staff to do assessments
- Century Council's #1 suggestion is to assess your own campus
- Let's hear from you....

Things to do differently

- Stetson:
 - Follow up piece
 - More personal first level alcohol sanction
- You?

References and Q & A:

lschoenb@stetson.edu

Alfonso, J., Hall, T. V. & Dunn, M. E. (2012), Feedback-Based Alcohol Interventions for Mandated Students: An Effectiveness Study of Three Modalities. *Clinical Psychology & Psychotherapy*. doi: 10.1002/cpp.1786.

Century Council, 2013. "Students' Views of Effective Alcohol Sanctions on College Campuses: A National Study." www.centurycouncil.org

Croom, K., Lewis, D., Marchell, T., Lesser, M. L., Reyna, V. F., Kubicki-Bedford, L., Feffer, M., & Staiano-Coico, L. (2009). Impact of an online alcohol education course on behavior and harm for incoming first-year college students: short-term evaluation of a randomized trial. *Journal of American College Health*, 54(4), pp. 445-454.

Dimeff LA, Baer JS, Kivlahan DR, Marlatt GA. Brief Alcohol Screening and Intervention for College Students (BASICS): A Harm Reduction Approach. New York : Guilford Press, 1999.

Lake, P. (2009). "Beyond Disciple." Hierophant Enterprises, Inc.