

JOURNAL OF ALCOHOL and DRUG EDUCATION

Volume 53, No. 3, December 2009

ARTICLES:

- Using Community-based Participatory Research to Adapt *keepin' it REAL*: Creating a Socially, Developmentally, and Academically Appropriate Prevention Curriculum for 5th Graders.....12-38
Mary L. Harthun, Patricia A. Dustman, Leslie J. Reeves, Flavio F. Marsiglia & Michael L. Hecht

ABSTRACT

This paper reports on a process in which program designers, classroom teachers, and students worked together to adapt the 7th grade "keepin' it REAL" prevention curriculum to a developmentally, socially, and academically appropriate curriculum for 5th graders. A Community-Based Participatory Research methodology (CBPR), combined with a 9-step adaptation model, emphasized collaborative approach, both transformative and empowering. Essential adaptation elements were the Risk-to-Resiliency Continuum; the teaching of a wide range of skills including risk assessment, decision making, and resistance strategies; and, maintaining the theoretical grounding of Narrative Theory, Communication Competence, and Focus Theory of Norms. This paper describes how CBPR methodology can be conducted successfully while focusing on sustained theoretical grounding and effective research practices in a school-based setting.

- The Use of Freshmen Seminar Programs to Deliver Personalized Feedback.....39-52
Amber M Henslee & Christopher J. Correia

ABSTRACT

The current study tested the effectiveness of delivering personalized feedback to first-semester college freshmen in a group lecture format. Participants enrolled in semester-long courses were randomly assigned to receive either personalized feedback or general information about alcohol. Both lecture conditions were delivered during a standard class period. Participants were reassessed after 5 weeks. Participants who received personalized feedback reported more accurate peer perceptions and higher readiness-to-change scores regarding personal alcohol use than participants who received general information. However, the results did not indicate group differences in alcohol use or alcohol-related consequences. These results support the use of freshmen seminar courses as a vehicle to provide personalized feedback to increase awareness of campus norms and increase motivation to change drinking behaviors.

- Dieting Behavior and Alcohol Use Behaviors among National Eating Disorders Screening Program Participants.....53-64
Natalie F. Heidelberg, M.S. & Christopher J. Correia, PhD

ABSTRACT

Objective: *Research has shown that college students have elevated rates of alcohol use and problematic eating behaviors. The current study focused on the relationships between dieting behaviors and alcohol use among a sample of undergraduates attending National Eating Disorder Screening Program.*

Method: *All participants (n=70, 100% female, average age 20.5) complete a packet of measures assessing alcohol use and eating behaviors.*

Results: *Dieting was positively correlated with alcohol use and alcohol-related problems; dieting also increased the risk of alcohol-related problems among heavier drinkers.*

Conclusion: *The results of this study show that dieting behaviors are associated with increased risk for alcohol use problems, and that students attending screening events may present with a range of negative health behaviors.*

Keywords: *dieting, alcohol use, college students, prevention*

Common Issues and Collaborative Solutions: A Comparison of Student Alcohol Use Behaviors
at the Community College and 4-year Institutional Levels.....65-82
Jeremy Blowers PhD, LMHC, NCC

ABSTRACT

The literature exploring commonalities between four-year and community college student alcohol use is relatively scarce. A possible reason for this discrepancy is the heavy focus on alcohol issues at university colleges. Coll (1999) presented one of the first brief assessments comparing community and four-year colleges on alcohol use and related consequences. The current investigation replicated this study and once again discovered strong similarities in alcohol behaviors between a community and four-year college residing in the same geographic area. These findings implicate a shared vision between academic institutions in meeting the challenges of substance abuse. The article concludes with expanded discussion of how these collaborations lead to a wider campus-community benefit and the need for colleges in taking a leadership role in achieving this goal.

Keywords: *Community College, University, alcohol, social norms*