

Alcohol and College Students

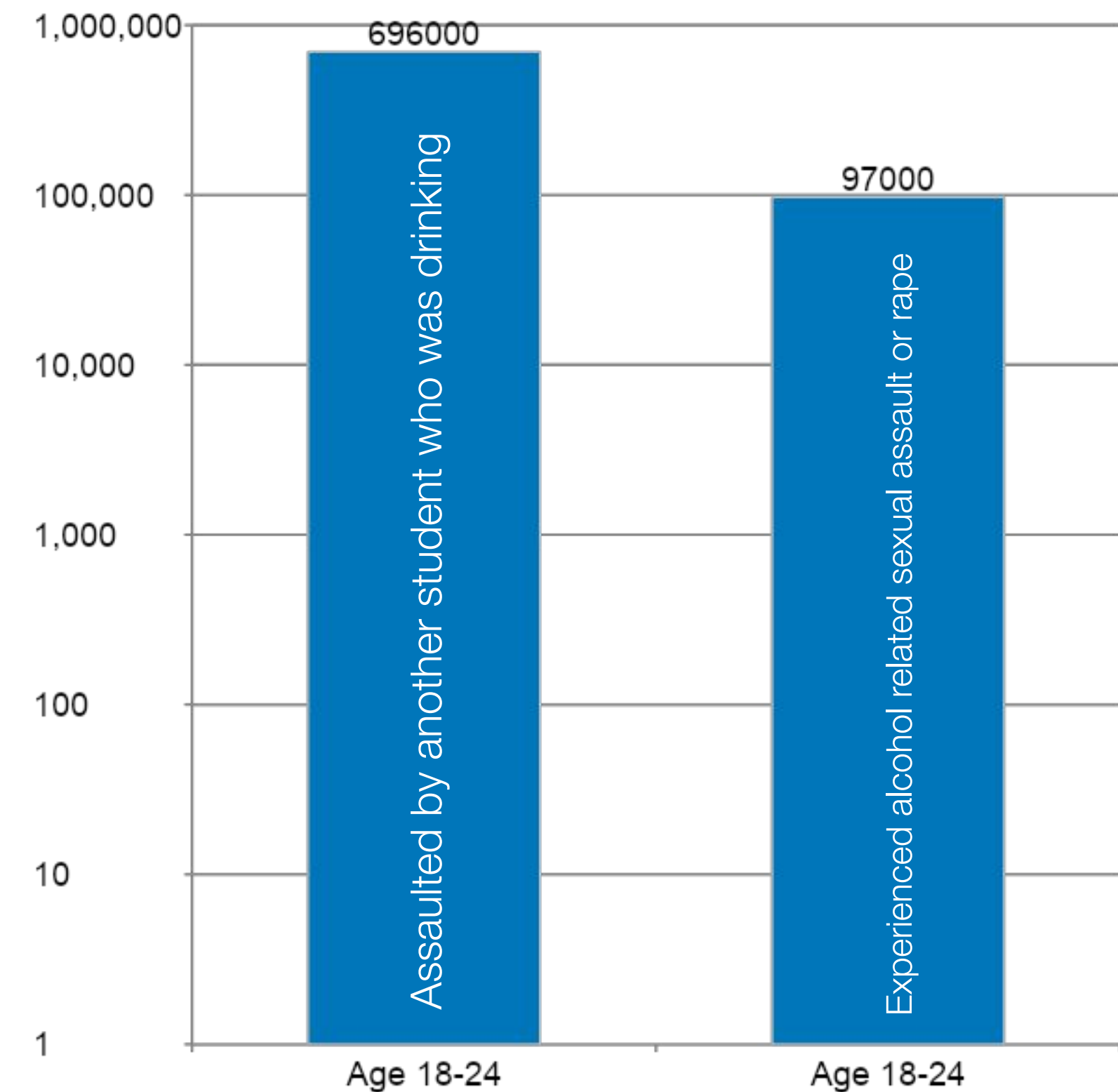
- Accidents are the leading cause of death among college-aged students
- One study found that alcohol played a role in approximately 49% of vehicular deaths and 38.5% of nontraffic unintentional deaths.



Sources:
National Institutes of Health
Journal of College Student Psychotherapy

Alcohol and College Students

- 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking.
- 97,000 students between the ages of 18 and 24 report experiencing alcohol-related sexual assault or date rape.
- 20% percent of college students meet the criteria for AUD.



Source:
National Survey on Drug Use and Health

Creating Community: Addressing Safety Concerns during Short-Term Faculty-Led Programs Abroad



NAFSA 2019, Washington DC

Presenters



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Agenda

Part 1 – Creating a Community

How To

Successes & Best Practices

Part 2 – Working with Insurance Partners

Incorporating into Community Contract

Mitigating Risks through Community



NAFSA 2019, Washington DC



DURATION OF U.S. STUDY ABROAD

65%
short-term

summer, or eight weeks or less

33%
mid-length

one semester, or one or two quarters

2%
long-term

academic or calendar year

Open Doors is conducted by the Institute of International Education
with the support of the Bureau of Educational and Cultural Affairs
of the U.S. Department of State. **Online at: www.iie.org/opendoors**

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Data at RMC reflects the Open Doors Report trend:

More students travel with groups abroad than individualized experiences:

- 3 - 5 students participate in a traditional study abroad
- 2 - 3 courses travel abroad each year (12 - 20 students each course)

Common problems: HED, inter-group fighting, missed excursions

WE NEEDED A CHANGE!

80% of students
studying abroad
consumed alcohol
(Bathke & Kim, 2016)

Heavy Episodic Drinking (HED)
increased from 22% predeparture
to 34% while abroad (Pederson,
Larimer, & Lee, 2010).

Of participants surveyed $\frac{1}{3}$ of men and
 $\frac{1}{4}$ of women reported that alcohol
resulted in sexual situations they later
regretted (Hummer et al., 2010).

Several studies have found that students increase
use of alcohol based on their assumptions that
their peers will increase use as well as their
assumptions about the host culture.



Changing the approach



How could we influence student's behavior without dictating?

Colleagues in the field were already practicing creating community.

One instructor at Pacific Lutheran University used a three part process:

1. Upperclass students who had previous experience traveling with a group abroad;
2. Facilitation rather than dictation or mediation;
3. Written community contract by the students for the students.

Creating Community

A holistic approach to mitigating risky behaviors built on a foundation of:

- Student Development Theory
- Community Based Learning Models
- Building Successful Communities



Student Development Theories



- Chickering's Seven Vectors (1993) – psychosocial
- Baxter-Magolda's Ways of Knowing and Self Authorship (2009) – cognitive
- Vygotsky's (1978) Zone of Proximal Development & Piaget's (1975) Disequilibrium – influencing acculturation
- Bronfenbrenner's (1979) Developmental Ecology – force-resource

Community Based Learning

- Peer assisted learning
- Peer mentor assisted learning
- Process of developing synergistic knowledge
- Accountability-based learning
- Supplemental Instruction

Three commonalities:

instructor oversight, peer influence, small group size



Community Based Learning

Building Successful Communities

- Psychological safety and trust
- Members have no threat of embarrassment or rejection
- Members can be trusted to come prepared
- Members feel their contributions are utilized and valued

Building accountability

- Commitments are made without barter
- Participation is invited rather than mandated
- Each person is valued for their diversity
- Expectations are voiced and emptied



The Journey

15 students, 3 chaperones, 2 countries, in 3 weeks

Utilized all the research to create the community:

- Small group size

- Instructor oversight

- Peer influence

- Trust

- Safety

- Accountability



- What's reasonable?

- Know your own limits
- Listen to your peers when they say you've had enough – they have your best interest
- Remove them from that environment

Groups of 3 or more, preferably

Expectations – hope what's happening

- Hope we keep track of each other
- All stay connected – Wi-Fi, What's app, texting, Facebook
- Open to new ideas, new experiences
- Need to communicate positively, take personal responsibility
- Be okay with “me time,” take breaks, safe spaces
- Quiet time in rooms – after certain time
- Arrive 5 minutes earlier
- Return stuff
- Apologize

Hope what's not going to happen

- Not get so drunk, no one left behind
- No “he said, she said”

Experience & Culture (to do & to not do)

- Experience the culture/be open minded
- Be respectful of their culture/practices
- Food
 - Appreciate the difference
 - Don't make somebody try something if they genuinely don't want to – make suggestions
 - It's okay to try it, but you don't have to like it
 - Being in the moment – sometimes okay, sometimes not, depends on the “moment”

People

- Be respectful, don't be “Bad Americans”
- Careful of our volume, especially in groups
- Represent our country well
- Be prepared for people to ask us questions; be civil
 - Especially politics?
 - Will be frowned upon when we don't know the answer, but we don't know everything – be prepared for that
 - May be “Bad” or “Dumb Americans,” just different
 - Politely decline?
 - Everybody is entitled to their opinion
 - Answer their question with your own question, and then answer your own question

(inspired by “Zootopia”)

Class-specific Things (Specific sites)

- What does it mean to be standing somewhere/some place you studied?
- Add more to what you already know/knew before hand
- Do you want to have conversations about it? Do you want to stand and observe, or take it to a deeper level
 - Casually talk about it, not necessary structured
 - Stand and absorb the site for like 5 minutes, and then discuss it
 - Like a scavenger hunt?
 - Conversation should be continuous
 - Place, time, context
 - Meditation: put yourself in a character's position in that place and that time, and then you feel it, then you can discuss it or not
 - Talk to tour guides?
 - A couple of the places

Travel Group

- Don't be cliquey
- Laura won't be around if drama happens
- Iris will be with her
- And Torey will follow
- Aka, the "No Drama Clique"

How to prevent drama

- Don't do what "he said, she said"
- Respect roommates
- Respect space/ "me time"
- Don't reciprocate negative behavior; a positive times a negative is a negative
- Be patient/have patience

Roommate Arrangements

- Don't room with the same people every time to help prevent drama?
- Remember: everyone is coming with their own expectations and assumptions that aren't necessarily communicated
- Acknowledge it; if you don't, drama will start
- Boundaries
- Put yourself in their shoes

Gratitude/Expressing Gratitude

- In general, not "always me first" attitude
- Recognize kindness
- Say thanks 😊

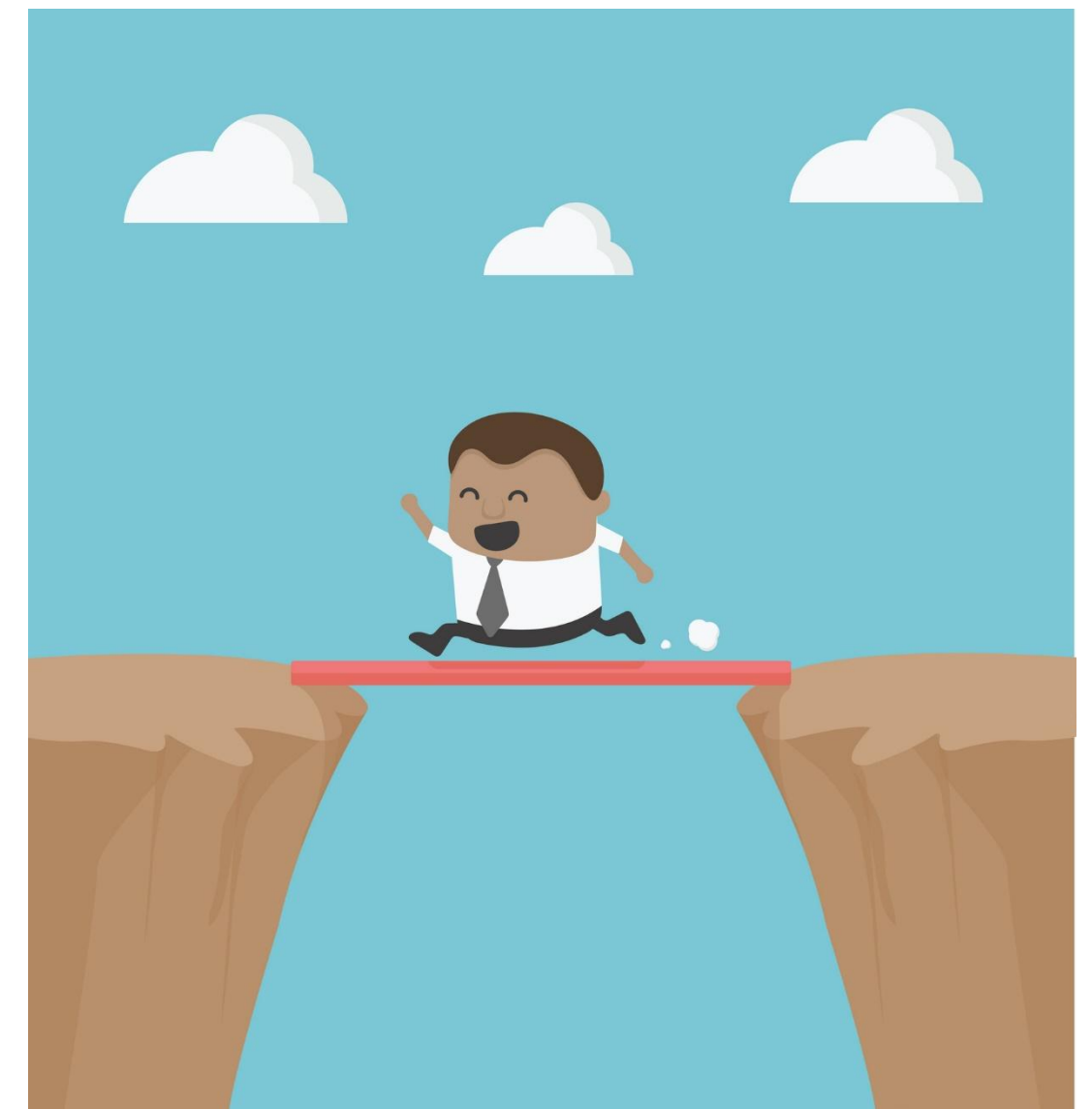
This document was recorded by Emily Aspen Schaff on the 10th day of April, in

the year of our Lord 2017. You're welcome. Sincerely, Emily Schaff

Risky Behavior Reduced

When students are part of a community, it helps to reduce the risk for students and their peers:

- Support system for students dealing with culture shock
- Bystander intervention to help prevent sexual assault
- Students know where the limits are and what the expectations are
- Students watching out for each other (students go home together, make sure they are safe)

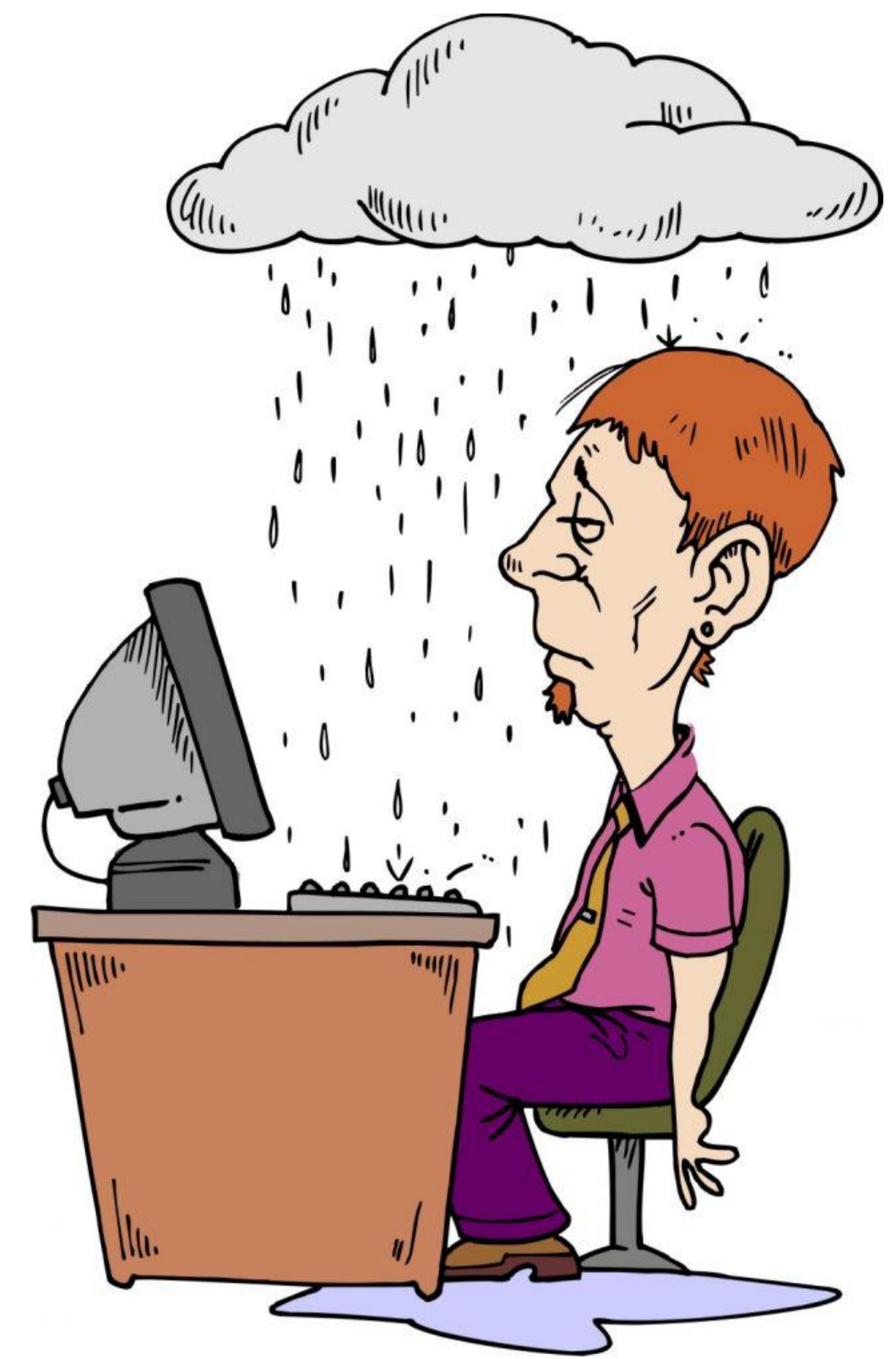


Is there a larger problem?

Sometimes, alcohol dependence can be a sign of a larger problem...

For those struggling with depression, alcohol is sometimes used to suppress symptoms related to their condition, such as irritability, loss of interest, anxiety, restlessness and insomnia.

It can also be a gateway to further risky behavior and the consumption of drugs.



Starting the Conversation

Insurance

Creating a contract is the perfect time to discuss what they want their trip to be.

- What does insurance mean to you?
- Why is it important to understand your health insurance when go abroad?
- What are out of pocket expenses (i.e., deductible, copay, coinsurance, excluded expenses)?



Knowing Your Insurance

- What is covered? -> Review your benefits
- What is not covered? -> Review the exclusions (most important!)
- Create a communication plan

Don't just look at the brochure, but look at the certificate wording (aka master policy) to understand how claims will be processed.

Example: Student in trouble, what to do?



The Consequences



- Lessons the quality of the experience
- Expensive medical bills that students have to pay
- Students may have trauma after their trip
- Negative association of traveling abroad
- Loss of college credits (assuming it's a credit bearing trip)

Where do we go from here?

- Creating community differs from group to group
 - Dependent on destination
 - Dependent on lead faculty
- Addresses risky behaviors and helps prevent canceled excursions, costly health care, keeps our students safe
- Sustains the bigger picture of students having the opportunity to choose how they experience study abroad
- Review your policies with a fine tooth comb and make sure it works for your students
- Communicate with your students the expectations and possible drawbacks to breaking the contract rules (since it can be breaking other rules as well!)
- Make sure you have a positive working relationship with key partners and know what they can and cannot do when students engage in risky behaviors

Questions

