



Biennial Review of Ashford University's  
Alcohol and Other Drug Program  
2016/17- 2017/18

---

## Introduction

The Drug Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) require an institution of higher education (IHE) such as Ashford University (“University”) to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs both by students and employees both on its premises and as a part of any of its activities.

The University acknowledges its obligation to conduct a biennial review of compliance with the Drug-Free Schools and Communities Act, and authorized an administrative review to be conducted to determine if the college fulfills the requirements of these Federal regulations. Student Affairs, together with University Services and Policy, Human Resources, and Security & Safety, conducts this review and collaboratively report on the findings.

The intention of this document is to summarize and evaluate the effectiveness of the programs and activities related to alcohol and drug prevention during the 2016-2017 and 2017-2018 academic years.

### **Review Committee Membership**

- Poppy Fitch, AVP Student Affairs, Ashford University
- Matt Galloway, Student Care Manager, Student Affairs, Ashford University
- Sean Mullen, Director of Security & Safety, Bridgepoint Education
- Christina Matos, Director, Human Resources, Bridgepoint Education
- Rachel Orlansky, Director, Student Access and Wellness, Ashford University
- Amanda Celauro, Director, Federal Regulatory Affairs & Compliance, Bridgepoint Education
- Carmel Hernandez, Manager, Compliance and QA for Student Affairs, Ashford University
- Kim Cowan, Student Conduct Officer, Ashford University
- Samuel Harvey, Policy and Project Manager, Bridgepoint Education

The following University departments provide information for the Biennial Review:

- Student Affairs
- Human Resources
- Security and Safety

## Compliance with Drug Free Schools and Communities Act

The University continued to remain in compliance with the requirements of the Drug-Free Schools and Communities Act and adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by its students and employees as demonstrated by this biennial review. The University maintained written policies on alcohol and other drugs and developed a thorough method for distributing this policy to every student and employee.

The written materials were annually distributed in the [Ashford University Drug Free Schools Communities Act report](#) and contain the following information:

- ✓ Standards of conduct that prohibit unlawful possession, use or distribution of illicit drugs and alcohol on its property or as a part of its activities

- ✓ A description of the health risks associated with the use of illicit drugs and abuse of alcohol
- ✓ A description of applicable legal sanctions under local, state or federal law
- ✓ A description of counseling or treatment programs
- ✓ A clear statement and description of the disciplinary sanctions the institution will impose on students and employees.

As a part of the biennial review, the following data, resources and programs were examined:

- Complying with The Drug-Free Schools and Campuses Regulations (EDGAR Part 86), A Guide for University and Campus Regulations prepared by the Higher Education Center
- The Higher Education Amendments of 1998 (P.L. 105-244) and the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) and related commentary and general provisions
- Higher Education Center for Alcohol and Other Drug Prevention
- Regulatory changes to the Higher Education Opportunity Act in Section 107, which require future reports of the number of drug and alcohol related violations and fatalities that have occurred on the institutions campus as a part of the institutions activities that are reported to campus officials
- State and Federal Drug and Alcoholic Beverage Laws
- [Ashford University Drug Free Schools and Communities Act Program](#)
- Alcohol and Other Drug Policy documents distributed to all faculty, staff and students
- Summary review of the educational programs provided to online students
- Ashford University Academic Catalogs & Supplements 2015-2016, 2016-2017
- Policies related to drugs and alcohol use and the sanctions imposed for failure to comply Ashford University Academic Catalog policy on [Violations of Law](#)
- Ashford University Academic Catalog procedures for [Student Community Standards](#)
- Ashford University Academic Catalog procedures for [Student Community Standards sanctions](#)
- Human Resource employee actions for possible infractions of the drug and alcohol policy presented to faculty and staff
- Employee policies related to drug and alcohol use by college employees and the sanctions imposed for failure to comply
- Student policies related to drug and alcohol use and the sanctions imposed for failure to comply
- The Ashford University Community Standards Sanctioning Chart

In compliance with the Drug-Free Schools and Communities Act, the University implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The Program included annual distribution of information to students and employees concerning the possession, use, or distribution of alcohol and illicit drugs at the University.

The Federally Mandated Policy about alcohol and other drugs was distributed annually to each staff member and student as follows:

The faculty and staff Alcohol and Drug-Free Campus and Workplace Policy was distributed regularly in the Employee Handbook and to all new employees during orientation.

The student Alcohol and Other Drug Policy was distributed upon enrollment and annually via email in the [Academic Catalog](#) and was available to staff, students, and the general public at [Ashford University](#)

## [Drug Free Schools and Communities Act Program.](#)

The University utilized a four-part framework to address alcohol and other drug use by implementing the following strategies: Policy, Enforcement, Education, and Intervention. An overview of each strategy is described in this document.

## Policy

The University's policies on alcohol and drugs were implemented across the University community. Most commonly, it was articulated in the Academic Catalog, in the Employee Handbook, and through [Ashford University Drug Free Schools and Communities Act Program](#). These policies are shown below. The University's Student Affairs Office provided overall coordination of the Drug-Free Schools and Communities Act Program and coordinated with other departments in the oversight of University policy, including:

- Student Disciplinary Actions: Student Conduct Officer
- Employee Disciplinary Actions: Human Resources/Employee Relations

### **Student Alcohol Policy**

All individuals must observe state and federal laws regarding the use, consumption, possession, and distribution of alcohol. The University strictly prohibits the unauthorized use, consumption, possession, and distribution of alcohol by any student, regardless of legal drinking age, at the University or at University sponsored events and activities. The University Sanctions section set forth below provide additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

Alcohol may be served at certain University events or functions and only to those persons of legal drinking age who can verify their age with identification as required by the state in which the event or function occurs. Written permission must be obtained from the Vice President of Student Affairs or Clery designee to serve alcohol and any legally required alcohol permits obtained prior to the function.

### **Student Drug Policy**

All individuals must observe state and federal laws regarding the possession, use, sale, or distribution of illegal drugs and controlled substances. The University prohibits the unlawful possession, use, sale, or distribution of illegal drugs or controlled substances by any student at the University or at University-sponsored events and activities. Controlled substances include those drugs listed in the federal Controlled Substances Act. The Standards section in this catalog provides additional explanation of the institution's disciplinary procedures for students who are found to be in violation of this policy.

### **Employee Alcohol Policy**

The University prohibits employees from reporting to work under the influence of, dispensing, possessing or using alcohol on University premises or while conducting University business except as permitted at specific Company events. For the purposes of this policy, any alcohol concentration of greater than .04, expressed in terms of grams of alcohol per two hundred liters of breath, or its equivalent, shall be deemed to violate this policy.

## **Employee Drug Policy**

The University prohibits the manufacture, distribution, dispensation, sale, purchase, or transfer of any controlled substance by its employees on University premises or while conducting University business. The University prohibits the unlawful possession or use of any controlled substance by its employees on University premises or while conducting University business. Employees may not report to work under the influence of an unauthorized controlled substance. Controlled substances include those drugs listed in the federal Controlled Substances Act.

The University also prohibits the use, possession, distribution, transfer or sale of any drug paraphernalia on University premises or while conducting University business.

In compliance with the Drug-Free Workplace Act of 1988, and as a condition of employment, all employees must:

Abide by the terms set forth above;

Notify the Campus President, President, Director of Human Resources, Director of Human Resources Shared Services or other office designated for violations if an employee is convicted of violating any criminal drug statute and the violation occurred on or off University premises while conducting University business within five (5) days of the conviction.

When the Campus President, President, Director of Human Resources, Director of Human Resources Shared Services or other office designated for violations receives notice of a conviction of any criminal drug statute; he or she will coordinate efforts to comply with the reporting requirements of the Drug-Free Workplace Act of 1988.

Prescription and OTC Drugs: Prescription and over-the-counter drugs are not prohibited when taken in standard dosage and/or according to a physician's prescription. Any employee taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with safe performance of his/her job. If the use of a medication could compromise the safety of the employee, fellow employees or the public, it is the employee's responsibility to use appropriate personnel procedures (e.g., call in sick, use leave, request change of duty, notify supervisor) to avoid unsafe workplace practices.

## **Enforcement**

The University sought to uphold University drug and alcohol-related policies and laws, and would impose disciplinary sanctions against those students and/or employees who violate said policies and laws consistent with local, State or Federal law. Enforcement of the University's Drug and Alcohol policy was facilitated by Safety and Security, Student Affairs, and Employee Relations. A focus on educational and intervention support opportunities continued to remain a priority of the University.

### **Students**

Sanctions for students can include: warnings, reflective essays, module-based developmental instruction, written assignments, conduct probation, suspension, and expulsion. The University maintained a progressive sanctioning protocol. Though there were no cases during the review period, the University continues to demonstrate a commitment to ensuring evenly imposed sanctioning processes through the continued use of the Community Standards Sanctioning Chart. Data regarding student Alcohol and Drug violations were recorded in accordance with reporting periods for the Jeanne Clery Campus Crime Reporting requirements, were representative of the time period of 2016 – 2018,

and are listed below:

Persons Referred for Disciplinary Action	Year	On-Campus	Public Property	Total
Liquor Law Violations	2016 - 2017	0	0	0
	2017 - 2018	0	0	0
Drug Law Violations	2016 - 2017	0	0	0
	2017 - 2018	0	0	0

As was previously reported, in July of 2015 Ashford University announced its plan to discontinue its residential campus in Clinton Iowa at the end of the 2015-2016 academic year. For this reason, a residential campus population is not included in this report. A downward trend in liquor and drug violations is likely the result of the campus closure and is reflected in the drug and alcohol violations from 2016 to 2018 data above.

## Employees

Sanctions for employees included: Coaching, Mandatory EAP Referral, and Termination. In addition, some employees chose to voluntarily resign. Employees may self-refer or have a Human Resource's referral to the Employee Assistance Program for assistance in dealing with the use of alcohol or a controlled substance. The Employee Relations group, including the Vice President of Human Resources, managed staff corrective action. The findings of each investigation were reviewed against past precedents and recommended sanctions were imposed consistent with those comparisons.

The Company reserves the right to conduct blood and/or urine tests for alcohol and drugs when the Company has reasonable suspicion that: the employee is under the influence of, or impaired by, controlled substances while performing services for the Company or while on Company premises; has used controlled substances while performing services for the Company or while on Company premises; is impaired by alcohol while performing services for the Company or while on Company premises; or has used alcohol while on Company premises or while performing services for the Company, except at approved Company events. Reasonable suspicion may be based on a variety of factors, including but not limited to the employee's appearance, conduct, activity/inactivity, equilibrium, speech, attention span, behavior, mental and physical reactions, statements made, odor of intoxicants on breath or clothing of the employee, unsteady gait, and dilated or constricted pupils. The testing will be performed by qualified personnel at an independent drug testing facility selected by the Company.

When a supervisor believes that an employee is under the influence of drugs or alcohol while on the job, the employee's supervisor will immediately contact the Human Resources Department. The employee may be removed from the workplace until the employee is no longer under the influence and/or during the time an investigation is underway. The Human Resources Department will arrange to have the employee transported home or, if there is reasonable suspicion to believe that the employee violated this policy, the Human Resources Department will arrange for transportation to a drug testing facility selected by the Company.

Desks, cubicles, offices, storage areas, and all Company materials are Company property and must be maintained according to Company rules and regulations. The Company reserves the right to inspect all Company property without notice to the employee and at any time to ensure compliance with this

policy.

Additionally, whenever the Company suspects that an employee has violated this policy, the Company may inspect the employee’s personal effects (including parcels, purses, lunch boxes and briefcases) or automobile if those personal effects or automobile are located on Company property.

Upon receipt of a confirmed positive alcohol test that indicates violation of this policy by an employee who (1) has been employed by the University for at least twelve of the preceding eighteen months and (2) has not previously violated this policy, the University shall give the employee the option of enrolling in a University-provided or approved rehabilitation, treatment, or counseling program (“Rehabilitation Program”) as an alternative to disciplinary action. If an eligible employee declines to participate in a Rehabilitation Program, then that employee shall be subject to the disciplinary action set forth in this policy. A Rehabilitation Program may include additional drug or alcohol testing. For employees participating in a Rehabilitation Program pursuant to this policy, participation in and successful completion of a Rehabilitation Program may be a condition of continued employment. The costs of the Rehabilitation Program shall be apportioned as provided under the University’s employee benefits plan.

The University shall not take adverse action under this policy against any employee who complies with the requirements of and successfully completes a Rehabilitation Program. Participation in a Rehabilitation Program, however, shall not preclude the University from taking any adverse employment action against an employee during the Rehabilitation Program based on the employee’s failure to comply with any requirement of the Rehabilitation Program, including any action by the employee to invalidate a test sample provided by the employee pursuant to the Rehabilitation Program.

Data from Employee Relations for the time period of 2016/17, and 2017/18, are listed below:

Date	Number of drug violations	Number of alcohol violations	Number of sanctions	Sanctions consistently enforced?	Need to review sanctions?
7/1/2016 – 6/30/2017	0	4	4	Y	N
7/1/2017 – 6/30/2018	0	4	4	Y	N

In 2016-18 the number of drug and alcohol violations showed decline over 2014-16. This decline may be indicative of the effectiveness of the Ashford University Drug Free Schools and Communities Act Program, however, in the absence of survey or environmental impact data, it remains difficult to assess. Additionally, the overall Ashford University staff population has declined from 2016 to 2018, which may be a factor in the overall decline.

## Education

In its development and implementation of educational interventions, the University acknowledged the

diverse needs of its community of learners, with online attendance being the primary means of accessing the educational environment. Prior to the May 2016 closure of the residential campus in Clinton, Iowa, the University served traditional aged students. From its Clinton, Iowa campus the University continues to serve a cohort of adult learners in a hybrid program setting that includes online and in person program components. The Ashford University online student population is typically comprised of non-traditional aged students, primarily working adults, accessing their learning environment remotely and in an exclusively online modality.

In an effort to be responsive to the unique experiences of its learners, the University approached prevention education and support services with an eye to the specific population being served. As a result, alcohol and other drug prevention education efforts that have been developed were responsive to their audience. An example of tailored educational programming was demonstrated by the development of the [Ashford Student Health 101](#) portal. This enhancement, responsive to the unique needs of asynchronous learners, allows for ongoing delivery of regular features on the topics of alcohol and drug use or abuse, represents issues as experienced by non-traditional age students, and introduces searchable educational materials and related content on demand.

## Prevention for Students

The University provided optional alcohol and other drug prevention education to its students, faculty and staff. Select examples of AOD programming within Ashford Student Health 101:

[Can drinking alcohol impact my ability to learn?](#) from the May 2017 publication included the following learning outcomes:

1. Recognize the range of consequences that can result from alcohol use and abuse.
2. Identify strategies for address the impact of substance use and addiction.

[Opioid epidemic – what it looks like, what it means, and what to do](#) from the October 2017 publication included the following learning outcomes:

1. Be aware of the opioid epidemic and its relevance for student demographics
2. Be aware that opioid overdose can be reversed with treatment from EMS and medics
3. Be aware of how and when to access opioid treatment for one’s own dependence/abuse or someone else’s overdose

For a comprehensive list of student educational programming, see Appendix A.

## Intervention and Support Services

The University provided services related to drug and alcohol use and abuse for its staff, faculty and students. Student Affairs provided an overall coordination of the Drug-Free Schools and Communities Act Program and coordinated with other departments in the implementation of programs, including counseling intervention and support service referrals made by the Office of Student Access and Wellness and Employee Relations.



## Employee Assistance

Employees requiring assistance in dealing with the use of alcohol or a controlled substance could have received such assistance in two ways: self-referral and Company referral. Employees were encouraged to voluntarily seek confidential information and referral assistance from the Employee Assistance Program. Employees and their dependents had access to unlimited telephonic services (24 hours a day/7 days a week) and up to five (5) face to face sessions with in-network referrals in to appropriate programs (either inpatient or outpatient). The contracted behavioral health professionals would work with the employee/dependent to develop a comprehensive, efficient and effective treatment plan. Employees and their dependents also had access to articles and references to treatment centers, AA groups, etc. Employees may have obtained information regarding the Employee Assistance Program on the Company Intranet.

Employees were also advised to check with their medical plan administrator for coverage information. An employee's off-work use of alcohol or drugs could have caused excessive absenteeism or tardiness, or caused accidents or poor work performance. If the Company suspected that the excessive absenteeism or tardiness was due to alcohol or drugs, the employee may have been counseled to seek assistance.

## Student Assistance

When students experienced escalated circumstances and intervention was appropriate, the University provided referral to the Student Advocate HELPLine for assistance identifying resources related to drug and alcohol use and abuse. The HELPLine is staffed by clinically trained Student Advocates who employ a case management approach and provided short-term support and resource identification to include local and national resources. In this way, Student Advocates addressed the impact of substance abuse and action planned with students in order to coordinate support and recovery efforts.

University staff and faculty utilized the Ashford University HELP Resources to identify support resources and appropriate response to escalated psycho-social issues, including drug and alcohol abuse. This resource, developed by clinically trained staff of the Office of Student Access and Wellness included information, suggested language, email communications, and additional resources focused on a variety of issues known to impact students, including but not limited to, Sexual Assault and its relationship to Drug or Alcohol Abuse.

Finally, the University provided local and national toll-free telephone numbers to help any member of the University community who may require assistance in dealing with a drug or alcohol problem. The University maintained this information in the [Emergency Assistance page](#) of the Ashford University website for students, prospective students, and the community at large to access in a confidential manner. This resource was maintained by the Office of Student Access and Wellness and resources were reviewed at annually to ensure relevance and accuracy of information.

## Student Utilization

Academic Year	Student Advocate HELPLine (referrals received)
7/1/2016 – 6/30/2017	5
7/1/2017 – 6/30/2018	6

Alcohol and other drug abuse was often a contributing factor for issues impacting students such as domestic violence. The chart above represents instances where alcohol and other drug use or abuse was identified by the student as the primary concern for which the student was referred to the Student Advocate HELpline. Substance Abuse remains as a primary category of impact that can precipitate a referral to the Student Advocate HELpline for support.

### **Staff Utilization**

Disaggregated information regarding employee usage of the Employee Assistance Program by self-referral for drug and alcohol issues was not provided by the EAP vendor for evaluation. The University determined that integration was limited by the provider and is continuing to explore opportunities to access usage output at this level for future evaluation.

## Evaluation Plan

### **Program Strengths**

The University provided clear and comprehensive guidelines for students, faculty and staff regarding its alcohol and other drug policies.

The University maintained records of student and staff violations and sanctioning processes that employ tools for the consistent implementation of these sanctions.

The University provided AOD prevention to its students by developing alcohol and other drug prevention education efforts that are responsive to the student population.

The University increased the number of staff with appropriate training and credentials to address issues of alcohol and other drug use/abuse by students by 1.0FTE during the review period.

The University expanded its Employee Assistance Program contract with a third-party vendor to provide additional face to face counseling sessions and support services free of charge.

The University maintained online web resources for students and staff related to drug and alcohol use and abuse.

The University implemented the [Ashford Student Health 101](#) portal, introducing the ability to search for alcohol and drug resources on demand. This enhancement also allowed for the ongoing delivery of regular features on the topics of alcohol and drug use or abuse that are responsive to non-traditional aged students.

The University is in the process of implementing a new Human Resource Management system, and is exploring the ability of this platform to better track service usage and interventions among staff and faculty.

The University is investigating Student Information Systems (SIS) that include case management functionality as a tool for managing support services delivered to students.

At its San Diego administrative offices, the University implemented an onsite Health and Wellness Center in partnership with Cigna HealthCare, allowing staff and faculty access to medical services centered on health and wellbeing.

Human Resources implemented a campaign focused on weekly wellness, encouraging attention to individual health and wellbeing while also increasing awareness of support services for staff and faculty.

### **Program Weaknesses**

Due to the nature of the online student population, the University did not survey or conduct environmental assessment in order to have a clear understanding of the scope of the problem. Lack of access to data presents as a barrier to trend analysis.

The University has not compiled a coordinated prevention plan that includes student, staff, and faculty wellness initiatives.

### **Program Recommendations**

The university may advance its development of a comprehensive prevention plan that will coordinate the prevention and wellness initiatives facilitated by the university, including Alcohol and Other Drugs, Sexual Violence Prevention, Physical and Electronic Security, and Health & Wellness. The Student Health 101 Portal that was launched during the reporting period will support this process, and supporting access to, and utilization of, resources focused on prevention and wellbeing.

The University may explore collecting survey or conduct environmental assessment in order to have a clear understanding of the scope of the problem.

The University may explore collecting disaggregated employee utilization data of its Employee Assistance Program for drug/alcohol related concerns.

The University may explore utilizing social media in AOD prevention efforts as this platform can be leveraged to reach all students.

### **Summary**

Ashford University organized a cross departmental workgroup for the purpose of engaging in a biennial review of compliance with the Drug-Free Schools and Communities Act, and conducted a review in order to summarize and evaluate the effectiveness of the University's programs and activities related to alcohol and drug prevention during the 2016-2017 and 2017-2018 academic years.

The University continues to remain in compliance with the requirements of the Drug-Free Schools and Communities Act and has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by its students and employees as demonstrated by its comprehensive, environmental approach to addressing alcohol and other drug issues in its community. Ashford University remains committed to creating a safe and healthy environment for its students, faculty and staff.

The Biennial Review of Ashford University's Alcohol and Other Drug Program has been prepared under the leadership of Poppy Fitch, Associate Vice President of Student Affairs.

Appendix A

Drug and Alcohol Prevention Programs/Activities Ashford University, 2016 – 2018	
Activity	Event: Student Health 101, Online Magazine Program: Article – The Power of Placebo Date: April 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the influence of alcohol and drug outcome expectations and environmental cues.</li> <li>2. Increase awareness regarding perceived effects of alcohol and drugs.</li> <li>3. Recognize the implications of outcome expectancy for moderating use and recovery.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – The student guide to going out Date: September 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of ways to support one’s own and others’ mindful choices and comfort in social situations.</li> <li>2. Be aware of ways to organize and host a social event (with or without alcohol) while safeguarding guests’ autonomy and comfort.</li> <li>3. Be aware of the association between alcohol use and sexual assault.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Chillout: Don’t bug out: Your best ways to prep for stress Date: October 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of the concept of a customized collection of stress-relief strategies.</li> <li>2. Identify individual stress fixes that are effective in the short- and long-term term.</li> <li>3. Access specific strategies and resources for managing stress.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Finding yourself: 8 steps to sexual empowerment Date: October 2016 Attendance: N/A – Distributed to all Online Students

Program Goals	<ol style="list-style-type: none"> <li>1. Understand the concept of sexual empowerment.</li> <li>2. Be aware that sexual empowerment involves skills that can be practiced and consciously developed.</li> <li>3. Be aware of strategies for self-empowerment.</li> <li>4. Reduce the use of alcohol as a tool in sexual encounters.</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – How does supporting sexual empowerment reduce rates of sexual assault?  Date: October 2016  Attendance: N/A – Distributed to Staff and Faculty</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the concept of sexual empowerment.</li> <li>2. Be aware that sexual empowerment involves skills that can be practiced and consciously developed.</li> <li>3. Be aware of strategies for self-empowerment.</li> <li>4. Reduce the use of alcohol as a way to increase confidence in sexual encounters.</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Drinking? The science of the buzz and how you can control it  Date: October 2016  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of the value of learning to manage and moderate alcohol consumption.</li> <li>2. Understand the “biphasic curve” and diminishing returns of higher alcohol consumption.</li> <li>3. Be aware of realistic strategies for managing alcohol consumption in college settings and beyond.</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Preventing suicide: What to do when a friend needs help  Date: March 2017  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Identify red flags in another person’s behavior that might indicate suicidal feelings or intent, including substance abuse.</li> <li>2. Know how to talk to someone directly about their possible suicide risk.</li> <li>3. Understand that reducing harm to individuals is a community issue.</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – Ask a pharmacologist: Can I take something to boost my brain? Date: March 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of how to weigh the potential risks and benefits of any “study drug” you may consider using.</li> <li>2. Be aware of risks these substances may pose to your health and wellbeing, and how to minimize those risks.</li> <li>3. Be aware that student usage of these substances is likely lower than is commonly perceived.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Yes, it’s still coercion or assault: Relationship abuse and what to do about it Date: April 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Better recognize the signs of abusive relationships.</li> <li>2. Be aware of bystander strategies for intervening and supporting a friend in an abusive relationship.</li> <li>3. Be aware of the individual and societal harms resulting from relationship abuse, including substance use as a coping strategy.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Sober support: what works for students in recovery Date: April 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of recovery services that can vary widely.</li> <li>2. Be aware that students in recovery report positive college outcomes as a result of accessing recovery programs.</li> <li>3. Know how to find recovery resources in your community.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Can drinking alcohol impact my ability to learn? Date: May 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the range of consequences that can result from alcohol use and abuse.</li> <li>2. Identify strategies for address the impact of substance use and addiction.</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – Understanding self-injury and how to cope with emotional pain Date: June 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of some factors contributing to self-injury among college students.</li> <li>2. Be aware of how and why to talk with a friend who may be self-injuring.</li> <li>3. Be aware of actionable, healthy coping strategies versus those that may have increased consequences, including substance use.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Myths about addiction – who’s really to blame Date: June 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the background of popular myths about addiction.</li> <li>2. Become aware of the different etiologies of addiction.</li> <li>3. Understand the impact of family dynamics and cultural diversity on addiction patterns.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Suicide Prevention and Awareness Date: September 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize suicide risk factors, including alcohol and other drug use.</li> <li>2. Understand your role in addressing concerns for individual safety.</li> <li>3. Be aware of the resources that are available with regard to suicide prevention.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Opioid epidemic – what it looks like, what it means, and what to do. Date: October 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Be aware of the opioid epidemic and its relevance for student demographics.</li> <li>2. Be aware that opioid overdose can be reversed with treatment from EMS and medics.</li> <li>3. Be aware of how and when to access opioid treatment for one’s own dependence/abuse or someone else’s overdose.</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – What enthusiastic consent looks like and why you should hold out for it. Date: October 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Build skills and confidence for communicating sexual desire.</li> <li>2. Learn how to express and understand enthusiastic consent.</li> <li>3. Understand how verbal and nonverbal cues play a role in recognizing consent, and the impact of intoxication in this process.</li> <li>4. Learn how to safely stop a sexual encounter if one or both partners are not enthusiastically engaged.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – 5 things you didn't know about vaping. Date: November 2017 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand what the research tells us about vaping and e-cigarettes so far.</li> <li>2. Learn harm-reduction strategies for smoking and vaping.</li> <li>3. Understand that we still don't have enough evidence to fully understand the health impact of vaping/e-cigarette use.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Are there dangers to Ibuprofen? Date: February 2018 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the intended use of such OTC medication.</li> <li>2. Recognize the potential consequences of using medication in combination with alcohol.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – 7 ways marijuana affects the body and brain Date: February 2018 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Learn the scientific evidence behind the effects of marijuana on the body.</li> <li>2. Understand the potential outcomes of marijuana use from a physiological perspective.</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Why you probably need more sleep and how to get it. Date: September 2018 Attendance: N/A – Distributed to all Online Students



Program Goals

1. Understand the science behind sleep.
2. Learn how sleep deprivation affects immune system, weight, stress levels, and focus, some resembling the effects of alcohol impairment.
3. Learn strategies for prioritizing more sleep.