

JOURNAL OF ALCOHOL and DRUG EDUCATION

Volume 54, No. 1, April 2010

ARTICLES:

- Reinforcing Alcohol Prevention (RAP) Program: A Secondary School Curriculum to Combat Underage Drinking and Impaired Driving.....14-36
Kelli England Will & Cynthia Shier Sabo

ABSTRACT

The reinforcing Alcohol Prevention (RAP) Program is an alcohol prevention curriculum developed in partnership with secondary schools to serve their need for a brief, evidence-based, and straightforward program that aligned with state learning objectives. Program components included an educational lesson, video, and interactive activities delivered during a 90-minute period. RAP Program modules were delivered to 1,720 8th, 9th, and 10th graders at four schools during health courses. Dependent T-tests on a pre-post alcohol-related knowledge survey administered to a subset of classes (N=668) indicated that students' knowledge and awareness of alcohol-related risks and consequences increased significantly from pretest (M=84.96, SD=8.87) to posttest (M=97.25, SD=12.39). The program was well received and showed statistically significant improvements in students' knowledge and awareness of alcohol's harmful effects.

Keywords: *alcohol education program, schools, underage drinking, driving under the influence*

- Examination of a University-Affiliated Safe Ride Program.....37-55
D. Joseph Gieck & David M. Slagle

ABSTRACT

A university-affiliated safe ride program was evaluated to determine whether these programs can reduce drunk-driving related costs. Data was collected from 187 safe ride passengers during three nights of operation. Among the passengers, 93% were enrolled at a local University, 31% were younger than 21, and 40% reported a prior alcohol-related citation. Mean BAC was .11%. Seventy-five percent of passengers indicated their primary motive for utilizing the safe ride was to reduce risks associated with driving under the influence. Evidence also suggested that utilization of the safe ride was not associated with increased alcohol consumption or BAC. In terms of costs-savings, this program saves over \$3 for every \$1 spent. Implications are discussed in relation to a harm reduction framework.

Keywords: *safe ride, drunk driving, college students, harm reduction*

- Exploring Culturally Specific Drug Resistance Strategies of Hawaiian Youth in Rural Communities.....56-75
Scott K. Okamoto, Ka'ohinani Po'a-Kekuawela, Coralee I. H. Chin, La Risa H. Nebre & Susana Helm

ABSTRACT

This qualitative study examined the drug resistance strategies of Hawaiian youth residing in rural communities in Hawaii. Forty-seven youth participated in 14 focus groups which focused on the social and environmental context of drug use for these youth. The findings indicated that there were 47 references to resistance strategies used in drug offer situations. These strategies occurred within the community context of relational networks of ascribed and biological family members and differed in frequency of use by gender. Implications for culturally grounded drug prevention programs for rural Hawaiian youth are discussed.

Keywords: *drug, resistance, Hawaiian, youth, prevention*

Individual Characteristics of Adolescent Methamphetamine Users in Relation to Self-Reported
Trouble with the Police.....76-92
Ruth Gassman, PhD, Carole E. Nowicke, PhD, MLS & Mi Kung Jun, PhD

ABSTRACT

Survey responses by non-experimental drug users in grades 6-12 were examined to determine whether MA users and nonusers with shared individual characteristics experience differential rates of police trouble, and whether specific factors place some users at greater risk than others. Findings showed that police trouble is pronounced for MA users, regardless of the number of drugs used, grade level, self-identification as African, Mexican, Puerto Rican or Other Latin American, number of days absent from school, and reported participation in after-school and organized family activities. These same factors were associated with police trouble in both MA and non-MA drug users, however, more so for MA drug users. Implications for prevention and intervention are discussed.