



Coalition of  
Colorado Campus  
Alcohol & Drug Educators



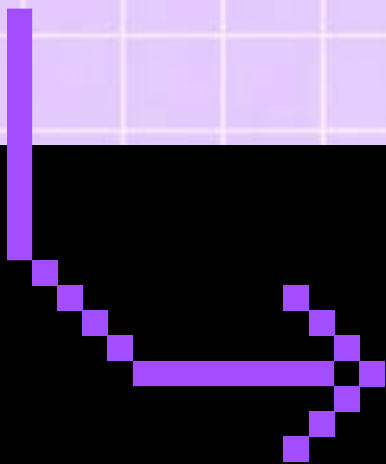
**NASPA**

Student Affairs Administrators  
in Higher Education

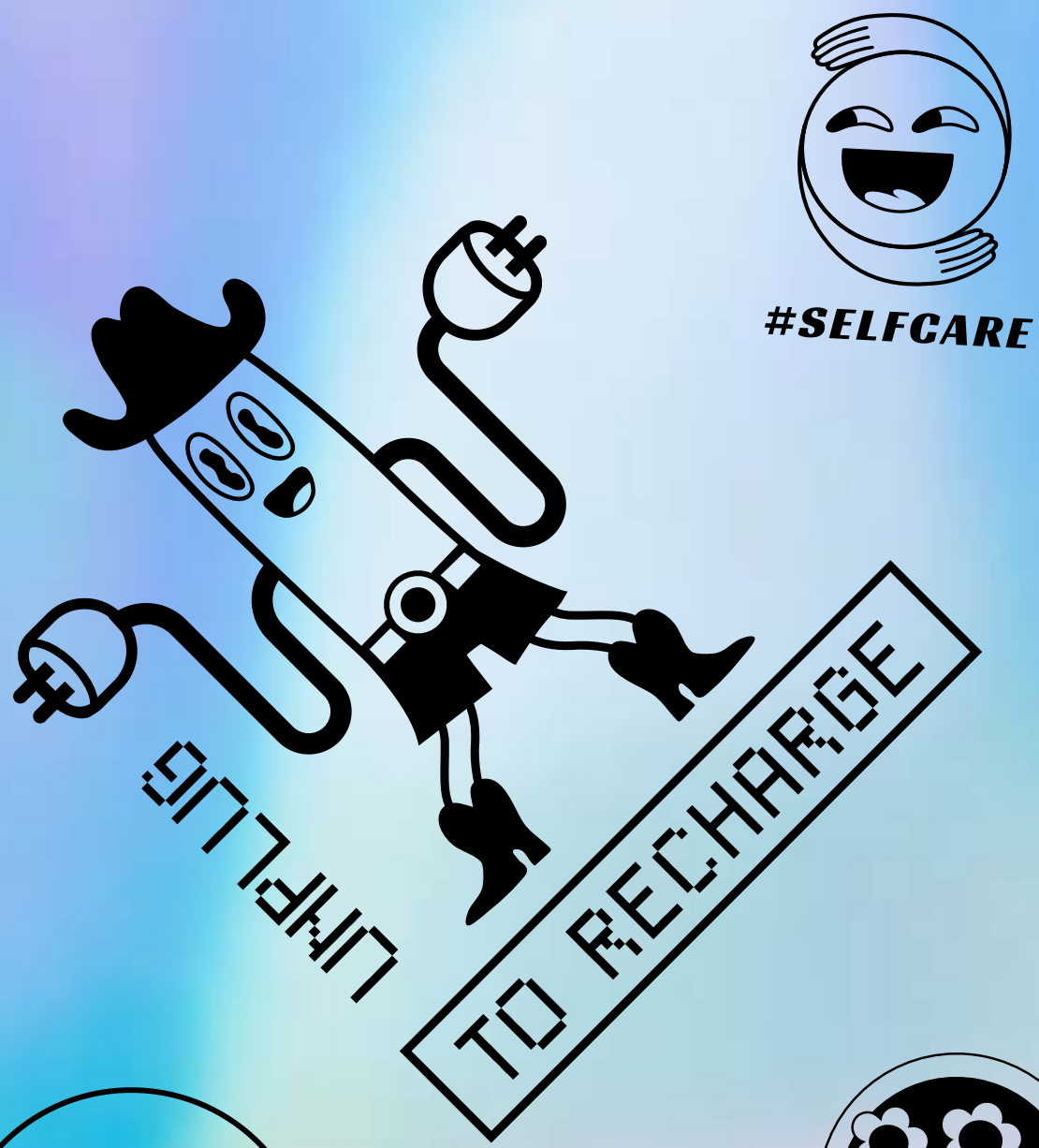
# TIME



# UNGRIND



**Toolkit for Campus  
Prevention  
Professionals**



# Welcome to the Time to Ungrind Toolkit—

an empowering resource for college students and campus administrators who are charged with addressing the challenges associated with “grind culture” and ultimately promote holistic well-being within college and university communities. Developed with a focus on reducing pressures that prioritize productivity over personal health, this toolkit equips practitioners, educational institutions, policymakers, and partners with the necessary tools and strategies to support learners and educators in their shared pursuit of success while safeguarding mental health and well-being.



# The Campaign Origin

In late spring of 2022, program staff from the Coalition of Colorado Campus Alcohol and Drug Educators (CADE) toured Colorado colleges and universities to build a collective understanding of student alcohol and substance misuse and the unique upstream challenges which were contributing to downstream impacts that had been identified by college and university administrators. In addition to well known existing motivators, expectancies, and cultural norms about the misuse of alcohol and other substances, a novel, common conversation kept circling to the top of the conversation.

What became very apparent, very quickly, was that in an increasingly fast-paced and demanding world, students often find themselves trapped in a culture that glorifies relentless productivity at the expense of their overall well-being.

This grind culture places excessive pressure on individuals, leading to adverse consequences including the initiation, overuse, and dependence on alcohol and other substances.

To hold back the rising waters, campus communities in Colorado needed a comprehensive campaign to address

the underlying grind culture and its ultimate impact on health outcomes, the retention of students at institutions of higher education, and the ways in which we design the college experience and how society measures educational and vocational success.

Through support from the Colorado Department of Public Health and Environment (CDPHE), the CADE received a grant to build a multimedia campaign to impact opioid initiation, overuse, and misuse. In addressing upstream risk and protective factors associated with opioid use and misuse, the program staff saw an opportunity to design a comprehensive prevention campaign to design this much needed comprehensive campaign to

address grind culture and make positive changes at colleges and universities in Colorado.

That campaign, **Time to Ungrind**, aims to disrupt this harmful cycle and establish a new paradigm—one that values personal and communal well-being alongside individual achievement and institutional reputation. By addressing grind culture and exposing how ridiculous the messages that students are receiving are, the campaign seeks to change the way in which students, faculty, and staff consider education, work, and success. This strategy leads to a downstream impact to ultimately mitigate the risks associated with substance misuse and promote a more balanced and sustainable lifestyle.

## The Toolkit

This introduction serves as a roadmap for exploring the **Time to Ungrind Toolkit**. It will familiarize you with the main concepts and principles underlying the campaign, guide you in understanding the theories and models that inform its development, assist you in preparing for successful campus implementation, support you in adapting the campaign to local contexts, and provide guidance on evaluating program effectiveness.

# Understanding the Main Concepts, Frameworks, and Definitions



The Time to Ungrind campaign revolves around three core concepts:

## Well-being

Recognizing the critical importance of personal and communal well-being, the campaign encourages institutions and individuals to prioritize holistic health. It promotes practices that enhance mental and physical well-being, resilience, and self-care, thereby reducing the pressures associated with grind culture.

## Designing Programs Which Prioritize Balance

The campaign emphasizes the significance of achieving balance between our basic needs and the heavy expectations built around academic and vocational success. It encourages individuals to set realistic expectations, establish boundaries, and foster a sense of equilibrium between personal and professional pursuits.

## Redefining Success

The Time to Ungrind campaign challenges the notion that success is solely defined by productivity and achievement. It encourages a broader understanding of success that encompasses well-being, personal growth, and meaningful connections.

# Exploring Underlying Theories and Models

To effectively implement the Time to Ungrind campaign, it is crucial to understand the theories and models that inform its approach. The toolkit provides an overview of relevant theories such as positive psychology, stress management, and resilience-building. It also delves into evidence-based models that promote well-being, enabling stakeholders to adopt effective strategies.

# Preparing for Campus Implementation

Successfully implementing the Time to Ungrind campaign requires assessing campus needs, careful planning, and strategic collaboration. The toolkit offers guidance on conducting needs assessments, engaging key partners, aligning institutional goals, and developing a comprehensive implementation strategy. It provides examples of best practices from institutions that have already embraced the campaign's principles, allowing you to draw inspiration from their experiences.

PG. 53

## Implementation of Time to Ungrind Campaign

This toolkit includes resources that are available for local campus implementation. Recognizing the importance of contextual relevance, the Time to Ungrind Toolkit provides strategies for tailoring the campaign to local college and university contexts. The toolkit provides the reader with considerations for contextual factors such as cultural norms, institutional dynamics, and community resources. This allows a strategy of enabling key partners to implement the campaign in a manner that resonates with their specific, local campus environment.

PG. 63

## Evaluating Program Success

Evaluation is a fundamental aspect of this campaign. The Time to Ungrind Toolkit offers guidance on establishing evaluation frameworks, selecting appropriate metrics to measure impact, and collecting and analyzing data to assess the program's overall effectiveness. By evaluating outcomes, partners can identify areas of success and areas that require further attention, allowing for continuous improvement and refinement. Additionally, program evaluation can help build program sustainability.



PG. 69

## Conclusion

The Time to Ungrind toolkit represents a powerful resource for educational institutions, policymakers, and key partners seeking to counter grind culture and promote holistic well-being. By following the roadmap provided in this introduction, you can gain a deeper understanding of the campaign's concepts, theories, and models, prepare for successful implementation, adapt the campaign to local contexts, and evaluate its effectiveness. We believe that the Time to Ungrind campaign has the potential to foster a healthier, more balanced approach to success, ultimately reducing the pressures associated with grind culture and promoting the well-being of individuals worldwide.

# SECTION 01

**Main Concepts,  
Frameworks,  
and Definitions**

# Well-being

In a society dominated by grind culture, where productivity is prioritized over well-being, it is crucial to recognize and address the impact this can have on individuals' lives. Institutions of higher education can incidentally – or at times, intentionally – contribute to a misalignment between well-being and success. Because the outcome of higher education, by necessity, needs to emphasize the mental, emotional, and physical health and well-being of individuals and communities, well-being lies at the core of the Time to Ungrind campaign.

## Defining Well-being

In higher education, the term well-being has become ubiquitous and for this toolkit, a single defining framework will be necessary. Drawing upon the interassociation definition of well-being in higher education developed collaboratively by the American College Health Association (ACHA), NASPA – Student Affairs Administrators in Higher Education, and NIRSA – Leaders in Collegiate Recreation, we can gain a comprehensive understanding of well-being within the context of higher education.

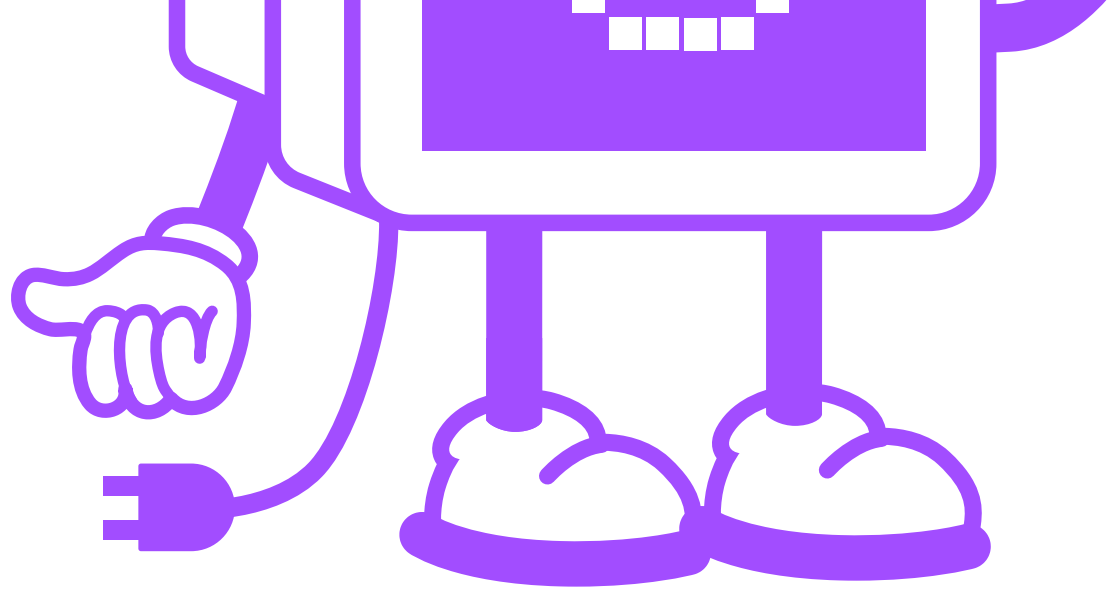


Individual well-being consists of subjective, objective, and civic dimensions. Subjective well-being refers to individuals' perceptions of their own happiness, life satisfaction, and emotional well-being. It encompasses their overall feelings of fulfillment and contentment with life. Objective well-being, on the other hand, involves measurable factors such as physical health, access to healthcare, and academic performance. It focuses on the tangible indicators that contribute to individuals' well-being. Civic well-being pertains to individuals' sense of belonging, engagement, and active participation within their communities. It encompasses their connection to the broader society, their civic engagement, and their social relationships.

Community well-being, the broader dimension of well-being, emphasizes the health and vitality of the communities to which individuals belong. It encompasses the social, environmental, and cultural factors that shape the well-being of the community as a whole. Community well-being extends beyond the individual level, recognizing that the collective health and prosperity of the community impact the well-being of its members.

By adopting this holistic perspective on well-being, the Time to Ungrind campaign recognizes the interconnectedness of subjective, objective, and civic well-being, as well as the importance of community well-being. Readers of this toolkit can be part of fostering an environment that promotes individual well-being through supportive policies, programs, and services that address the multifaceted dimensions of well-being. This comprehensive approach to well-being acknowledges that individual and community well-being are mutually reinforcing, with the collective well-being of the community contributing to the well-being of its individuals, and vice versa.

By understanding and embracing this interassociation definition of well-being, stakeholders within higher education institutions can design and implement initiatives that promote the holistic well-being of their students, faculty, staff, and the wider campus community. Through a concerted effort to enhance subjective, objective, and civic well-being, as well as community well-being, the Time to Ungrind campaign aims to create an educational environment that supports the flourishing of individuals while fostering a sense of belonging, connection, and purpose within a thriving community.



## Upstream Shared Risk and Protective Factors

Ultimately, comprehensive prevention and well-being programs share many outcomes with campus efforts designed to impact student retention, mental health outcomes, academic success, campus equity efforts, and student conduct. Even when outcomes may not be directly shared, the impact of student services may have common points of origin.

Upstream risk and protective factors are essential components of any comprehensive prevention program's design. These factors encompass the underlying social, economic, and environmental conditions that influence individuals' well-being, success, and susceptibility to grind culture and alcohol and other drug misuse. By addressing upstream factors, the Time to Ungrind campaign aims to create a supportive ecosystem that promotes resilience, mitigates risks, and fosters positive outcomes.

Risk factors are conditions or circumstances that increase the likelihood of individuals experiencing negative outcomes. In the context of higher education, upstream risk factors could include high academic expectations, intense workloads, limited social support, increased performance expectations from families, competitive academic programs, and inadequate mental health resources. By identifying and addressing these factors, the campaign seeks to reduce the prevalence and impact of grind culture, alcohol and other drug misuse, and associated challenges.

Protective factors, on the other hand, are conditions or resources that enhance individuals' ability to thrive and withstand adversity. Protective factors collectively are sometimes referred to as "grit." These factors can include social support

networks, access to mental health services, safe environments, opportunities for skill development, and a sense of belonging within educational institutions and communities. The Time to Ungrind campaign emphasizes the importance of strengthening and expanding protective factors to create an environment that supports well-being, balance, and personal growth.

In the design of the campaign, understanding and addressing upstream risk factors will involve implementing systemic changes within educational institutions and organizations. This may include revising policies and practices to reduce excessive academic pressures, promoting inclusive and supportive learning environments, and expanding access to mental health resources. By targeting these upstream factors, the campaign aims to create a foundation that fosters resilience and well-being,

ultimately reducing the likelihood of individuals engaging in alcohol or other drug misuse as a coping mechanism.

Simultaneously, enhancing protective factors will be a key focus of the campaign. This can be achieved through various strategies, such as promoting social connections and peer support networks, integrating well-being and resilience-building activities into curricula, and providing resources for stress management and self-care. By strengthening protective factors, the campaign aims to empower individuals to navigate challenges and pressures more effectively, thereby reducing their vulnerability to grind culture and substance misuse.





By incorporating an understanding of upstream risk and protective factors into the design of the Time to Ungrind campaign, stakeholders can implement interventions and initiatives that address the root causes of challenges associated with grind culture and alcohol and other drug misuse. Additionally, program designers acknowledge that risk and protective factors are interconnected, occur at a range of levels from individual to societal, and influence many health and quality-of-life outcomes.

This approach fosters a comprehensive and holistic response, focusing not only on individual behaviors but also on the broader social and environmental context. By targeting upstream factors, the campaign has the potential to create lasting change and promote a healthier and more supportive educational environment for all parts of the higher education community.

## Evidence-based risk and protective factors for college students

<b>RISK FACTORS:</b>	<b>PROTECTIVE FACTORS:</b>
<ul style="list-style-type: none"> <li>• Lack of caretaker supervision</li> <li>• Access to alcohol or other substances</li> <li>• Association with drug using peers</li> <li>• Adolescent risk seeking behavior</li> <li>• Previous mental health diagnosis</li> <li>• Party culture</li> <li>• Permissive norms</li> <li>• Lack of organized activities</li> </ul>	<ul style="list-style-type: none"> <li>• High self-esteem/sense of self</li> <li>• Appropriate coping skills</li> <li>• Confidence in refusal skills</li> <li>• Connectedness</li> <li>• Positive group norms (peer group and community)</li> <li>• Effective prevention programming</li> <li>• Campus policy</li> </ul>

# Tailoring the Campaign to Your Campus

# 1

Does the interassociation definition of well-being in higher education and its related model work within the context of your institution and how it has defined and held accountable programs surrounding well-being?

# 2

When considering the domains presented in the interassociation definition of well-being in higher education (individual subjective, individual objective, individual civic, and community), which domains currently have designed programs addressing and which are not represented?

# 3

What are some of the shared impacts that a program developed with the Time to Ungrind campaign could include beyond alcohol and other drug misuse?

# 4

What shared risk and protective factors are you already focusing on with other comprehensive programs (whether intentionally or unintentionally)?

# Designing Programs Which Prioritize Balance

Achieving a healthy balance is essential for sustainable success and personal fulfillment. In grind culture, the relentless pursuit of productivity often leads to burnout, strained relationships, and diminished overall well-being. The Time to Ungrind campaign recognizes the importance of establishing a sense of balance between personal and professional commitments to support individuals in leading fulfilling lives.

Programmatically, strategies include building skills and knowledge on balancing commitments, setting realistic expectations, and fostering boundaries.

However, the heart of the campaign aims to empower learners and professionals towards a philosophical shift of equilibrium as the ultimate fulfillment of the higher education experience.

That college and university environments can be built to enable students, faculty, and staff to excel academically or professionally while also nurturing personal growth, relationships, and self-care.

## Shifting Attitudes, Not Prescribing Behaviors

In the context of the Time to Ungrind toolkit, balance represents a significant attitude shift towards well-being. Rather than providing a prescriptive list of behavioral demands, the toolkit encourages the design of programs to reassess priorities, values, and the distribution of time and energy. Readers are discouraged from designing programs or materials which specify what attendees should (and should not) do. Instead, this toolkit recognizes that achieving balance is a deeply personal and individualized process, as each person's circumstances, responsibilities, and aspirations differ.

Developed programs with this toolkit may provide a range of resources, strategies, and insights to guide individuals in their journey towards finding balance. Programs can acknowledge that achieving balance requires ongoing self-reflection, adjustment, and adaptability as circumstances change. By adopting a personalized approach to balance, the toolkit recognizes and respects the unique needs and circumstances of each individual, offering guidance rather than imposing a rigid set of expectations.

The toolkit encourages designing programs for individuals to explore various strategies for achieving balance, such as time management techniques, prioritization exercises, self-care and community-care practices, and seeking support from peers and mentors. The individual programs and strategies developed should emphasize the importance of self-compassion and the acceptance that balance may look different for different people at different stages of their lives. By promoting this attitude shift towards balance, the toolkit aims to empower entire campus communities to navigate the demands of the academic and the personal while prioritizing their well-being and finding a sustainable approach to success.



## Building Program Sustainability and Outcomes for Lifelong Learners

The Time to Ungrind campaign recognizes that developing skills and practices that promote well-being, balance, and redefined success are not just a short-term endeavor but an opportunity to foster lifelong habits. The programs and resources provided by campuses as part of this campaign are designed to cultivate skills that can be integrated into individuals' daily lives, allowing them to sustain their well-being and balance over the long term.

By engaging in the programs offered by colleges and universities through the Time to Ungrind campaign, individuals have the opportunity to build a repertoire of skills and practices that support their well-being and balance. By creating opportunities for

consistent practice and reinforcement, campuses can ensure these skills can become ingrained habits that individuals carry with them beyond the immediate context of the campaign.

Sustainable change takes time and effort, not one-off programs. Holistic prevention and well-being programs emphasize the need for patience, self-compassion, and perseverance in the process of developing lifelong habits. The programs and resources provided by campuses as part of the Time to Ungrind campaign aim to support individuals through this journey, offering ongoing guidance, reinforcement, and opportunities for reflection and refinement.



# Tailoring the Campaign to Your Campus

# 1

**When considering current offerings, how much of a philosophical shift do you expect between your current portfolio and one focused on changing attitudes rather than prescribing behaviors?**

# 2

**How do you currently measure long-term impacts of prevention and well-being programs beyond the immediate impact?**

# Redefining Success

In the original creation of the statewide Time to Ungrind campaign, CADE program staff sought to change the narrative about grind culture and the harmful feedback loop that students shared they felt trapped in, ultimately leading to the initiation, overuse, and misuse of alcohol and other drugs. One of the contributors to that feedback loop was a need to chase the notion of success.

The Time to Ungrind toolkit challenges traditional notions of success and encourages a paradigm shift towards a more holistic and well-being-centered perspective. The toolkit recognizes that success is not solely defined by academic achievements or external markers, but encompasses a broader range of domains that contribute to individuals' overall well-being and fulfillment.

Since the statewide campaign is challenging hustle culture, programs designed on campuses need to redefine success itself.

## Exploring Domains of Success

The toolkit invites program designers and program participants to explore and identify their own domains of success, beyond academic, vocational, and financial measures. This toolkit acknowledges that success can be found in various areas of life, such as personal relationships, physical and mental health, personal growth, community engagement, and meaningful contributions to society. By recognizing and valuing these diverse domains, programs can be designed for individuals to cultivate a more comprehensive understanding of success that encompasses multiple facets of their lives.

## Institutional Measures of Success

It is important, especially for administrators and practitioners in student affairs, to name existing student success indicators which are central in the design and implementation of student services. These outcomes and data may represent means of accountability to internal and external stakeholders, and include metrics like student enrollment, retention, persistence, and graduation. Often, these are the ways in which institutions of higher education are shown to be effective and successful.

At times, a shared effort to impact these measures may inadvertently contribute to grind culture and ultimately have a negative impact on student mental health, as well as alcohol and other drug misuse. Campus administrators and practitioners are encouraged to keep student success metrics which are part of administrative processes and used at the aggregate level apart from programs designed to impact student and community knowledge, abilities, skills, and behaviors. Any campus-wide initiative should be evaluated for potential unintended impact on student and community well-being.



## Individual Measures of Success

Individual success for college and university students may be commonly measured by academic achievement, wealth accumulation, and societal status. These metrics often serve as benchmarks against which individuals compare themselves and evaluate their self-worth. With the pervasive influence of social media, this effect has been amplified by images of success tied to material possessions, extravagant lifestyles, and constant productivity. In short, the grind culture. However, the Time to Ungrind toolkit challenges these narrow definitions of success and urges institutions to broaden their perspective in designing an upstream program.

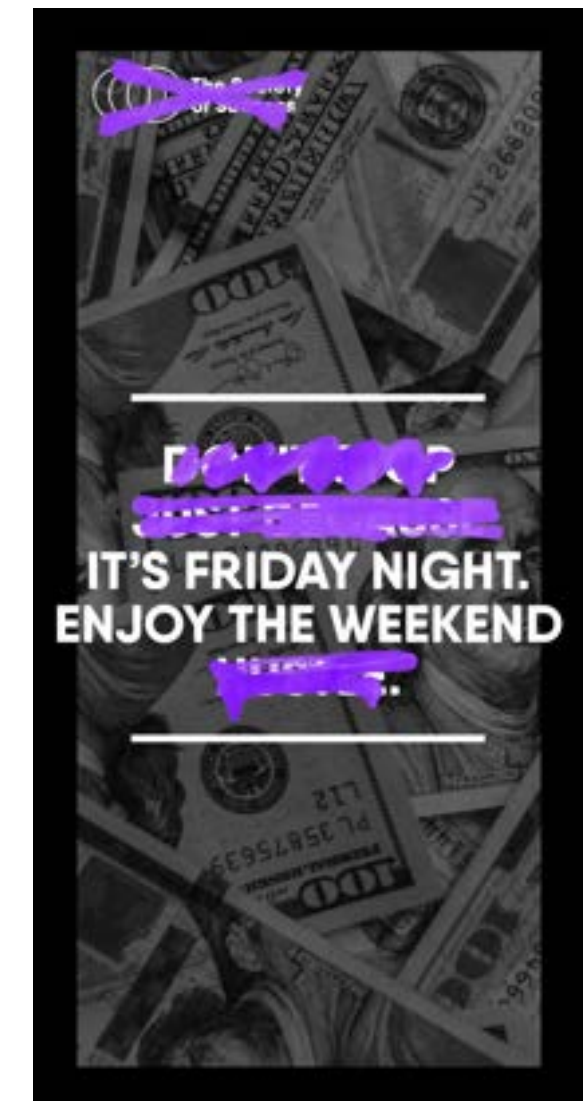
While academic achievements hold importance, the toolkit encourages institutions to recognize that success encompasses far more than grades and degrees. By shifting the focus from solely academic performance to a more holistic view of success, institutions can foster environments that prioritize personal growth, well-being, and character development.

The toolkit recognizes the influence of social media in shaping perceptions of success. The curated lives and achievements showcased online can create an unrealistic and unattainable standard for individuals to aspire to. Programs developed through the use of this toolkit should promote critical reflection on the narratives portrayed through social media and encourage individuals to redefine success based on their own values, passions, and aspirations, rather than external validation or comparison.

Additionally, the Time to Ungrind campaign challenges the notion that success is solely tied to productivity. In a culture that glorifies constant busyness and the accumulation of achievements, the toolkit emphasizes the importance of setting healthy boundaries, practicing self-care, and prioritizing well-being. It encourages individuals to redefine success by valuing their mental and physical health, fostering meaningful relationships, and finding purpose and fulfillment beyond societal expectations of productivity.

By broadening the lens through which success is measured, the Time to Ungrind campaign empowers individuals and educational institutions to shift the narrative and create a more balanced and inclusive understanding of success. It encourages institutions to redefine success by valuing personal growth, well-being, empathy, social connections, and

community engagement. By embracing a more comprehensive definition of success, individuals can find fulfillment and a sense of purpose that extends beyond academic achievements, wealth, and societal status, leading to a more sustainable and meaningful life journey.



# Prioritizing Intrinsic Values over Extrinsic Values

The toolkit encourages individuals to prioritize intrinsic values over extrinsic values when defining success. While external recognition and material rewards have their place, programs developed with this toolkit should emphasize the importance of cultivating a sense of purpose, joy, and fulfillment from within, prompting individuals to reflect on their core values and align their actions and goals with those values, fostering a deeper sense of meaning and satisfaction.



## Tailoring the Campaign to Your Campus

# 1

How does your prevention program measure success? Are there any unintended consequences of measuring success with your current design?

# 2

The grind culture prioritizes productivity and achievement above well-being. What systems are in place at your college or university that reinforce that?

# 3

What are examples of intrinsic value which can be impacted by your prevention and well-being programs?

**DISCUSSION PROMPTS**

# **SECTION 02**

**Understanding  
Underlying  
Theories and  
Models**

# Theoretical Prevention Framework from Alcohol Prevention

In 2002, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) released a report titled *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*. A task force comprised of college presidents, alcohol researchers, and students developed this report by seeking out the current trends in alcohol use in higher education and analyzing the resources currently combating alcohol abuse on college and university campuses.

In November 2007, the NIAAA released an update to the 2002 document. The 2007 update began to report on progress and emphasized the importance of collaboration between the campus and its surrounding communities.

One common and timeless strategy coming from the past 15 years of guidance from the NIAAA is delineating existing interventions (or new interventions) into tiers of effectiveness.

The NIAAA created the CollegeAIM, which provides the evidence-based information campus prevention professionals need to compare a broad range of individual and environmental alcohol interventions. As a matrix-based tool, the CollegeAIM is designed to help assess problems on campus, select strategies by exploring evidence in the field, plan how strategies will be implemented, and take action in implementation.

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## Effective Among College Students

The most effective strategies for implementation are those which have been researched specifically within the collegiate population. These strategies have the most support of successfully addressing prevention concerns with college students. Strategies include:

- Combining cognitive-behavioral skills with norms clarification and motivation enhancement interventions
- Offering brief motivational enhancement interventions in student health centers and emergency rooms
- Challenging expectancies

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## Effective with the General Population

In the next tier are included strategies which have been researched, but not specifically within the collegiate population. These strategies have support and may have been replicated in many environments (e.g. K-12 education environment, community environment), and/or may have been replicated with the traditional age of college attending students. Replication at a college or university has not been shown to be ineffective, but there is no research supporting the specific implementation at colleges and universities. Strategies include:

- Increase enforcement of laws for minimum age of use
- Effectively implement and increase publicity and enforcement of other laws to reduce impaired driving
- Restrict access and availability (e.g., retail outlet density, prescribing practices)
- Increase price and excise taxes on alcoholic beverages
- Promote responsible beverage service policies in social and commercial settings
- Form a campus-community coalition



## Promising Practices

The remaining viable strategies that are part of campus prevention efforts fall into this tier. This includes strategies which have not yet been researched, but are grounded in theory. These strategies have not been shown to be effective or ineffective in the general population or with the specific population of college students. Strategies include:

- Adopt campus-based policies to reduce high-risk use (e.g., reinstate Friday classes, eliminate keg parties, establish alcohol-free activities in residence halls)
- Increase enforcement at campus-based events that promote high-risk drinking
- Increase publicity about enforcement of related laws and eliminate mixed messages
- Consistently enforce campus disciplinary actions associated with policy violations
- Conduct marketing campaigns to correct student misperceptions about alcohol and other drug use on campus
- Provide "safe ride" programs
- Regulate sales and promotional discounts
- Enhance awareness of personal liability
- Inform new students and parents about policies and penalties

## Ineffective

Finally, the NIAAA created a designation for strategies which have been researched and shown to not increase protective factors, reduce risk factors, or positively impact prevention goals. Some ineffective strategies have also been documented to increase risk factors or decrease protective factors. These strategies should be avoided. Strategies include:

- Scare tactics (e.g. alcohol "crash cars" or "dead days")
- Informational, knowledge-based, or values clarification when used alone, without a comprehensive prevention strategy.

### PROGRAM INVENTORY

#### Programs for Individuals

Program	Works with College Students	Works with Other Populations	Promising Practice	Does Not Work	Unknown

### PROGRAM INVENTORY

#### Programs for Interpersonal and Indicated Groups

Program	Works with College Students	Works with Other Populations	Promising Practice	Does Not Work	Unknown

### PROGRAM INVENTORY

#### Programs for Communities/Organizations

Program	Works with College Students	Works with Other Populations	Promising Practice	Does Not Work	Unknown

**Evidence-based programs** are practices or programs which have been peer-reviewed, rigorously evaluated, and have proven effectiveness. These are the most ideal programs to implement in campus alcohol and other drug misuse. Programs which are effective typically have two or more experimental or quasi-experimental studies showing statistically significant results in the desired direction with the indicated population. To evaluate our program selection, we can categorize programs based on the evidence available. Scare tactics (e.g. alcohol "crash cars" or "dead days") Informational, knowledge-based, or values clarification when used alone, without a comprehensive prevention strategy.

# Stages of Change

In the context of the Time to Ungrind Toolkit, it is important to acknowledge that transforming deeply ingrained attitudes and behaviors is a process that takes time. The toolkit incorporates the Stages of Change, also known as the Transtheoretical Model, in its design and implementation to guide individuals through the process of behavior change.

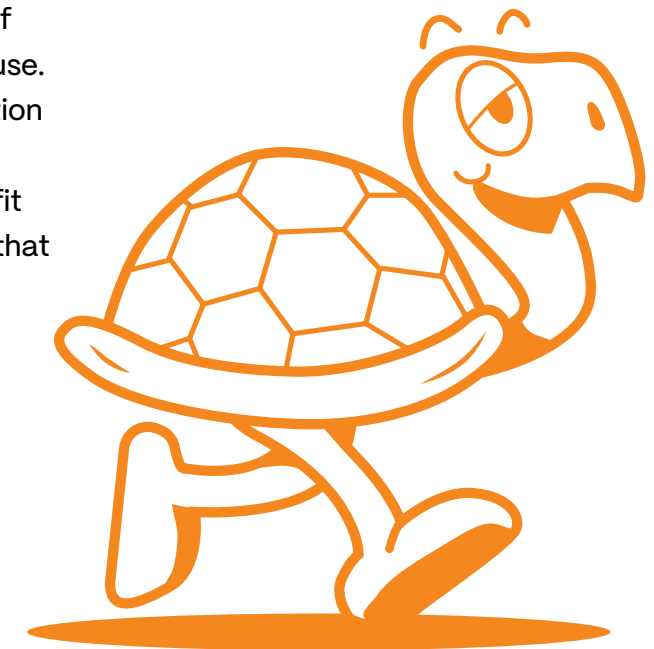
The Stages of Change model, initially proposed by Prochaska and DiClemente in 1979, provides a framework for understanding how individuals progress through different stages when making behavior changes. It recognizes that behavior change is not a random occurrence nor a static event, but a dynamic process that varies from person to person.



The Time to Ungrind Toolkit aligns with the Stages of Change model by emphasizing that change does not happen automatically. It acknowledges that individuals have unique motivations, readiness, and reasons for change. The toolkit recognizes the need for prevention strategies that facilitate positive movement through the stages of change, tailoring interventions to address the specific issues and challenges that individuals face within each stage.

For instance, a student in the Precontemplation stage may benefit from educational resources that address the expectancies and consequences of prescription stimulant medication misuse. On the other hand, a student in the Action stage, who has already taken steps towards behavior change, would benefit from concrete skill-building exercises that support their efforts to reduce alcohol or drug misuse.

By incorporating the Stages of Change model, the Time to Ungrind Toolkit recognizes that behavior change is a process that requires tailored interventions and support. It acknowledges that individuals may be at different stages of readiness and provides resources and strategies that meet them where they are in their journey. This approach increases the likelihood of positive and sustainable behavior change, ultimately fostering a healthier and more balanced lifestyle for individuals engaging with the toolkit.



## The stages of change include:

### Precontemplation

In this stage, a person can either be unaware that the particular behavior is dangerous or unhealthy or be uninterested in changing the behavior. The person is not thinking about any kind of change and may not start any time soon. They may admit that the behavior has negative aspects, but they do not believe the negatives outweigh the positive aspects.

### Contemplation

This stage marks a significant turning point for the individual. For whatever reason, they have decided that the particular behavior is causing some distress. This may be because of negative health effects, damaged relationships, and the like. The person begins to gather information and contemplate making a change, seeing how it would affect their life. A person in this stage is often ambivalent or feels two ways about the change. They may see the reasons to change as well as the reasons not to change.

### Preparation

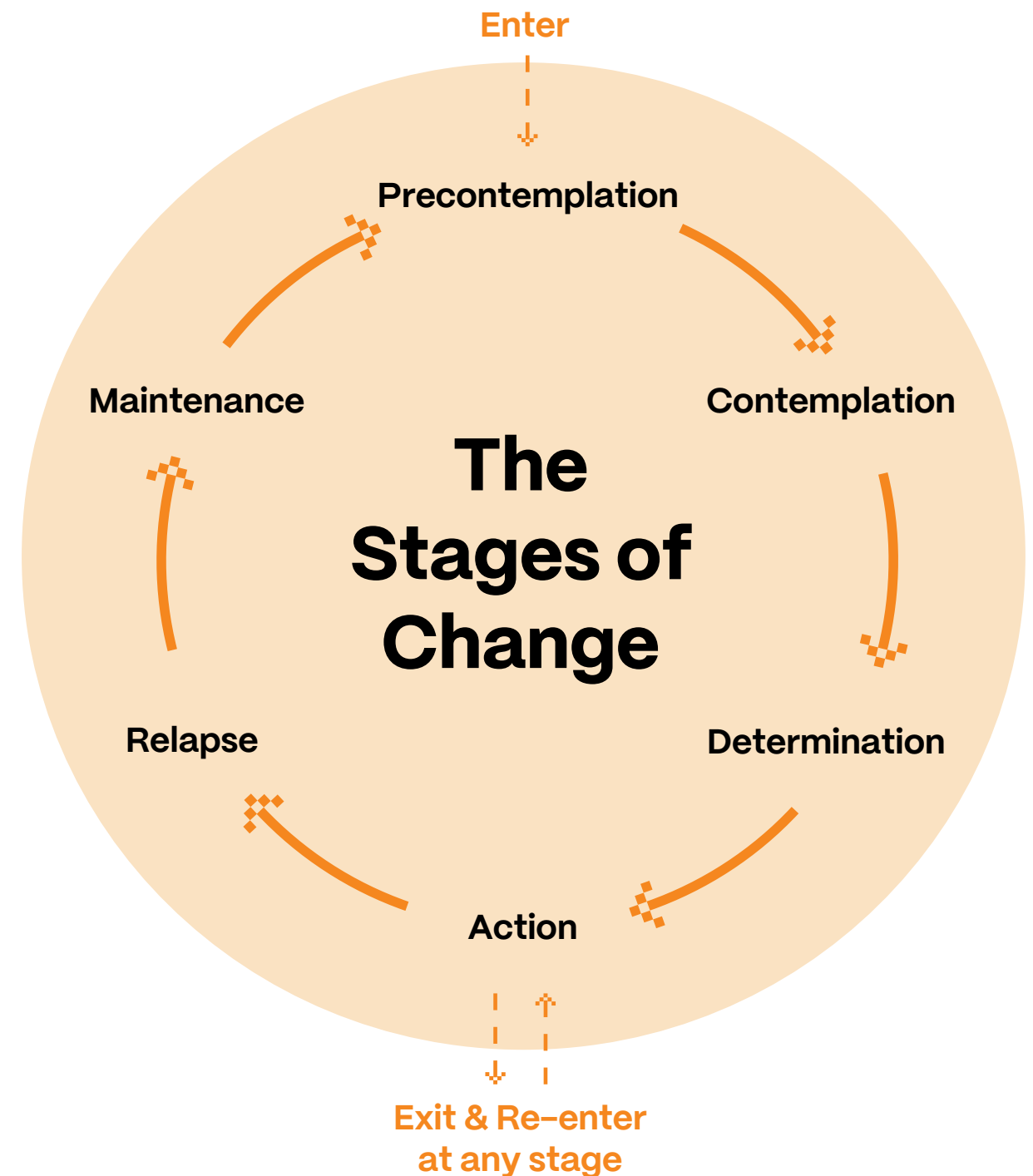
In this stage, the person has decided to make the change and is now preparing for it. The individual may collect more resources and make specific plans for a new lifestyle. Sometimes, a doctor or health provider is involved in this stage in order to suggest strategies for being a healthier person.

### Action

This is the stage in which the person is making the change. They are practicing healthier living by adopting smaller changes and learning from mistakes and occasional steps backward.

### Maintenance

In this stage, the person has successfully made the change to a healthier behavior, though they continue to work at maintaining it. There may be temptations to slide back into the previous behavior, so the person will need tools to help keep living the change.





# Harm Reduction

Harm reduction represents a practice of encouraging safer or healthier behaviors, rather than only advocating for the safest of most healthy behavior. Harm reduction campaigns in public health are designed to achieve maximum community outcomes with the least individual risk. Examples of harm reduction campaigns include needle exchange programs, safe sex education and condom distribution, safer party strategies, and naloxone administration training. These strategies are sometimes controversial in lieu of abstinence only approaches.

The Time to Ungrind toolkit embraces the principle of harm reduction. However, it

is important to note that the toolkit takes a tailored approach when addressing specific issues related to grind culture and alcohol and other drug misuse. The toolkit recognizes that these are complex challenges that require comprehensive strategies.

In the context of grind culture, the toolkit aims to challenge the societal norms and expectations that prioritize excessive productivity over well-being. It encourages individuals to redefine their definition of success and embrace a more balanced approach that considers personal fulfillment, self-care, and meaningful connections.

By promoting a healthier perspective on achievement, the toolkit empowers individuals to prioritize their well-being without compromising their goals.

Regarding alcohol and other drug misuse, the toolkit acknowledges the potential risks and consequences associated with these behaviors. It provides education

and resources to raise awareness about the impacts of substance misuse and supports individuals in developing healthier coping mechanisms and stress management techniques. The toolkit emphasizes the importance of seeking support and engaging in self-reflection to make informed decisions that align with one's overall well-being.

# Social Ecological Model

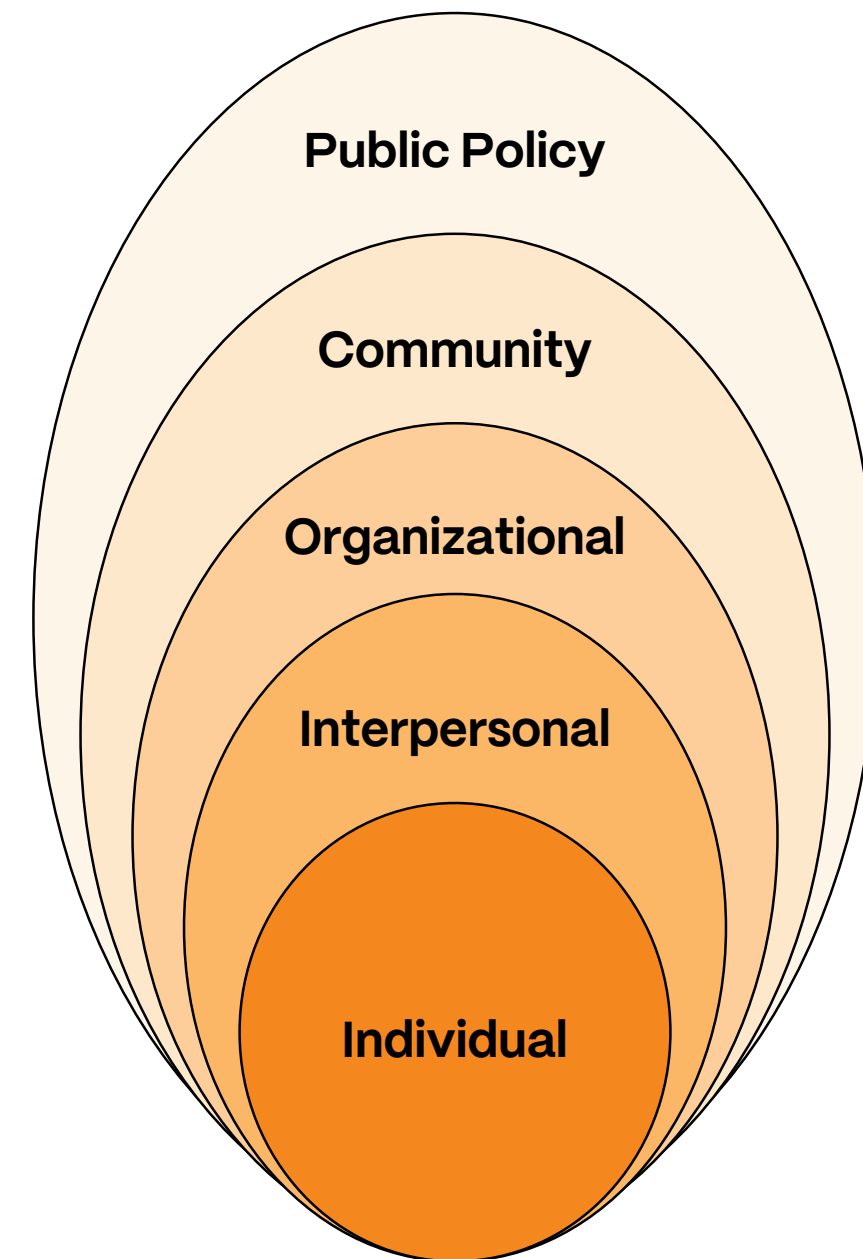
When designing comprehensive prevention and well-being programs, administrators and practitioners must consider various settings for program implementation. To help towards that need, this toolkit uses the Social Ecological Model (SEM) as a framework for understanding how individuals and their environment interact to shape behaviors. This model allows for a comprehensive approach to prevention by considering the various levels of influence within an individual's environment.

By considering these interconnected levels, the Time to Ungrind toolkit recognizes that individual behaviors are influenced by a complex interplay between personal characteristics, social networks, community dynamics, organizational structures, and policy contexts. Programs designed within this campaign should provide strategies and interventions that address each level, aiming to create a supportive and conducive environment for positive behavior change. Through this comprehensive approach, the toolkit empowers individuals to navigate their environments effectively and make healthier choices that promote overall well-being.

Since individuals exist in a social ecological system, changing individual behaviors and creating new social norms requires working across that system. For collegiate prevention, the research strongly supports the use of comprehensive, integrated programs with multiple complementary components that address:

- 1** Individuals, including at-risk students
- 2** Student population as a whole
- 3** College and surrounding community

This framework focuses on each of the three primary audiences, and the framework is a useful introduction to encourage presidents, administrators, college prevention specialists, students, and community members to think in a broad and comprehensive fashion about alcohol and other drug misuse. It is designed to encourage consideration of multiple audiences on and off campus.





**The SEM consists of five nested levels that provide a holistic view of the factors impacting an individual's behavior:**

### **Individual**

This level focuses on the characteristics of the individual that influence their behavior. Factors such as gender, age, race/ethnicity, sexual orientation, economic status, values, and expectancies play a role in shaping behaviors.

### **Interpersonal**

At the interpersonal level, the focus is on the formal and informal social networks that influence an individual's behavior. This includes family, friends, peers, co-workers, and other social connections that impact an individual's attitudes, beliefs, and choices.

### **Community**

The community level encompasses organizations or institutions, including colleges and universities, that provide services and create a defined geographical space. Communities shape individuals and the interpersonal relationships within them through shared values, resources, and opportunities.

### **Organizational**

This level refers to inter-community organizations or social institutions that share common values and affect the delivery of services and attitudes towards their constituents. Examples include academic disciplines and the higher education system in the United States, which shape the culture and practices within educational institutions.

### **Policy**

The policy level encompasses local, state, regional, and national laws, policies, procedures, and their enforcement that can influence individuals' behaviors. Policies related to healthcare access, drug take-back efforts, and other regulations can have a significant impact on individual choices and behaviors.

# **Social Norms Campaigns**

The term "social norm" refers to the social rules that shape behavior. Two types of norms commonly studied are descriptive norms and injunctive norms. Descriptive norms reflect individuals' perceptions of the actual behaviors exhibited by others, while injunctive norms reflect perceptions of which behaviors are generally approved or disapproved by others. These norms play a significant role in determining acceptable social behavior.

Research focused on the influence of social norms on patterns of alcohol and other drug misuse among college students identified two primary factors related to social norms that influenced students' decisions to engage in alcohol and other drug misuse. Firstly, the presence of injunctive norms among family members and friends who openly approve of such behaviors contributed to a greater likelihood of misuse. Secondly, favorable descriptive norms that support alcohol and other drug misuse were found to have an impact. When both of these factors were present, the likelihood of misuse increased.

Additionally, the research revealed that college students who held positive expectations about the benefits of alcohol and other drug misuse and used these substances as a coping mechanism were more likely to engage in such behaviors. The study demonstrated that a combination of factors, including favorable descriptive and injunctive norms, low perceived harm, and the use of substances for coping purposes, accounted for lower probability of alcohol and other drug misuse among college students.

These findings highlight the importance of addressing social norms surrounding alcohol and other drug misuse in prevention efforts. By challenging and reshaping these norms, interventions can work towards promoting healthier behaviors and reducing the likelihood of misuse.

# SECTION 03

## Preparing for Campus Implementation

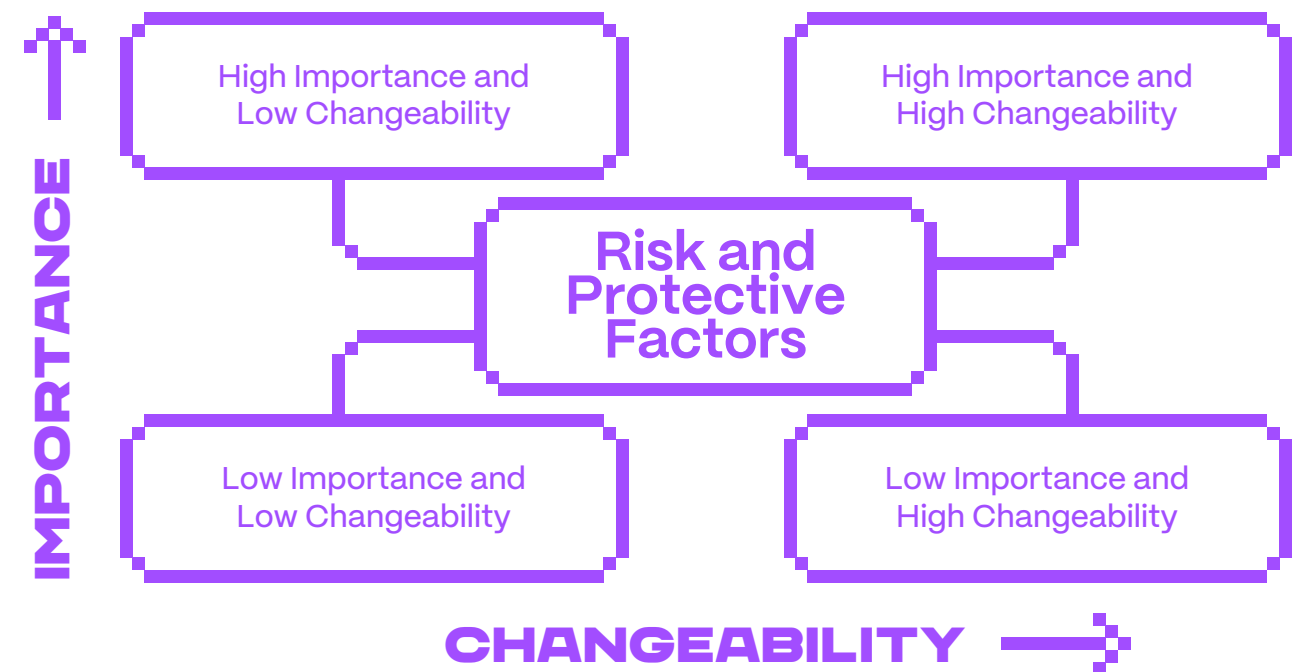
# Building a Plan

As the toolkit covered in Section 1, both alcohol and other drug misuse and grind culture are influenced by a range of risk and protective factors on each campus. Understanding the unique combination of factors present at your college or university is a crucial starting point. This may include factors such as a significant number of students living off-campus or a high proportion of students affiliated with fraternities, sororities, or those who have a history of alcohol and drug use in high school.

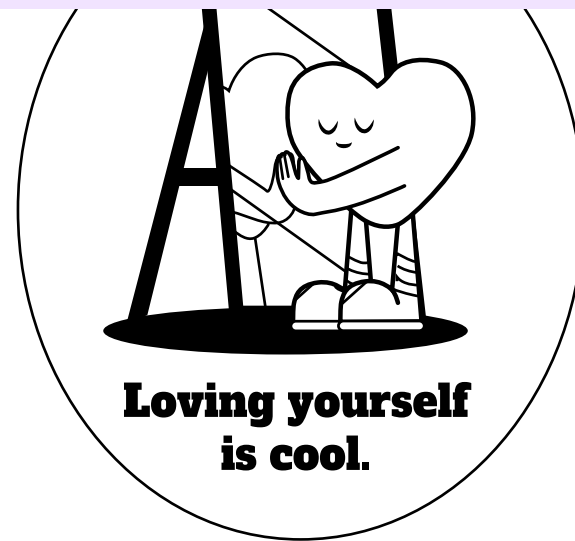
It is challenging to address all of these factors simultaneously, so we encourage program planners to prioritize and determine which ones to focus on first. Developing a prevention plan requires careful consideration of the factors' importance and changeability. Identifying key risk factors that have a significant impact on alcohol and other drug misuse or perpetuate grind culture will allow you to allocate resources and efforts more effectively.

Prioritizing changeable factors is particularly valuable as it enables you to focus on areas where interventions and strategies can have the greatest impact. For instance, if high rates of alcohol and drug misuse are associated with off-campus living, implementing targeted prevention initiatives that address the unique challenges faced by off-campus students can be a valuable approach. Similarly, if the influence of fraternity or sorority affiliation contributes to a culture of excessive substance use, collaborating with these organizations to promote healthier norms and behaviors can be an effective strategy.

By targeting specific risk factors, the Time to Ungrind campaign can address the underlying issues that contribute to alcohol and other drug misuse and grind culture. While it may not be feasible to address all factors simultaneously, focusing on the factors that are most important and changeable will allow for a more targeted and impactful prevention plan. Remember, by prioritizing efforts and addressing key factors, you can create a positive and transformative environment that supports the well-being and success of all students on campus.



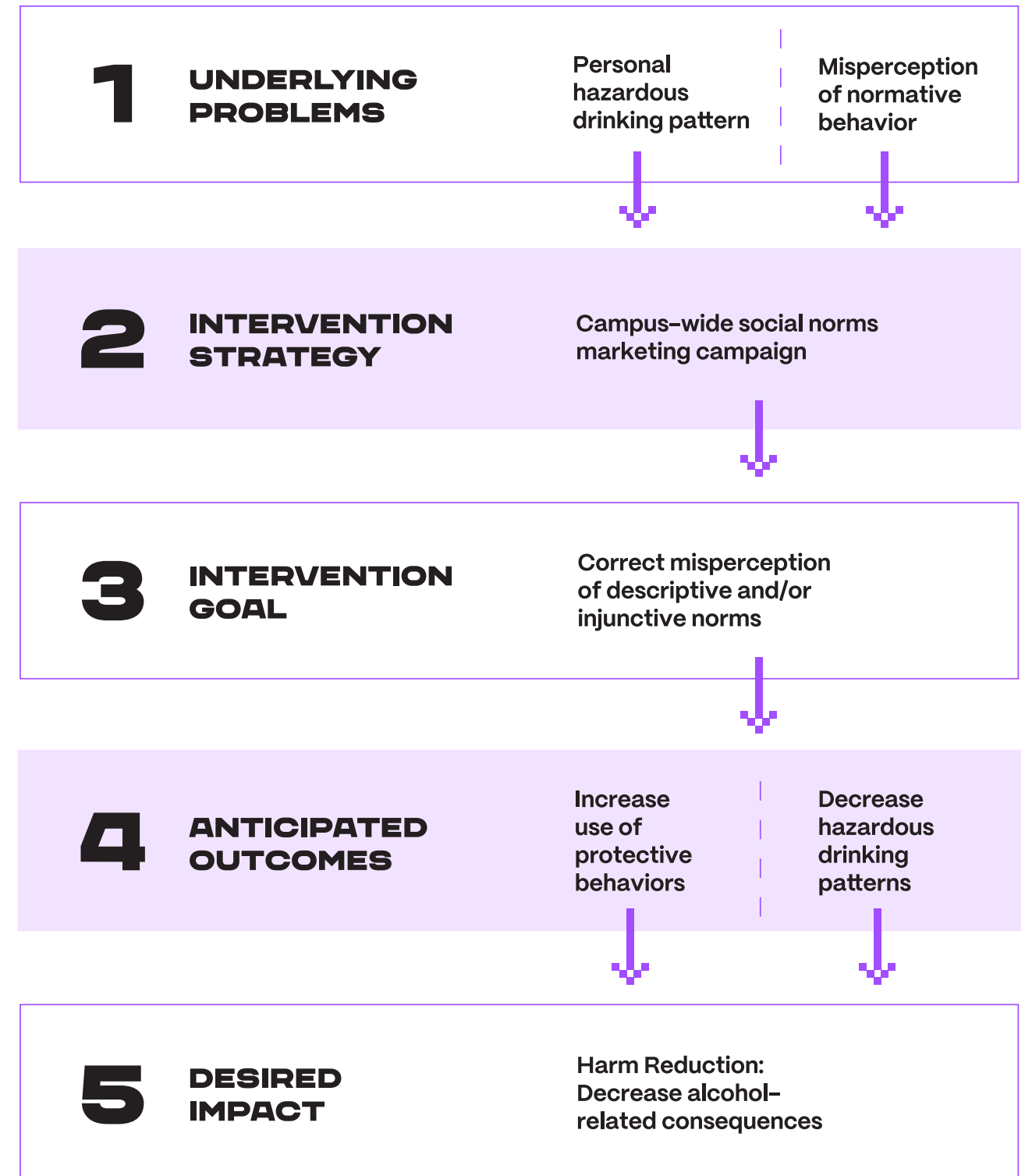




# In the Time to Ungrind campaign, prioritizing risk and protective factors that are both important and changeable is key when developing a prevention plan.

Recognizing the importance of addressing social norms and expectations in the early stages of college life, the Time to Ungrind campaign emphasizes the implementation of targeted prevention initiatives specifically designed for first-year students. By providing education, support, and resources that challenge the misconception that increased productivity is more important than well-being, we can empower students to make informed decisions and resist pressures that ultimately result in increased alcohol and other drug misuse.

## Logic of Social Norms Interventions



# Identifying Stakeholders and Creating Partnerships



Engaging stakeholders and building partnerships are crucial steps in the Time to Ungrind campaign to address alcohol and other drug misuse on campus or challenge the harmful effects of grind culture. While practitioners with specifically assigned duties for prevention and well-being programming play a significant role, the support and collaboration of various allies are essential for creating lasting change. Start by providing stakeholders with a comprehensive overview of the issue, highlighting the physical, financial, and emotional costs associated with alcohol and other drug misuse or the detrimental impact of grind culture. This toolkit includes materials that can aid in this process, so consider sharing resources with your stakeholders.

One of our primary goals of the campaign is to raise awareness that alcohol and other drug misuse or the pressures of grind culture are real issues on campus. However, it is equally important to communicate that the majority of students are making healthy decisions and are not engaged in such behaviors or the toxic cycle of grind culture. By reinforcing the positive social norms prevalent among

most students, we can avoid relying on scare tactics that may grab attention but have limited impact on behavior change. Use your campus data to inform stakeholders about these healthy norms specific to your institution. By promoting the responsible choices made by the majority, your efforts will be more effective in creating a culture of well-being.

**It is crucial to engage and inform various key allies who can contribute significantly to the success of the Time to Ungrind campaign.**

## **THIS INCLUDES:**

**student government and class officers**

**athletic coaches**

**intramural and club teams**

**faculty members**

**parent groups**

**campus activities offices**

**campus judicial offices**

**fraternities and sororities**

**residence life staff**

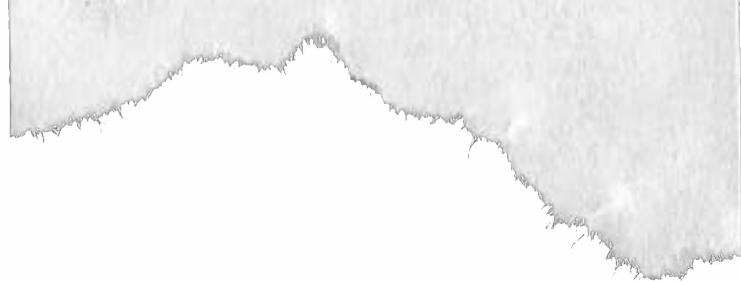
**campus police and security**

**health education**

**health centers**

**counseling centers**

**the Greek life office**



Each of these stakeholders has a unique role to play in fostering a supportive environment and promoting healthy choices among students. By collaborating with these allies and leveraging their influence, we can create a campus-wide network of support to address alcohol and other drug misuse or challenge the pressures of grind culture effectively.

Remember, the Time to Ungrind campaign thrives on collective efforts and partnerships. By involving stakeholders from diverse areas of campus life, we can create a united front against alcohol and other drug misuse or the unhealthy aspects of grind culture and foster a campus culture that prioritizes well-being.

Campus Area or Department	Possible Role	Name, Title, Contact Info
Student affairs		
<b>Athletics</b> e.g., director of athletics, senior woman administrator, athletic trainer, assistant or associate director of athletics, coach, life skills coordinator		
Campus safety		
Health services		
Evaluation specialist/evaluator		
Institutional research & assessment		
Academic affairs		
Health/wellness promotion/education		
Judicial affairs		
<b>Student leadership</b> e.g., student government leader, student athlete advisory committee representative, fraternity and sorority leader, multicultural leaders, substance-free programming leaders, residence life student staff		
Residence life		
Student activities		
Counseling/ psychological services		
Fraternity/ sorority advisors		
Faculty member or Faculty Athletics Representative		
Add additional partners that you identify		

# **SECTION 04**

**Implementation  
of Time to  
Ungrind  
Campaign**

# Campaign Resources

## Pre-Matriculation

Before the First 90 Days of the fall semester, you and your prevention team have the opportunity to plan. Ideally, your planning for the First 90 Days campaign can begin as early as April/May, but planning can also take place in August or the First 90 Days themselves.

Depending on your campus' schedule, there may be new student orientation sessions to consider during this time. Strategies include developing a strategic plan, making clear communications to campus populations about alcohol policies, and engaging parents of college students as prevention partners.

Individual	Interpersonal / Group	Community / Environmental

## Campus Move-in and First Week

The First 90 Days begins with the first week of classes and student move-in to campus housing. For your institution, move-in may precede the first week of classes. The time between move-in and the first day of classes has consistently been documented as a high-risk time period of underage and high-risk drinking by on-campus students.

During this time period, students are establishing their norms, often adopting unhealthy behaviors or inaccurate perceptions about how alcohol is used. Strategies look at addressing behaviors before they are established, setting healthy norms, and establishing your prevention program's presence with new and returning students.

Individual	Interpersonal / Group	Community / Environmental

## Exploration and Norm Development

After students have arrived on campus, they begin to develop and explore their identities. Alcohol and other drug use has a role as part of that identity definition exploration. In most ways, the role alcohol plays is legal and healthy, but sometimes the development and exploration can include underage and high-risk alcohol use. One notable example is fraternity and sorority member recruitment (traditionally known as "rush week"), but many member organizations experience similar group exploration.

During this identity development and exploration, students are more isolated from the campus environment as they figure out where they "fit." In this part of the campus timeline, campus programs can help students to identify the healthy, legal, and responsible roles that alcohol and other drug use may have. Strategies during this period address training students to be responsible parts of their campus groups, building alcohol and substance free alternatives, and supporting positive identity development opportunities.

Individual	Interpersonal / Group	Community / Environmental

### Interaction with the Environment

After the first few weeks are completed, students are solidifying their individual and group identities and now begin to interact with the campus environment as a whole. For many, the confidence of identity opens up new opportunities and relationships with other individuals and groups on campus. Students have formed many of their behaviors and perceptions, and campus programs can help shape those to be healthy and accurate.

This period includes more high-risk times for underage and high-risk drinking, including: midterm examinations (generally celebrating the completion of), Homecoming and other significant sporting events (e.g. rival school games), and Halloween. Providing students with additional protective and alternate options can help them to have the skills to address these high-risk, environmental situations. Strategies include building and providing alternative events, targeting high-risk drinking events, and building protective factors.

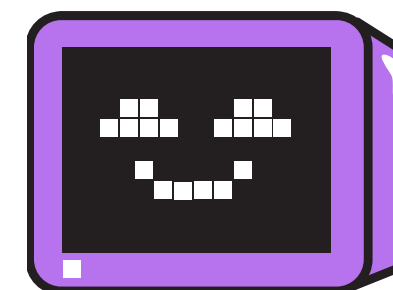
Individual	Interpersonal / Group	Community / Environmental

### Spring Semester

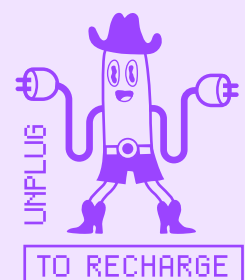
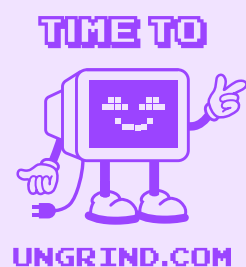
While most prevention programs are designed for the beginning of an academic term, the spring semester (or winter and spring quarters) give us an opportunity to boost our existing messaging to reinforce strategies. There are high risk times for alcohol and other drug misuse (e.g., spring break, midterms), but campus culture is less malleable in the spring semester than it is for the first 90 days. Spring may be a time of evaluation, assessment, and program planning for prevention teams.

Individual	Interpersonal / Group	Community / Environmental

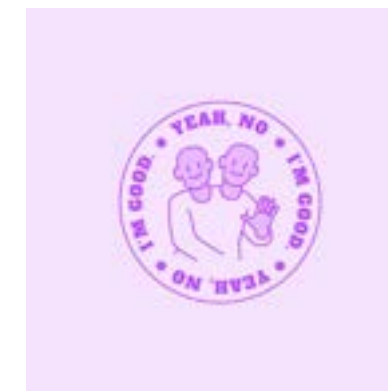
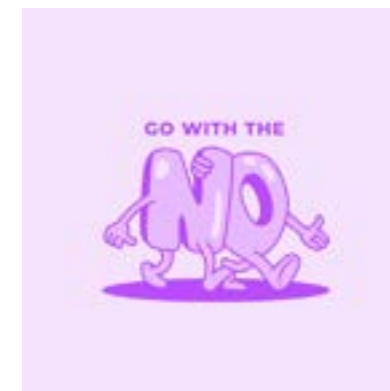
# Adapting the Campaign to Local Contexts



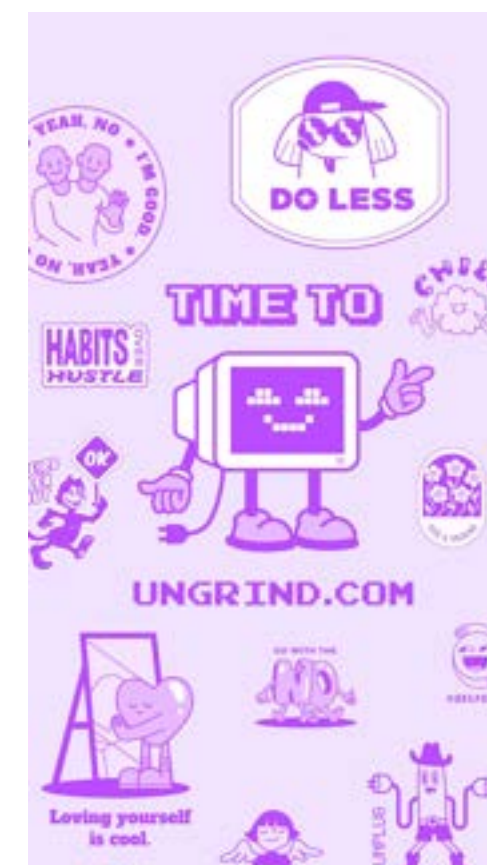
# Gif & Stickers



# Social Posts



## Carousel Frames



## Posts

## Story

# Posters



01



02



01



02

# Display Ads



01



02



03



01



02



03





# SECTION 05

## Evaluating Program Success



# Different Approaches to Evaluation

Embracing a comprehensive evaluation approach is essential in the Time to Ungrind campaign to assess the impact and effectiveness of our interventions. Two types of evaluation, process and outcome evaluation, offer distinct insights into program implementation and the effects of our efforts.

## Process Evaluation

Process evaluation focuses on documenting the implementation of interventions and programs. It allows us to track the fidelity of program delivery, participation rates, completion rates, and any adaptations made along the way. Understanding the implementation process enhances our ability to improve intervention delivery and gain a deeper understanding of prevention outcomes. By asking questions such as the extent to which intervention sessions were delivered as intended and how many participants completed the intervention, we can fine-tune our approaches and ensure program effectiveness.

Program evaluation can be intimidating for anyone new to the process. In the Time to Ungrind campaign, we encourage you to view evaluation as a guiding tool. Evaluation is a valuable process that helps you gain insights into the issues, perceptions, and attitudes of students and the campus community. It allows you to assess the impact, outcomes, and overall effectiveness of your prevention efforts. By embracing evaluation, you can navigate the path to success, identify areas for improvement, and strengthen your strategies.

When it comes to evaluation, there are various approaches you can choose from based on what you want to know. Some campuses collect attitude and perception data through surveys and focus groups, while others conduct environmental scans to understand policies, enforcement measures, and general support for prevention. Peer education groups can implement program evaluations after each educational event to assess learning, intentions to change behavior, and identify areas that require further attention.

If you're new to evaluations, it's helpful to start small. A program evaluation can provide valuable information about the program's usefulness, the messages students are learning, and their preferences for future topics. To achieve more robust results, consider conducting a brief pretest consisting of 5–10 questions, followed by a post-test and evaluation. You can include perception and intent questions such as, "How often do you think students at this campus misuse alcohol and other drugs?" or "If you currently misuse alcohol and other drugs, how likely are you to decrease your misuse in the future?"

Collaborating with an evaluator or a faculty member on campus is another approach. By collecting the names and emails of students who attend a program, you can follow up with them three to six months later to assess longer-term knowledge retention and behavior change.

## Outcome Evaluation

While process evaluation provides valuable insights, it is equally crucial to employ outcome evaluation to measure the effects of our interventions. Outcome evaluation allows us to determine whether our interventions have produced the desired short- and long-term prevention outcomes and to build support for effective strategies. Through questions like how students' attitudes toward the grind culture have changed and the extent of changes in alcohol and other drug misuse behaviors, we gain a comprehensive understanding of the impact our interventions have on student behaviors.

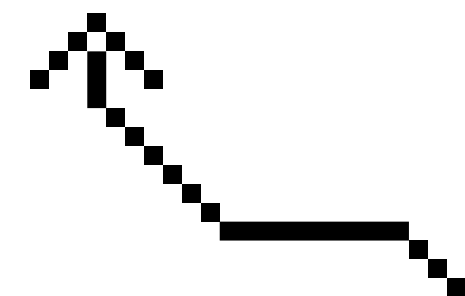
## Blending Process and Outcome Evaluations

Recognizing that behavior change is a gradual and nonlinear process, it is essential to embrace both process and outcome evaluation. Although it may feel more comfortable to focus solely on process measures, both types of evaluation are necessary to develop interventions that have a lasting impact on student behaviors. While the nature of behavior change may initially raise concerns about delayed results, it is through rigorous evaluation that we can refine our approaches, demonstrate the effectiveness of our efforts, and promote evidence-based strategies.

In the Time to Ungrind campaign, we encourage a participatory approach to evaluation. This approach involves inviting evaluators to become active partners and advisors in the evaluation process, working collaboratively with all stakeholders involved. By valuing the contributions of students, staff, and campus leaders, we foster increased buy-in, capacity, and relevance in the evaluation process. Adopting a participatory method aligns with the learning methods already familiar to students, ensuring that the evaluation is culturally appropriate, relevant, and reflects the diverse perspectives of those involved. This approach enhances the utilization of evaluation results, empowers participants, and strengthens the overall impact of our prevention efforts.

In summary, the Time to Ungrind campaign embraces both process and outcome evaluation to assess program implementation and effectiveness. We advocate for a participatory approach to evaluation, inviting stakeholders to actively contribute and collaborate throughout the process.

**By engaging in comprehensive evaluation practices, we can refine our interventions, promote evidence-based strategies, and make a lasting impact on student behaviors while fostering a culture of well-being and balance.**



# The Time to Ungrind Toolkit has taken us on a transformative journey—

equipping us with the knowledge and strategies to address alcohol and other drug misuse within the pervasive culture of grind. Throughout our exploration, we have discovered the significance of understanding risk and protective factors, prioritizing interventions, and implementing comprehensive evaluation approaches. With these insights, we can create a real and sustainable change that promotes well-being and resilience in our campuses and communities.

One of the key lessons we have learned is the importance of identifying the risk and protective factors specific to our campuses. Every institution is unique, with its own combination of factors that contribute to substance misuse. By delving into the demographics, campus environment, and student affiliations, we gain a deeper understanding of the challenges we face. Large numbers of off-campus students, fraternity or sorority affiliations, or a history of high school alcohol and drug use are just a few examples of risk factors that demand our attention.

However, it is crucial to recognize that we cannot address all these factors at once. The prioritization of interventions is essential to maximize our impact. A classic example lies in the focus on first-year students, a critical time when they navigate the social norms of campus life. By challenging the expectations and norms around alcohol and drug use from the moment they arrive, we can prevent high-risk behaviors rooted in the pressure to conform. This targeted approach, combined with continuous evaluation and adaptation, allows us to refine our efforts and ensure lasting impact.

Evaluation serves as our compass on this journey, guiding us towards success and strengthening our prevention strategies. The Time to Ungrind Toolkit emphasizes two main types of evaluation: process and outcome evaluation. Process evaluation provides valuable insights into the implementation of our programs

and interventions, helping us refine their delivery and understand prevention outcomes. By asking critical questions about the fidelity of intervention sessions, participant engagement, and adaptations made, we gain a comprehensive view of the implementation process.

Collaboration and partnerships play a vital role in our collective efforts to ungrind and promote healthier lifestyles. The Time to Ungrind Toolkit encourages us to seek out faculty or staff members on our campuses who possess evaluation expertise. These individuals can become valuable resources, helping us create, conduct, build upon, and understand our evaluation efforts and responses. By fostering collaborations with experts, we enhance our capacity to develop evidence-based programs and interventions that have a genuine impact on our students.

As we conclude this journey through the Time to Ungrind Toolkit, we recognize that breaking away from the grind culture is not a simple task. It requires

dedication, resilience, and a commitment to promoting positive change. However, armed with the knowledge, strategies, and evaluation frameworks provided by the toolkit, we are well-equipped to navigate the challenges ahead.

Our ultimate goal is to create campus environments that prioritize well-being and empower students to make healthier choices, including choices around alcohol and other drug misuse. By challenging the social norms, addressing risk factors, and leveraging the power of evaluation, we can disrupt the grind culture that perpetuates substance misuse.

The Time to Ungrind Toolkit serves as our roadmap, guiding us towards a future where our campuses are vibrant, inclusive, and free from the harms of excessive work and substance abuse. With our collective efforts, we can create a healthier, happier, and more thriving campus community for all.



# THE TIME TO UNGRIND IS NOW.

## NOTES

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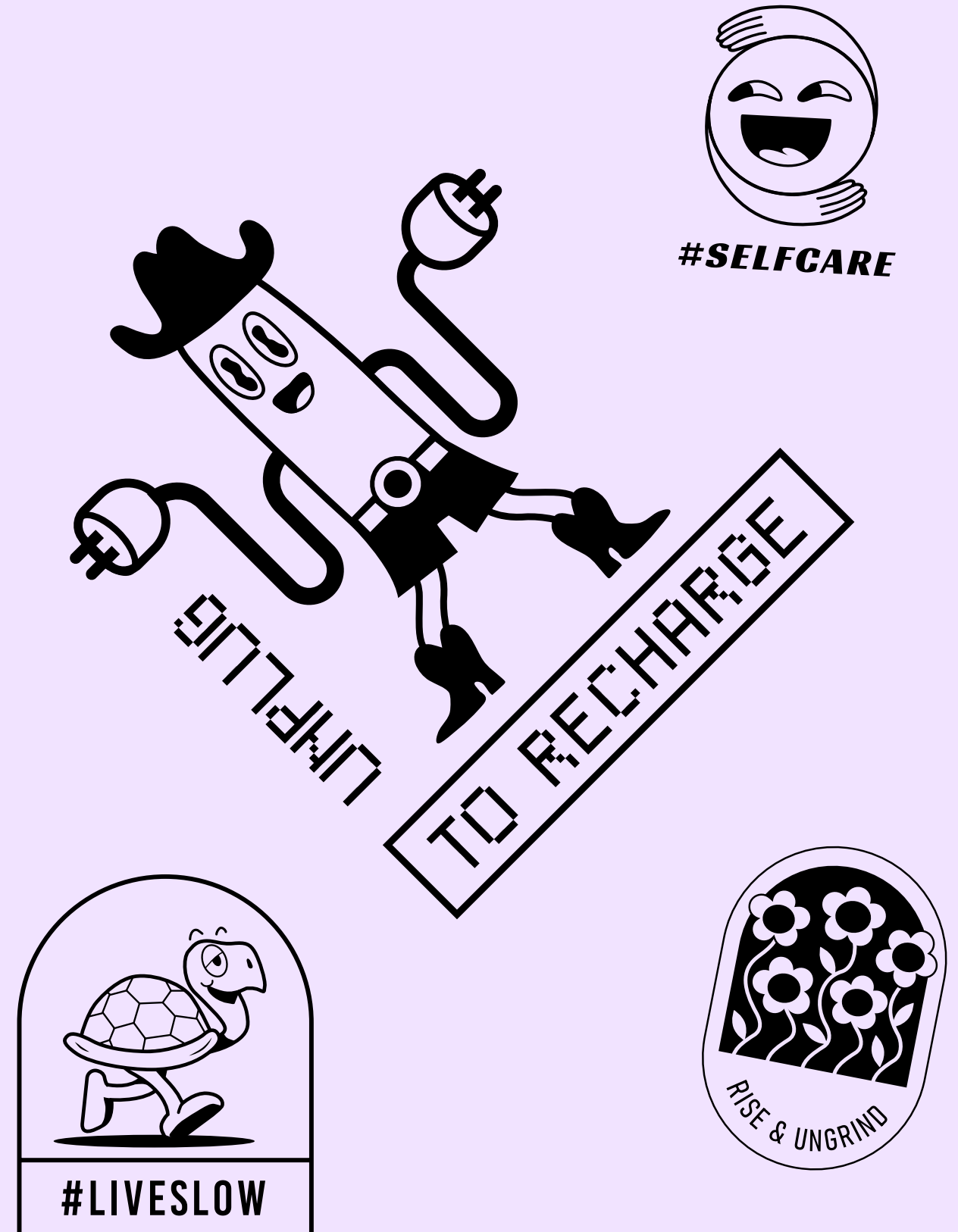
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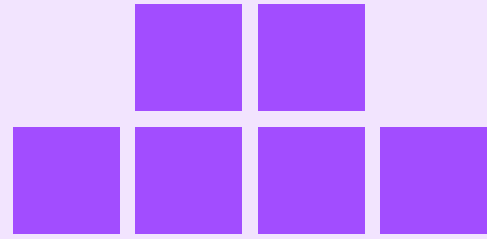
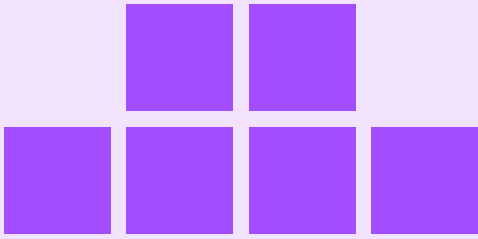
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